

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

May 15-16th, 2025

***Montana School for the Deaf and Blind
3911 Central Ave
Great Falls, MT, 59401***

AGENDA

BOARD OF PUBLIC EDUCATION MEETING AGENDA

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

Thursday, May 15, 2025
8:30AM

CALL TO ORDER

- A. Pledge of Allegiance led by MSDB Visually Impaired Students
- 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.

CONSENT AGENDA – page #8

(Items may be pulled from Consent Agenda upon request)

- A. March 5, 2025 and March 11-12, 2025 Meeting Minutes
- B. Financials

ADOPT AGENDA

BASICS OF AMERICAN SIGN LANGUAGE – Jennifer St. Pierre, ASL Mentor

❖ REPORTS – Dr. Tim Tharp (Items 1-5)

- Item 1 CHAIRPERSON REPORT – 15 Minutes, page #26
Dr. Tim Tharp
- Item 2 EXECUTIVE DIRECTOR REPORT – 15 Minutes, page #27
McCall Flynn
- Item 3 STATE SUPERINTENDENT REPORT – 1 Hour, page #28
State Superintendent Susie Hedalen
 - Teacher of the Year Introduction
 - Assessment Update and Information
 - MAST Update
 - MIC3
 - Graduation for Military Students and Native American Students

Item 4 COMMISSIONER OF HIGHER EDUCATION REPORT – 15 Minutes, page #39
Dr. Angela McLean

Item 5 STUDENT REPRESENTATIVE REPORT – 15 Minutes, page #40
Gavin Mow

- Recognition of Exiting Student Representative

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

Item 6 UPDATE ON MONTANA 250TH COMMISSION – 15 Minutes, page #41
Chris Averill

❖ MSDB LIAISON – Lisa Schmidt (Item 7)

Item 7 MSDB REPORT – 1 Hour, page #54
Paul Furthmyre

- MSDB Foundation Memorandum of Understanding
- MSDB Outreach Programming
- Superintendent Updates

ACTION ITEMS:

- Action on Out of State Travel Request
- Action on Personnel Items
- Action on MSDB/Golden Triangle Co-op
- Action on MHSA Agreement
- MFPE Local #4027 STARS Act Agreement

*****LUNCH WITH MSDB STAFF AND FOUNDATION BOARD MEMBERS*****
Lunch will be provided for Board members

❖ BOARD OF PUBLIC EDUCATION TOURS & ACTIVITIES

1:00PM GREAT FALLS CORE ELEMENTARY SCHOOL TOUR AND ROUDTABLE
DISCUSSION
Morningside Elementary School
4119 7th Ave North, Great Falls, MT

2:30PM GREAT FALLS PUBLIC SCHOOLS INDIAN EDUCATION FOR ALL ACTIVITY
Paris Gibson Education Center
2400 Central Ave, Great Falls, MT

*****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 – 5 Minutes, page #102
Katie Verderber

Item 9 DISCUSSION ON THE COUNCIL FOR THE ACCREDITATION OF EDUCATOR
PREPARATION MEMORANDUM OF UNDERSTANDING – 15 Minutes, page #103
Dr. Julie Murgel

Item 10 INFORMATION ON PRAXIS REGENERATED TEST REVIEW AND QUALIFYING
SCORE FOR ELEMENTARY EDUCATION – 15 Minutes, page #108
Crystal Andrews

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

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

Item 11 EXECUTIVE DIRECTOR PERFORMANCE EVALUATION – 30 Minutes, page #114
Dr. Tim Tharp

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

❖ BOARD OF PUBLIC EDUCATION ACTIVITY

4:30PM BOWLING WITH MSDB COTTAGE STUDENTS
Mustang Center
Montana School for the Deaf and Blind

RECESS

Friday, May 16, 2025

8:30AM

CALL TO ORDER

- A. Pledge of Allegiance led by MSDB Deaf and Hard of Hearing Students
- B. Roll Call
- C. Statement of Public Participation
- D. Welcome Visitors

BASICS OF WORKING VISUALLY IMPAIRED – Geri Darko, Orientation and Mobility Specialist

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

Item 12 ACTION ON THE K-12 PAYMENT SCHEDULE – 15 Minutes, page #118
Paul Taylor

❖ MACIE LIAISON – Julia Maxwell (Item 13)

Item 13 MACIE REPORT – 30 Minutes, page #121
Jordann Lankford Forster

- Review American Indian Student Achievement Gap Recommendations
- Review IEFA Funding Recommendations

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

Item 14 UPDATE ON COMMUNITY CHOICE SCHOOLS COMMISSION – 15 Minutes, page #125
Cathy Kincheloe

Item 15 REVIEW OF REVISED PUBLIC CHARTER SCHOOL APPLICATION AND EVALUATION CRITERIA – 15 Minutes, page #127
McCall Flynn

❖ 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 – 15 Minutes, page #142
Cedar Rose

❖ **ACCREDITATION COMMITTEE – Madalyn Quinlan (Items 17-21)**

- Item 17** **INFORMATION ON THE ACCREDITATION PROCESS AND FEEDBACK – 30 Minutes, page #146**
Crystal Andrews; Superintendent Elliott Crump, Shelby Public Schools;
Superintendent Heather Jarrett, Reed Point Schools
- Item 18** **ACTION ON ACCREDITATION THREE-YEAR CYCLES – 15 Minutes, page #149**
Crystal Andrews
- Item 19** **ACTION ON THE ACCREDITATION STATUS OF ALL SCHOOLS – 15 Minutes, page #152**
Crystal Andrews
- Item 20** **INITIAL REVIEW OF SUPERINTENDENT’S PROPOSED REVISIONS TO ARM TITLE 10, CHAPTER 53, ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS – 1 Hour, page #154**
Marie Judisch
- Item 21** **INFORMATION ON THE RESOLUTION TO SUPPORT INCREASING PK-12 ATTAINMENT IN READING AND READING PROFICIENCY – 15 Minutes, page #247**
McCall Flynn

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

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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 led by MSDB
Visually Impaired Students**
- B. Roll Call**
- C. Statement of Public Participation**
- D. Welcome Visitors**

CONSENT AGENDA

Items may be pulled from Consent Agenda if
requested

- A. March 5, 2025 and March 11-12,
2025 Meeting Minutes**
- B. Financials**

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION SPECIAL MEETING MINUTES

March 5, 2025
Zoom

Wednesday, March 5, 2025
9:00 AM

CALL TO ORDER – 00:00:15

Chair Tharp called the meeting to order at 9:00 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. Guests online introduced themselves to the Board.

Board members: Dr. Tim Tharp, Chair; Dr. Ron Slinger, Vice Chair; Ms. Madalyn Quinlan; Ms. Lisa Schmidt; Ms. Julia Maxwell. Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist.

ADOPT AGENDA – 00:02:21

Board member Quinlan moved to adopt the agenda as presented. Motion seconded by Board member Schmidt.

No discussion. Motion passed unanimously.

❖ CHARTER COMMITTEE – Dr. Ron Slinger (Item 1)

Item 1 ACTION ON THE EXECUTION OF THE PUBLIC CHARTER SCHOOL CONTRACTS – 00:02:46 Dr. Ron Slinger

Ms. McCall Flynn explained the process for contracting with the Public Charter Schools noting that all contracts have been signed. Ms. Flynn noted that all the schools plan to open in the fall of 2025 for the 2025-2026 school year.

Vice Chair moved to approve the public charter school contracts for the five public charter schools approved by the Board of Public Education as noted in the agenda packet. Motion seconded by Board member Quinlan.

Chair Tharp asked Ms. Flynn to describe how the schools are cooperating together to meet the reporting requirements. Ms. Flynn explained that there has been a lot of coordination with School Business Officials for the financial reporting requirements and that additional best practices conversations may be done at a future conference.

No further discussion. Motion passed unanimously.

PUBLIC COMMENT – 00:09:20 No public comment.

ADJOURN

Meeting adjourned at 9:11 AM.

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DRAFT

BOARD OF PUBLIC EDUCATION MEETING MINUTES

March 11-12, 2025
East Helena High School, 227 Academy
2760 Valley Dr
East Helena, MT

Tuesday, March 11, 2025
8:30 AM

CALL TO ORDER – 00:01:05

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. Guests in the audience introduced themselves to the Board.

Board members: Dr. Tim Tharp, Chair; Dr. Ron Slinger, Vice Chair; Ms. Madalyn Quinlan; Dr. Hannah Nieskens; Ms. Lisa Schmidt; Ms. Julia Maxwell; 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); Mr. Dylan Klapmeier, Governor's Office. 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: Ms. Cedar Rose, OPI; Ms. Crystal Andrews, OPI; Ms. Marie Judisch, OPI; Ms. Carrie Kouba, OPI; Dr. Julie Murgel, OPI; Ms. Aislinn Brown, Board Legal Counsel, Agency Legal Services Bureau; Mr. Brenton Craggs, OPI; Ms. Tyler Capece, OPI; Superintendent Dan Rispens, East Helena Public Schools (EHPS); Ms. Jordann Lankford Forster, Chair, Montana Advisory Council on Indian Education (MACIE); Superintendent Casey Bertram, Bozeman School District; Superintendent Erik Wilkerson, Jefferson County School District; Dr. Daniel Sybrant, Cognia; Ms. Christy Mock-Stutz, OPI; Ms. Kristi Steinberg, University of Montana; Dr. Rob Watson, School Administrators of Montana; Ms. Shantel Niederstadt, OPI; Ms. Barbara Jean (BJ) Paris, Cognia; Ms. Christine Emerson, OPI; Ms. Ashley McGrath; Mr. Erik Burke, Montana Federation of Public Employees (MFPE); Ms. Deborah Shinn, Marion Public Schools (MPS); Ms. Brenda Knoll, MPS; Ms. Alisa Jones, MPS; Ms. Tess Brist, MPS; Ms. Michelle Thompson, MPS; Ms. Carley Ervin, MPS; Mr. Brad Wever, Cognia.

PUBLIC COMMENT – 00:04:19

Dr. Rob Watson provided public comment related to the proposed Memorandum of Understanding with Cognia for joint school accreditation.

CONSENT AGENDA – 00:06:25

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

No discussion. Motion passed unanimously.

ADOPT AGENDA – 00:06:57

Board member Schmidt moved to adopt the Agenda as presented. Motion seconded by Board member Nieskens.

No discussion. Motion passed unanimously.

❖ REPORTS – Dr. Tim Tharp (Items 1- 6)

Item 1 CHAIRPERSON REPORT – 00:07:19 **Dr. Tim Tharp**

Chair Tim Tharp discussed activities and meetings he has participated in since the January Board meeting including his upcoming participation in an accreditation site visit to Clark County Public Schools in Las Vegas, OPI

groups he has participated in, and trainings he has conducted. The Chair invited Superintendent Rispens for opening comments and the Superintendent welcomed the Board to East Helena High School and the 227 Academy. Superintendent Rispens discussed the tours of the Early Literacy Preschool classes and the 227 Academy. Chair Tharp welcomed Hannah Nieskens to the Board and Ms. Nieskens introduced herself. Chair Tharp reviewed the new Committee Assignments to conclude his report.

Item 2 **EXECUTIVE DIRECTOR REPORT – 00:17:12**
McCall Flynn

Ms. McCall Flynn thanked Board members for their work and welcomed members to East Helena. Ms. Flynn noted the Legislature is on transmittal break and that over 830 House bills and over 500 Senate bills have been introduced. Ms. Flynn spoke about the work she and the Board Legislative Committee have completed this session and reviewed bills the Board is tracking. Ms. Flynn thanked EHPS for inviting the Board and for the school tours.

Item 3 **STATE SUPERINTENDENT REPORT – 00:24:49**
State Superintendent Susie Hedalen

Superintendent Susie Hedalen welcomed the Board, congratulated Superintendent Nieskens as the newest Board member, and thanked Superintendent Rispens for hosting the Board. Superintendent Hedalen noted that she is working with Montana's Congressional Delegation regarding the status of the Department of Education and that she will be traveling to Washington, DC for meetings to discuss funding and how the new processes will work. The Superintendent reviewed bills the OPI is tracking or supporting and thanked the Board and OCHE for their partnerships before answering Board members' questions.

Assessment Update and NAEP Overview: Ms. Cedar Rose presented the Assessment Update and reviewed the results of the most recent MAST testlets given in Window 2 and answered Board members' questions. Ms. Shantel Niederstadt presented the National Assessment of Educational Progress Overview and answered Board members' questions.

Federal Report: Ms. Carrie Kouba presented the Federal Report and noted changes at the Federal level the OPI is monitoring and answered Board members' questions.

Accreditation Report: Ms. Crystal Andrews presented the Accreditation Report and shared comments from schools regarding the Accreditation process for this year. Board members complimented Ms. Andrews on the success of the new Accreditation process.

Content Standards Revision Update: Ms. Marie Judisch presented the Content Standards Revision Update and answered Board members' questions.

Annual School Food Services Report: Ms. Christine Emerson presented the Annual School Food Services Report and answered Board members' questions.

Superintendent Hedalen concluded the report and noted that customer service hours of operation have been increased, and feedback has been positive.

Item 4 **COMMISSIONER OF HIGHER EDUCATION REPORT – 02:01:36**
Dr. Angela McLean

Dr. Angela McLean thanked the Board and OPI for their partnership, welcomed Board member Neiskens, and reviewed legislation OCHE is tracking.

Item 5 **GOVERNOR'S OFFICE REPORT – 02:06:21**
Dylan Klapmeier

Mr. Dylan Klapmeier thanked EHPS for hosting the Board and welcomed Board member Neiskens. Mr. Klapmeier reviewed school visits and student events the Governor has hosted, a reception held for education stakeholders at the Governor's home and bills the Governor's Office is tracking.

Item 6 **STUDENT REPRESENTATIVE REPORT – 02:12:36**
Gavin Mow

Mr. Gavin Mow presented the results of the Student Survey he conducted and answered Board members' questions.

❖ **MACIE LIAISON – Julia Maxwell (Item 7)**

Item 7 **MACIE REPORT – 02:28:48**
Jordann Lankford Forster

Ms. Jordann Lankford Forster presented the MACIE report and highlighted the February MACIE meeting, meetings and conferences she has attended, and announced her appointment to the American Commission on Civil Rights. Vice Chair Slinger congratulated Ms. Lankford Forster on her appointment.

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

Item 8 **UPDATE ON COMMUNITY CHOICE SCHOOL COMMISSION – 02:32:50**
Cathy Kincheloe

Ms. Cathy Kincheloe introduced herself to the Board as the Director of Planning for the Community Choice Schools Commission. Ms. Kincheloe discussed the goals she has for her new position and discussed the recent oral arguments in the lawsuit pertaining to the Community Choice Schools Act.

**Item 9 ACTION ON THE BOZEMAN SCHOOL DISTRICT BOARD OF TRUSTEES' REQUEST
FOR DISSOLUTION OF THE BOZEMAN ONLINE PUBLIC CHARTER SCHOOL –
02:36:53**

Superintendent Casey Bertram, Bozeman School District
Superintendent Casey Bertram presented a request for dissolution of the Bozeman Online Public Charter School and explained the reasons for the request. Superintendent Bertram answered Board members' questions.

Vice Chair Slinger moved to approve the Bozeman School District Board of Trustees' request for dissolution of the Bozeman Online Public Charter School. Motion seconded by Board member Quinlan.

No discussion. Motion passed unanimously.

Item 10 ACTION ON THE JEFFERSON COUNTY SCHOOL DISTRICT BOARD OF TRUSTEES' REQUEST FOR DISSOLUTION OF THE JEFFERSON ACADEMY PUBLIC CHARTER SCHOOL – 02:45:10

Superintendent Erik Wilkerson, Jefferson County School District
Superintendent Erik Wilkerson presented a request for dissolution of the Jefferson Academy Public Charter School and explained the reasons for the request. Superintendent Wilkerson answered Board members' questions.

Vice Chair Slinger moved to approve the Jefferson County School District Board of Trustees' request for dissolution of the Jefferson Academy Public Charter School. Motion seconded by Board member Schmidt.

No discussion. Motion passed unanimously.

❖ **ACCREDITATION COMMITTEE – Madalyn Quinlan (Item 11)**

Item 11 **JOINT ACCREDITATION PROPOSAL WORK SESSION – 02:47:32**
Dr. Julie Murgel, OPI; Crystal Andrews, OPI; Daniel Sybrant, COGNIA

Dr. Julie Murgel and Ms. Crystal Andrews explained what the joint accreditation process with Cognia would look like and how OPI and Cognia would work together to jointly accredit Montana schools. Dr. Daniel Sybrant and Ms. BJ Paris discussed how Cognia would work with OPI to jointly accredit schools that choose the joint process. Board members asked questions of the group regarding the joint process.

*****TIME CERTAIN AT 3:15 PM*****

❖ **LICENSURE COMMITTEE – Dr. Ron Slinger (Items 12-13)**

Item 12 **ACTION ON INITIAL REVIEW OF BPE CASE #2025-01, REGER – 06:46:30**
Aislinn Brown

Mr. Brenton Craggs reviewed the request from Superintendent Hedalen for revocation of the educator license in BPE Case #2025-01.

Vice Chair Slinger moved the Initial Review of BPE Case #2025-01, Reger, be moved to a contested case hearing at the July 2025 Board of Public Education Meeting. Motion seconded by Board member Quinlan.

Clarifying question from Board member Schmidt.

No further discussion. Motion passed with Board member Schmidt dissenting.

**Item 13 ACTION ON CONTESTED CASE HEARING BPE CASE #2024-09, EVANS – 06:52:16
Aislinn Brown**

Ms. Aislinn Brown reviewed the process for the hearing. Mr. Evans was available via Zoom and stated that it was his understanding that he was not allowed to have representation at the meeting. Ms. Brown clarified that it was her recommendation that he should not have representation by anyone other than an attorney.

Mr. Craggs presented a summary of the request from the Wolf Point School District for breach of contract by Mr. Evans and their request for the Board to issue Mr. Evans a letter of reprimand.

Mr. Evans presented a summary of issues at the school that caused his resignation.

Wolf Point High School Principal Kim Hanks was called as the first OPI witness, was sworn in, and was questioned by Mr. Craggs. Mr. Evans cross examined Ms. Hanks.

Wolf Point Elementary Principal Tara Thomas was called as the second OPI witness, was sworn in, and was questioned by Mr. Craggs. No cross examination from Mr. Evans.

Mr. Evans was called as the third OPI witness, was sworn in, confirmed he holds a Class 1 Montana Educator License and confirmed the expiration date and the SEID #, and was questioned by Mr. Craggs.

Mr. Eric Peterson was called as the fourth OPI witness, was sworn in, and questioned by Mr. Craggs. No cross examination from Mr. Evans.

Dr. David Perkins was called as the fifth OPI witness, was sworn in and questioned by Mr. Craggs. No cross examination from Mr. Evans.

Mr. Evans explained that there are record keeping issues in the Wolf Point School District that caused him to take another job, and when he requested his personnel file his letter of resignation was not in it and that this is indicative of the systemic problems within the school district. Mr. Evans stated that other staff have resigned after signing contracts with no disciplinary action and that he did not sign the contract. Mr. Evans stated that there is no proper chain of command for the signing of the contracts.

Mr. Craggs gave closing statements and requested a letter of reprimand be issued for breach of contract.

Mr. Evans stated that without evidence he signed the contract that everything that has been said is conjecture.

Vice Chair Slinger moved to approve the request from the Superintendent of Public Instruction to issue a letter of reprimand to the educator in BPE Case #2024-09, Evans. Motion seconded by Board member Nieskens.

Ms. Brown explained the repercussions of issuing a letter of reprimand.

Ms. Crystal Andrews explained that a formal letter of reprimand is reported to the national database and that the letter of reprimand is on file for the educator. Ms. Andrews confirmed that the letter itself is not uploaded to the national database, just a notation that a letter exists. Another state agency would need to contact OPI for specific information.

No discussion. Motion passed unanimously.

Superintendent Hedalen stated that she would encourage school districts to have policies in place to cover instances such as this to protect the district.

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

The Board entered Executive Session at 4:20 PM.

❖ **EXECUTIVE COMMITTEE – Dr. Tim Tharp (Items 14-15)**

Item 14 DISCUSSION OF YELLOW KIDNEY SETTLEMENT – 07:51:24
Aislinn Brown

Ms. Aislinn Brown reviewed the proposed settlement agreement in the Yellow Kidney et al lawsuit and answered Board members' questions.

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

The Board ended Executive Session at 4:49 PM.

Item 15 ACTION ON YELLOW KIDNEY SETTLEMENT AGREEMENT – 08:19:59
Dr. Tim Tharp

Vice Chair Slinger moved to approve the Yellow Kidney Settlement agreement as amended in Executive Session and authorize the Board Chair to sign on behalf of the Board. Motion seconded by Board member Quinlan.

No discussion. Motion passed unanimously.

Meeting recessed for the day at 4:49 PM.

Wednesday, March 12, 2025

8:30 AM

CALL TO ORDER 00:00:38

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; Dr. Hannah Nieskens; Ms. Lisa Schmidt; Ms. Julia Maxwell; Mr. Gavin Mow, Student Representative. Ex Officio members: Dr. Angela McLean, OCHE; State Superintendent Susie Hedalen, OPI. Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Superintendent Paul Furthmyre, Montana School for the Deaf and Blind (MSDB); Ms. Tyler Capece, OPI; Ms. Crystal Andrews, OPI; Ms. Marie Judisch, OPI; Dr. Julie Murgel, OPI; Dr. Jason Neiffer, Montana Digital Academy; Ms. Christy Mock-Stutz, OPI; Ms. Kristi Steinberg, University of Montana; Ms. Ashley McGrath; Dr. Daniel Sybrant, Cognia; Ms. BJ Paris, Cognia; Mr. Erik Burke, MFPE; Ms. Alisa Jones, MPS; Ms. Brenda Knoll, MPS; Ms. Michele Thompson, MPS; Ms. Deborah Shinn, MPS; Ms. Tess Brist, MPS; Ms. Carley Ervin, MPS; Superintendent Pete Joseph, Corvallis Public Schools; Ms. Rebecca Kaufmann.

❖ **EXECUTIVE COMMITTEE – Dr. Tim Tharp (Item 16)**

Item 16 PRESENTATION ON ARTIFICIAL INTELLIGENCE IN EDUCATION – 00:02:26
Dr. Jason Neiffer

Dr. Jason Neiffer presented a report on Artificial Intelligence (AI) in Education, how it is being used, different types of AI, and the pros and cons and challenges with Media Literacy due to AI. Dr. Neiffer discussed the bill in the Legislature to fund opportunities at the Digital Academy for AI, before answering Board members' questions.

❖ **MSDB LIAISON – Lisa Schmidt (Item 17)**

Item 17 MSDB REPORT – 00:34:51
Paul Furthmyre

Superintendent Paul Furthmyre presented the MSDB report, reviewed the action items in the packet, discussed legislation that pertains to MSDB, Spring events at the school, and answered Board members' questions before requesting approval of the action items.

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

No 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 Quinlan.

No discussion. Motion passed unanimously.

Board member Schmidt moved to approve the 2nd Reading of the MSDB 2025-2026 School Calendar as listed in the agenda packet. Motion seconded by Board member Nieskens.

No discussion. Motion passed unanimously.

❖ **LICENSURE COMMITTEE – Dr. Ron Slinger (Items 18-20)**

**Item 18 ACTION ON REGENERATED TEST REVIEW AND QUALIFYING SCORES – 01:05:55
Crystal Andrews**

Ms. Crystal Andrews presented the proposed regenerative tests and qualifying scores discussed at the January 2025 Board meeting. Ms. Andrews provided additional information regarding the Social Studies score as requested by the Board.

Vice Chair Slinger moved to approve the regenerated test #5581 Social Studies and the qualifying score of 153. Motion seconded by Board member Schmidt.

No discussion. Motion passed unanimously.

Vice Chair Slinger moved to approve the regenerated test #5123 Family Consumer Science and the qualifying score of 153. Motion seconded by Board member Quinlan.

No discussion. Motion passed unanimously.

Vice Chair Slinger moved to approve the regenerated test #5053 Technology Education and the qualifying score of 153. Motion seconded by Board member Nieskens.

No discussion. Motion passed unanimously.

**Item 19 ACTION ON MONTANA STATE UNIVERSITY SPECIAL EDUCATION
CERTIFICATION PROGRAM – 01:09:15
Crystal Andrews**

Ms. Crystal Andrews reviewed the presentation from the January 2025 Board meeting and Ms. Leslie Rogers and Dr. Lauren Davis from Montana State University thanked the Board for the review of the Special Education Certification Program and requested Board approval of the new program.

Vice Chair Slinger moved to approve Montana State University's request to implement a Special Education Certificate Program. Motion seconded by Board member Nieskens.

Board member Quinlan asked if the program was a separate degree program or part of the Elementary and Secondary degree program. Ms. Rogers responded it is an optional part of either program allowing students to supplement their education.

Board member Quinlan asked how an educator who has a degree and currently teaching could add this to their license. Ms. Rogers responded that is the next step once the program is approved.

Chair Tharp noted that a remote option would be preferred, and Ms. Rogers responded that will be considered.

Mr. Erik Burke spoke in support of the program on behalf of MFPE.

No further discussion. Motion passed unanimously.

**Item 20 REVIEW DRAFT COUNCIL FOR THE ACCREDITATION OF EDUCATOR
PREPARATION MEMORANDUM OF UNDERSTANDING – 01:15:46
Crystal Andrews**

Ms. Crystal Andrews presented the draft Memorandum of Understanding (MOU) for the Council for the Accreditation of Educator Preparation for one year and noted that the Board will act on the final MOU at the May Board meeting. Ms. Andrews answered Board members' questions.

❖ ACCREDITATION COMMITTEE – Madalyn Quinlan (Items 21-24)

**Item 21 ACTION ON THE CORRECTIVE NOTICE OF ADOPTION PERTAINING TO THE
ADOPTION, AMENDMENT, AND REPEAL OF ARM, TITLE 10, CHAPTER 53,
MATHEMATICS CONTENT STANDARDS, AND AUTHORIZE FILING OF THE NOTICE
WITH THE SECRETARY OF STATE'S OFFICE FOR PUBLICATION IN THE
MONTANA ADMINISTRATIVE REGISTER – 01:30:48
Madalyn Quinlan**

Ms. McCall Flynn explained the reason for the corrective notice and Ms. Marie Judisch provided additional information about the revisions.

Board member Quinlan moved to approve the Corrective Notice of Adoption pertaining to the adoption, amendment, and repeal of ARM Title 10, Chapter 53, Mathematics Content Standards, and authorize filing of the notice with the Secretary of State's Office for publication in the Montana Administrative Register. Motion seconded by Board member Nieskens.

No discussion. Motion passed unanimously.

**Item 22 ACTION ON PROVISIONAL ACCREDITATION STATUS OPTION FOR PUBLIC
CHARTER SCHOOLS – 01:35:04
Christy Mock-Stutz, Crystal Andrews**

Ms. McCall Flynn discussed work the Board and OPI have done with the Public Charter Schools, and Ms. Christy Mock-Stutz and Ms. Crystal Andrews reviewed the provisional accreditation status and timeline for Public Charter Schools. Ms. Flynn noted that this option was given to all the Public Charter Schools and that the schools listed in the agenda packed opted to take advantage of the provisional status. Superintendent Joseph discussed how this will work for the Rise Charter Schools in Corvallis.

Board member Quinlan moved to approve the State Superintendent's recommendation for approval of provisional accreditation for: Billings Early College School, Billings Multilingual Academy High School, Billings Multilingual Academy Middle School, Billings Opportunity School, Rise Charter and Distance Learning Academy, and Rise Charter and Pathway Learning Academy. Motion seconded by Vice Chair Slinger.

No discussion. Motion passed unanimously.

**Item 23 ACTION ON THE ESTABLISHMENT OF PROCEDURES AND SCHEDULES FOR
JOINT ACCREDITATION – 01:43:22
Dr. Julie Murgel, Crystal Andrews**

Dr. Julie Murgel reviewed the discussion held the previous day regarding the proposed process for joint accreditation with Cognia and answered Board members' questions.

Board member Quinlan moved to approve the establishment of procedures and schedules for joint accreditation. Motion seconded by Board member Nieskens.

Superintendent Hedalen noted that she would like to ensure the process is streamlined and that a team at OPI will work to ensure there is no duplication.

Chair Tharp concurred with the Superintendent and thanked the Superintendent for ensuring there is no duplication.

The Superintendent encouraged involvement in the Cognia review and asked for input of the six-year time frame. Chair Tharp noted that discussion will take place in the next item.

Mr. Erik Burke spoke in support of the motion and thanked the Board, OPI, and Cognia for their work.

Superintendent Furthmyre spoke in support of the Cognia accreditation and his experience with the process at MSDB and as a member of the Cognia Board.

No further discussion. Motion passed unanimously.

Item 24

**ACTION ON THE COGNIA JOINT ACCREDITATION MEMORANDUM OF UNDERSTANDING – 02:05:54
Madalyn Quinlan**

Dr. Daniel Sybrant discussed the proposed MOU and the proposed timeframe for six years. Dr. Sybrant noted that the timeframe offers security to schools and spoke to the value the accreditation process offers schools. Board member Quinlan noted several edits to the proposed document surrounding the six-year time frame.

Board member Quinlan moved to approve the Cognia Joint Accreditation Memorandum of Understanding with the addition of language to Section 1.5 to clarify state recognition of Cognia Accreditation and term of contract of six years, and period at the end of Section 4.2. Motion seconded by Board member Nieskens.

Board member Quinlan noted that Board member Nieskens is a new member of the Board Accreditation Committee and thanked her for her contributions.

Mr. Erik Burke spoke in support of the amended motion. Superintendent Hedalen thanked the Accreditation Committee and the OPI team for their work.

Chair Tharp noted the importance of this decision and process moving forward.

No further discussion. Motion passed unanimously.

Ms. McCall Flynn reviewed the upcoming May Board meeting at MSDB.

FUTURE AGENDA ITEMS May 15-16, 2025, 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

PUBLIC COMMENT

No public comment.

ADJOURN

The meeting adjourned at 10:49 AM.

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, email at: kmstockton@mt.gov or phone at 406-444-0302.

DRAFT

**Board of Public Education
Public Comment
March 2025**

**1. Christine Lewanski
Hamilton School District**

Hamilton School District has received correspondence from Cognia requesting that I share support for aligning OPI and Cognia Accreditation Standards for Cognia members.

I can share that Hamilton School District is fortunate to carry Cognia accreditation and would appreciate having the two standards aligned to streamline the administrative process of submitting accreditation standards through OPI's portal and applying for Cognia accreditation, respectively.

**2. Megan Conrow
Beaverhead County High School**

I am writing to express my strong support for aligning the OPI Accreditation and Cognia Accreditation for Cognia members schools. This alignment would eliminate duplicate requirements while maintaining rigorous standards for schools toward school improvement and self-reflection.

Beaverhead County High School underwent the Cognia accreditation process last year, and we found it to be a very valuable framework for continuous improvement. Aligning these processes would allow schools to focus resources on student success rather than redundant reporting.

I appreciate your consideration and encourage you to support this effort when it is brought before the Board of Public education. Thank you for your commitment to Montana's schools and students.

**3. Stephen Schreibeis
Glendive Public Schools**

I am writing to express my support for aligning the OPI Accreditation and Cognia Accreditation processes for Cognia member schools. Our district has been engaged in both accreditation processes, and reducing duplication would allow us to focus more on meaningful school improvement rather than redundant reporting. Thank you for your time and consideration.

**4. Dave Thennis
Stevensville Public Schools**

Effective procedures for school accreditation are critical to continuous improvement cycles in public schools. In the fall of 2022, the Stevensville School District initiated the Cognia Accreditation process, leading to important improvement efforts across our schools. The process revitalized collaboration and sparked curriculum, instruction, and assessment efforts. Additionally, our action plans improved relationships with all stakeholders.

Specifically, Stevensville schools have implemented the Corwin PLC+ model to improve student learning, staff collaboration, and effective instruction. The Cognia Accreditation review exposed the need to evaluate curriculum and instruction as well as the importance of collaboration in addressing specific needs. After completing the Montana OPI Accreditation process in 2023-24 and continuing in 24-25 there is important

alignment between these two accreditation models. Both models emphasize the importance of a comprehensive needs assessment, stakeholder engagement, and the determination of prioritized educational outcomes.

Both models are comprehensive, based on research, and focused on student learning. These systems compel districts to deeply evaluate and develop structures for evaluating curriculum and instruction. Most importantly, do current curriculum and instruction structures produce the desired results? Finally, the systems require the collection and evaluation of stakeholder perception data during the process.

I'm writing to encourage continued efforts to align the Montana OPI and Cognia Accreditation processes for Cognia member schools. I believe these efforts will provide districts with systematic evaluative procedures for continued improvement.

5. Larry Crowder
Montana Rural Education Association

The Montana Rural Education Association would like to voice its support for Cognia to be recognized as an alternative accreditation option for Montana public schools.

Cognia has a longstanding reputation of quality and rigorous accreditation requirements for public schools that was separate and independent of the Montana Office of Public Instruction and the Montana Board of Public Education. Cognia has now taken additional steps to develop a comprehensive crosswalk that coincides with every section of the framework of the accreditation process of the Montana Office of Public Instruction and the Board of Public Education for Montana public schools.

Allowing Cognia as an accreditation option for public schools in Montana makes sense and we ask the Board of Public Education to approve this option. Thank you very much for your time and consideration.

6. William Ruff, EdD
Healing through Education and Art for Resiliency Teaching (HEART) Project

I have reviewed the Memo of Understanding outlining a partnership between Cognia and the Office of Public Instruction and, as a private citizen, urge your support for the partnership. Cognia's accreditation process has been adopted by several states in the Northern Plains region as well as throughout the United States because it is a high-quality program focused on student learning, sound school governance and school improvement. Furthermore, the Cognia's accreditation process provides both a sound assessment system for schools to self-evaluate as well as providing the guidance to school leaders, faculty, staff and school boards on how to use evidence-based processes in performing self-evaluations. School visits by Cognia accreditation teams validate the school's self-evaluation and assist schools in understanding appropriate evidence for demonstrating the quality of various core school programs as well as improving the shared understanding of the standards for quality schools and how to develop paths of improvement toward meeting or exceeding the accreditation standards.

7. Keith Meyer
Shodair Children's Hospital

As a board member of Montana Cognia and a former administrator with the Helena Public Schools I am in support of the alignment of the OPI Accreditation and the Cognia Accreditation Process for the Cognia Member Schools within our state. Much time and effort has been given by many educators over the years to strengthen the accreditation process for our schools in Montana and to eliminate duplication.



Subject: Letter of Support for the Memorandum of Understanding Between Cognia and the State of Montana

I am writing on behalf of the Montana School Boards Association (MTSBA) to express our strong support for the Memorandum of Understanding (MOU) between Cognia, the Montana Board of Public Education, and the Montana Office of Public Instruction. This collaborative effort represents a significant step forward in promoting and ensuring quality education throughout Montana's K-12 educational system.

As you are aware, the mission of Cognia is to foster improved educational performance and student outcomes through its evidence-based accreditation processes. Their commitment to continuous improvement and high standards aligns perfectly with our values at MTSBA. By ensuring that schools undergo rigorous accreditation reviews, we can help foster an environment of excellence and accountability that directly benefits our students and their learning experiences.

Of particular significance to us is Section 1.5 of the MOU, which states, "The State will recognize accredited Cognia schools as accredited by the state of Montana. All Accreditation Reports will be provided to the State's Accreditation Unit at the OPI for review." This recognition of Cognia-accredited schools by the state reinforces our unified approach to ensure that all schools in Montana are held to high standards of quality and accountability. By integrating Cognia's accreditation system with our state's recognition, we can streamline processes and ensure that our schools are not only striving for accreditation but are also receiving the necessary support and resources to succeed.

In conclusion, the Montana School Boards Association fully supports the MOU between Cognia, the Montana Board of Public Education, and the Montana Office of Public Instruction. We believe this partnership will significantly enhance our state's accreditation practices and ultimately lead to improved educational outcomes for all Montana students.

Sincerely,

A handwritten signature in blue ink, appearing to read "Lance Melton", with several loops and flourishes.

Lance Melton
Executive Director
Montana School Boards Association

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 11 (May)/2025

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

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	361,940.50	0.00	217,703.50
	235H1 ADMINISTRATION			535,122.00	345,013.28	0.00	190,108.72
		61000 Personal Services		344,866.00	250,149.71	0.00	94,716.29
			61000 Personal Services	344,866.00	0.00	0.00	344,866.00
			61100 Salaries	0.00	174,887.56	0.00	(174,887.56)
			61300 Other Compensation	0.00	5,800.00	0.00	(5,800.00)
			61400 Employee Benefits	0.00	69,462.15	0.00	(69,462.15)
		62000 Operating Expenses		190,256.00	94,863.57	0.00	95,392.43
			62000 Operating Expenses	190,256.00	0.00	0.00	190,256.00
			62100 Other Services	0.00	15,072.63	0.00	(15,072.63)
			62200 Supplies & Materials	0.00	3,420.97	0.00	(3,420.97)
			62300 Communications	0.00	3,086.56	0.00	(3,086.56)
			62400 Travel	0.00	28,504.06	0.00	(28,504.06)
			62500 Rent	0.00	18,482.31	0.00	(18,482.31)
			62700 Repair & Maintenance	0.00	3,822.22	0.00	(3,822.22)
			62800 Other Expenses	0.00	22,474.82	0.00	(22,474.82)
	235H4 SITSD RST			44,480.00	16,927.22	0.00	27,552.78
		62000 Operating Expenses		44,480.00	16,927.22	0.00	27,552.78
			62000 Operating Expenses	44,480.00	0.00	0.00	44,480.00
			62100 Other Services	0.00	9,465.19	0.00	(9,465.19)
			62200 Supplies & Materials	0.00	2,359.25	0.00	(2,359.25)
			62300 Communications	0.00	5,102.78	0.00	(5,102.78)
	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	361,940.50	0.00	217,703.50

❖ **REPORTS – (Items 1-5)**

Dr. Tim Tharp

ITEM 1

CHAIRPERSON REPORT

Dr. Tim Tharp

ITEM 2

EXECUTIVE DIRECTOR REPORT

McCall Flynn

ITEM 3

STATE SUPERINTENDENT REPORT

- Teacher of the Year Introduction
- Assessment Update and Information
 - MAST Update
 - MIC3
- Graduation for Military Students and Native American Students

State Superintendent Susie Hedalen



May 2025 BPE Assessment Update

2025-2026 Assessment Adjustments

MAST

- Testing Windows
 - Expanded to 8 weeks to allow for greater flexibility in administration.
 - Consistent opening date to retain alignment to the 2024-2025 school year.
 - Combining windows 3 and 4 to allow testlet administration later into the school year and flexibility for schools releasing for summer in May.

	Window 1	Window 2	Window 3
	October 13 - December 7	January 12 - March 6	March 30 - May 22
	8 weeks	8 weeks	8 weeks
MATH	3-5 Testlets	3-5 Testlets	3-5 Testlets
			1 Anchor Test
ELA	2 BOY Testlets	2 MOY Testlets Performance Task	2 EOY Testlets

- Testlet Score Reports
 - Moving from comparative performance bands to performance levels, providing a detailed description of skills and abilities at varying levels of performance.

ACT

- National ACT changes including reducing the overall number of questions and test length allowing more time per question.
- Composite score will be calculated from English, math, and reading (science will be reported separately).

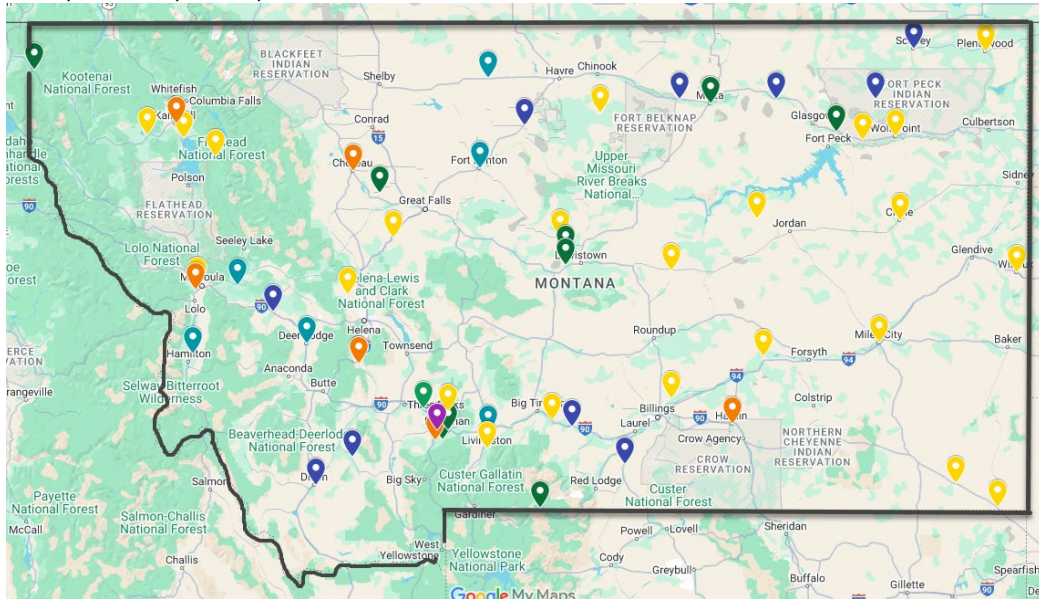
ACCESS for ELLs

- Moving testing window to start in January to focus on English Learner identification early in the year.

2024-2025 Monitoring & Support

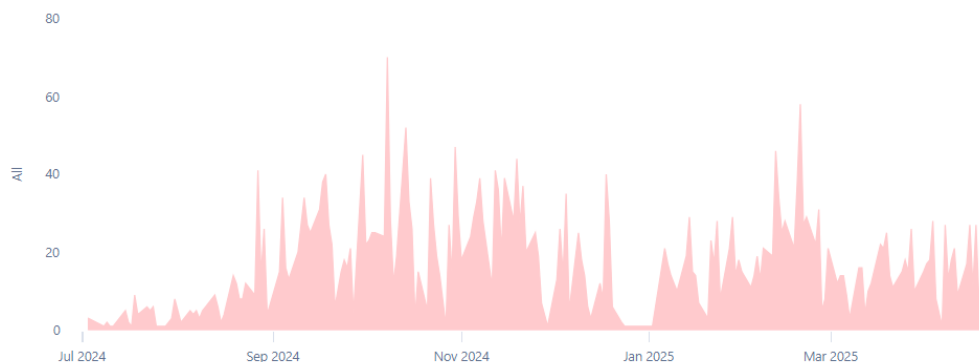
Site Visits:

- Required as part of the Montana Comprehensive Assessment System (MontCAS) test administration activities to monitor adherence to test security and best practices (ESEA Section 1201 and ARM 10.56.103(1)).
- Each district is monitored at least once within a seven-year period.
- In the 2024-2025 school year, 60 districts were selected for monitoring of MAST, MSA, AMSA, ACT, or ACCESS for ELLs assessments.



Field Support:

- District assessment support is available through the OPI Help Desk email and phone line, as well as direct emails to assessment specialists.
- Since July 2024, over 3,500 support inquiries have been completed (as of April 22, 2025).
- Data on each inquiry including the assessment program, issue or topic, and security level, is collected for each case and analyzed for future training and monitoring purposes.



Science CGSA Update

Grant Overview:

- Scaling Montana Aligned to Standards Through-Year (MAST) Assessment to Middle School Science (MAST Science)
- \$4,000,000 awarded in September 2024 through the Department of Education's Competitive Grants for State Assessment.
- Awarded based on the following priorities:
 - **Absolute Priority 1:** Measuring student academic achievement using multiple measures of student academic achievement from multiple sources and evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology-based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model
 - **Competitive Priority 1:** Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning
 - **Competitive Priority 2:** Improving Assessment Scoring and Score Reporting.

Grant Timeline:

- **2024-2025: Framework Development**
 - Engage stakeholders in developing initial testlet specifications and task models.
 - Finalize test development research agenda.
 - Develop items/tasks for small-scale pilot of grades 6-8.
- **2025-2026: Small Scale Prototype Pilot**
 - Complete and deliver initial testlet prototypes.
 - Launch introductory professional development for pilot participants.
 - Develop and refine score report prototypes and the scheduler tool for science.
 - Continue item/task development for grades 6-8 to prepare for the expanded pilot.
- **2026-2026: Expanded Pilot**
 - Pilot the testlets in grades 6-8
 - Launch a multi-session professional development program.
 - Refine testlets and reports based on stakeholder input.
 - Develop additional testlets across grades 6-8 to prepare for the operational field test.
- **2027-2028: Operational Field Test**
 - Conduct operational field test of grades 6-8 testlets in all districts.
 - Expand multi-session professional development with a train-the-trainer model.
 - Continue to refine testlets and reports based on stakeholder input.
 - Roll out communications strategy for statewide implementation.
 - Hold standard setting and performance level descriptor meetings.

Theory of Action Development:

- Facilitated by the Center for Assessment
- Task Force of Montana 14 educational stakeholders
- Four virtual meetings (February 11, March 25, May 13, and May 15)
- In-person convening held in Helena April 17-18
- Finalized theory of action will inform assessment framework development

If you have any questions, please contact:

Cedar Rose, Assessment Director

cedar.rose@mt.gov



MILITARY INTERSTATE CHILDREN'S COMPACT COMMISSION



WHAT IS THE COMPACT?

The Compact deals with specific educational challenges of military children due to their frequent relocations. It allows for uniform treatment as military children transfer between school districts in member states.

Note: The Compact applies to public schools, and through a Memorandum of Agreement, to U.S. Department of Defense Education Activity (DODEA) schools located within states and foreign countries.

To learn more about the Compact visit the Interstate Commission's website at www.mic3.net.



STUDENTS COVERED UNDER THE COMPACT

Children of the following:

- Active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders (Title 10)

- Members or veterans who are medically discharged or retired for one year
- Members who perish while on active duty, for a period of one year after death.
- Uniformed members of the Commissioned Corps of the National Oceanic and Atmospheric Administration (NOAA), and United States Public Health Services (USPHS)

STUDENTS NOT COVERED UNDER THE COMPACT

Children of the following:

- Inactive members of the National Guard and Reserves (Not Title 10)
- Members now retired or veterans other than those covered above
- Other Department of Defense personnel, federal agency civilians and contract employees not defined as active duty
- Members other than the uniformed personnel of NOAA and USPHS

OUR MISSION

Through the Interstate Compact, MIC3 addresses key educational transition issues encountered by children of military families.

What are some of the specific educational issues that the Compact addresses?

Enrollment

- Educational Records
- Immunizations
- Kindergarten & First Grade Entrance Age

Placement & Attendance

- Course & Educational Program Placement
- Special Education Services
- Placement Flexibility
- Absence Related to Deployment Activities

Eligibility

- Eligibility for Student Enrollment
- Eligibility for Extracurricular Participation

Graduation

- Waiving courses required for graduation if similar course work has been completed
- Flexibility in accepting state exit or end-of-course exams, national achievement tests, or alternative testing in lieu of testing requirements for graduation in the receiving state
- Allowing a student to receive a diploma from the sending school instead of the receiving school

Who do I contact in my state or school district to learn more about what is and is not covered in the Compact?

For a listing of State Commissioners visit mic3.net/interactive-map or scan the QR code.



Is there a person at the military installation who can help me understand the Compact issues and requirements for local school districts?

For a listing of School Liaisons visit www.mic3.net/school-liaisons/ or scan the QR code.



MILITARY INTERSTATE CHILDREN'S COMPACT COMMISSION

1776 Avenue of the States
Lexington, KY 40511
859.244.8000
www.mic3.net | mic3info@csg.org



Montana Military Interstate Children's Compact Commission Award Recipients

2020-2021 Purple Star School Awards

Loy Elementary School- Great Falls, MT
North Middle School- Great Falls, MT
C.M. Russell High School- Great Falls, MT
Glacier High School- Kallispell, MT
Valley Christian School- Missoula, MT



2021-2022 Purple Star School Awards

Flathead High School- Kalispell, MT
Ben Steele Middle School- Billings, MT
Townsend School District- Townsend, MT
Great Falls Central Catholic High School- Great Falls, MT
Holy Spirit Catholic School- Great Falls, MT
Morningside Elementary School- Great Falls, MT

2021-2022 Purple Star Champions

Kim Ray, Principal at Great Falls Public Schools
Lt Col Joseph Ferda, Montana Air National Guard
Hunter Jones, History Teacher at Will James Middle School

2022-2023 Purple Star School Awards

Montana School for the Deaf and the Blind- Great Falls, MT
Early Learning Family Center- Great Falls, MT
Chief Joseph Elementary School- Great Falls, MT
Meadow Lark Elementary School- Great Falls, MT
Great Falls High School- Great Falls, MT

2022-2023 Purple Star Champions

Brian Holbein, Lt Col (Ret) JROTC Teacher at Great Falls Public Schools
Michael Wonch, MSgt (Ret) JROTC Teacher at Great Falls Public Schools
Col Christopher Karns, Mission Support Group Commander, 341st MW Malmstrom AFB

2023-2024 Purple Start School Awards

Valley Christian School- Missoula, MT
Washington Middle School- Glendive, MT
Loy Elementary School- Great Falls, MT
North Middle School- Great Falls, MT
C.M. Russell High School- Great Falls, MT

2023-2024 Purple Star Champions

Nick Budeski, Counselor at C.M. Russell High School, GFPS
Jamie Williams, Librarian and Instructional Coach at C.M. Russell High School, GFPS
Lisa Sapp, DAF School Liaison at Malmstrom

2024-2025 Purple Star School Awards

Joliet Public Schools- Joliet, MT
Holy Spirit Catholic School- Great Falls, MT
Riverview Elementary School- Great Falls, MT

2024-2025 Purple Star Champions

Tara Murillo, Librarian at Chief Joseph Elementary School, GFPS
Montana Johnson, Counselor at Morningside Elementary School, GFPS
Mark Yaeger, Career Pathway Advisor at GFPS



Purple Star Champion Designation Rules

The Montana Office of Public Instruction and the Montana Military Interstate Children's Compact Commission is accepting Purple Star Champion nominations from August 1 to October 31. Award recipients will be announced in November.

The Purple Star School Champion designation is for military-friendly school administrators, educators, school staff, and community supporters that have shown a major commitment to military connected students and families.

To be considered for the Purple Star Champion award, an individual must be nominated by a student, family member of a student, colleague, or superior for going above and beyond for our military-connected students and families. These school champions will be awarded the Purple Star Champion Award should they meet the following criteria. The Purple Star Advisory Subcommittee helps decide an individual's eligibility for the award.

CHAMPION AWARD CATEGORIES

School Administrator

- Including but not limited to:
 - Superintendent(s)
 - Principal(s)
 - Coordinators(s)

Educator

- Including but not limited to:
 - Teacher(s)
 - Counselor(s)
 - Coach(s)
 - Librarian(s)
 - Substitute Teacher(s)

School Support Staff

- Including but not limited to:
 - Office Administrator(s)
 - Paraprofessional(s)
 - Teacher Aide(s)
 - Custodial Engineer(s)
 - Lunchroom Attendant(s)



Purple Star Champion Designation Rules

Community Supporter

- Advocate for Purple Star Schools and MIC3 within the surrounding community (individual, business, committee, etc.)

QUALIFIERS

- The “champion” must fall under one of the four award categories.
- The nomination must include an example of how the “champion” has gone above and beyond for military-connected students and/or families
- The “educator” must be nominated by a parent, student, or colleague.
- Nominees should have had a positive impact on a military-connected student(s) and be an example of service over self.
- Nominations need to include a testimony from the nominator



Purple Star School Designation Rules

The Montana Office of Public Instruction and the Montana Military Interstate Children's Compact Commission is accepting Purple Star School Designation applications for from August to October . Award recipients will be announced in November.

The Purple Star School Designation for military-friendly schools recognizes schools that show a major commitment to students and families connected to our nation's military. Schools that earn the award will receive a special Purple Star recognition to display onsite.

A school will be honored with the Purple Star School Designation if it completes all the *required* activities, plus one optional activity, listed below. The Purple Star Advisory Board, formed by the Montana Office of Public Instruction, Superintendents, Military Representatives, and Montana Legislators helps decide a school's eligibility for the award.

REQUIRED ACTIVITIES

School Liaison

- The school must have a point of contact for military students and families who serves as the primary liaison between them and the school.
- The liaison completes professional development on special considerations for military students and families. The **Military Interstate Children's Compact Commission** has training available online or in person which may be used to complete this requirement. Access this free training by emailing mic3info@csg.org or calling 859-244-8000. The Military Child Education Coalition has training programs available at <https://www.militarychild.org/>.
- The liaison identifies and informs teachers of the military-connected students in their classrooms and the special considerations military families and students should receive.

Military Support Resources

- The school maintains a dedicated page on its website or in the school newsletter featuring resources for military families.

OPTIONAL ACTIVITIES

- The school provides professional development for additional staff on special considerations for military students and families.
- The local school board passes a resolution publicizing the school's support for military children and families.
- The school hosts a military recognition event that demonstrates a military-friendly culture.
- Other activities approved by the Montana Military Interstate Children's Compact Commission



March 2025 BPE Content Standards Update

English Language Arts (ELA) and Literacy Standards:

- The new standard revisions are an informational item for this meeting that we will go into at a deep level later in the meeting.
- [Economic Impact Survey](#) – General Overview, formal report to follow
 - o Posted on website March 10, Emailed via GovDelivery. *24 Respondents as of 4/22/25*. OPI will redistribute again to increase response rate.

Math Content Standards

- Continued work on K-12 as well as expanded Guidance Documents in progress.

World Languages

- Finalizing Guidance Documents to be posted on the OPI Webpage

English Language Proficiency

- Finalizing Guidance Documents to be posted on the OPI Webpage

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

ITEM 4

COMMISSIONER OF HIGHER EDUCATION
REPORT

Dr. Angela McLean

ITEM 5

STUDENT REPRESENTATIVE REPORT

- **Recognition of Exiting Student Representative**

Gavin Mow

❖ **EXECUTIVE COMMITTEE – (Item 6)**

Dr. Tim Tharp

ITEM 6

UPDATE ON MONTANA 250TH
COMMISSION

Chris Averill

HELP SUPPORT STUDENT CIVIC ENGAGEMENT IN MONTANA

We invite you to help support programs that boost student engagement with Montana history and civics through research, analysis, and presentation at local, state, and national levels. Programs that need funding:

- **Montana History poster contest for students 4-5th grades: \$3,000**
- **Three Montana history-themed student research prizes for students 6-12th grade: \$1,500**

**LEARN MORE:
WWW.AMERICA250MT.ORG**

**To donate, please mail a check to:
MTHS, c/o MT 250, PO Box 201201, Helena, MT
59620,
or
call 406-444-4013 to donate over the phone**

Donations made to the Montana 250 Commission, which is attached to the Montana Historical Society, are tax deductible in accordance with Section 170(c) (1) of the IRS Code. MTHS Federal Tax ID# 81-0302402

THANK YOU FOR YOUR SUPPORT!



Are you smarter than a middle schooler?

Find out at the

2025 Montana Statewide Civics Bee!

The Mansfield Center is proud to host the Montana State Civics Bee in partnership with the National Chamber of Commerce Foundation.

Join us in Helena as 18 middle schoolers from across the state showcase their civics knowledge and pitch creative solutions to real issues in their communities.

The first-place winner will earn \$1,000 and a trip to Washington, D.C. to represent Montana in the National Championship, with a chance to win a \$100,000 college scholarship.

Save the date!

Saturday, May 10th, 2025

2:30-5:00 pm

Capital High School Auditorium

100 Valley Dr. Helena, MT



Audience members can join the fun by answering civics questions live on a smartphone!

Scan to RSVP



Project Name:

The Montana Tapestry: People and Places from 1776 to Today

Description:

This traveling interpretive exhibit commemorates the upcoming semiquincentennial, educates the public on lesser-known history, people and places of Montana, and highlights Montana's changing cultural, social and physical landscapes from 1776 to today. Six sets of banners and interpretive resources will travel throughout Montana State Parks visitors centers across each region of the state, delving into our unique past and sparking curiosity to help shape the next 250 years of our state.

Amount:

\$7840

Start Date:

3/3/25

End Date:

11/11/26

Significance Statement:

"The Montana Tapestry: People and Places from 1776 to Today" examines the humanities theme of *Power of Place*, exploring the social, cultural and physical history of the people and places of present day Montana.

A deep engagement with the very place we stand enables us to reconsider significant questions about our history, including how Montana's unique past has been intertwined with US history since the founding of the nation in 1776. Today, Montana's 56 counties, 8 Tribal reservations, and 12 sovereign nations each possess distinct cultural heritages that contribute to modern Montana. This traveling exhibition will highlight the people, places, politics, history, changing landscapes, resources, wildlife, flora, fauna, waterways, and structures that unite us as Montanans and Americans and give us common purpose towards bettering the next 250 years. This project will also highlight lesser-known Montanan achievers that played pivotal roles in science, the arts, the military as well as public service.

Included in the exhibit are six sets of pop-up banners, created with content to educate the public on the following:

- Mitakuye Oyasin: Everything is Connected - defining Mitakuye Oyasin and introducing how Montana's history is intertwined with US history
- Innovation - Montanans in science
- Inspiration - Montana's artists, writers, thinkers

- Service - Montanans in the military and public service
- Heritage - focus on living Indigenous culture and immigrant communities
- Power of Place - this banner will be specific to the very place it is displayed, *painting a portrait of place*, educating the public on what this present-day state park looked like in 1776, as compared to what is currently being seen and experienced

The exhibit plans to use AASLH 250th materials to inspire supplemental materials (suggested reading, for instance, or discussion questions or lesson plans for teachers, etc.) and potential community conversation events in the host locations. We plan to inspire critical thinking around the very place we are, and how we got here. Sample questions include:

- What was happening in your community during the Revolutionary Era?
- How has your “place” changed over time?
- Who has historically lived in your community and how did they experience major events in our past?
- How did the natural environment—from rivers, lakes, and oceans to mountains, deserts, and swamps—shape past events, such as settlement and migration, imperialism and expansion, or economic development and innovation?
- How did those events affect the environment?
- How can Indigenous peoples’ past and present connection to places and environments inform our understanding of historical developments and contemporary challenges?
- What places are typically preserved today for their historic value? What other kinds of stories could be told there?

Project Narrative:

Organization: The Montana Historical Society preserves Montana’s past, shares our stories, and inspires exploration, to provide meaning for today and vision for tomorrow. The 2023 Montana Legislature passed House Bill 377, establishing the Montana 250th Commission to coordinate statewide efforts to commemorate the United States Semiquincentennial. With members representing the Montana Historical Society, the legislature, high school and college-level educators, tribal interests, and engaged civic organizations, the Montana 250 Commission has a clear goal: to foster civic engagement and raise awareness of both United States and Montana history, including the stories of Tribal nations. The Montana 250th Commission is supported and managed by the Montana Historical Society. The Montana Historical Society is pleased to partner with Montana State Parks to exhibit this project across all of Montana.

Goals/Objectives: The primary goals of this project are:

- To create an opportunity to reflect on what Montana looked like (physically, culturally and socially) during 1776 versus today.

- To recognize the contributions of lesser-known Montanan achievers, locally and nationally.
- To encourage the public to explore our history and recognize Montana's place in our nation's tapestry while also encouraging them to think about Montana's role in the next 250 years.
- To challenge the public to think critically about cultural awareness, social responsibility, and better understand our relationship with our natural world, protecting our cultural inheritance.

Audience Engagement: The Montana 250th Commission is committed to organizing, promoting, and coordinating efforts statewide to ensure that this commemorative exhibition is meaningful and inclusive to everyone, and available to experience at no cost. State Parks will count the number of visitors to the exhibit, while dynamic QR codes on banner panels will track audience engagement online.

Innovative Features: We plan to partner with Montana-specific subject matter experts to create content and interpretive resources for the exhibits, as well as supplementary materials for presentations and conversations. This exhibit will include six sets of five pop-up banners, created with content to educate the public on the following:

1. Mitakuye Oyasin: Everything is Connected - defining Mitakuye Oyasin and introducing how Montana's history is intertwined with US history
2. Innovation - Montanans in science
3. Inspiration - Montana's artists, writers, thinkers
4. Service - Montanans in the military and public service
5. Heritage - focus on living Indigenous culture and immigrant communities

In addition to the six sets of traveling banners, the exhibit will also include eight unique "Power of Place" panels that will recognize the vibrant indigenous cultures at the time of 1776, as well as describe the land as it was during that time vs. now in the following parks:

1. Lone Pine State Park (Flathead County)
2. Travelers' Rest State Park (Missoula County)
3. First Peoples Buffalo Jump State Park (Cascade County)
4. Lewis & Clark Caverns State Park (Jefferson County)
5. Bannack State Park (Beaverhead County)
6. Pictograph Cave State Park (Yellowstone County)
7. Chief Plenty Coups State Park (Big Horn County)
8. Makoshika State Park (Dawson County)

Collaborations: This project is a collaboration between The Montana Historical Society, the Montana 250th Commission and Montana State Parks, including AmeriCorps. We plan to partner with and exhibit at Montana State Parks visitor centers across all regions of the state. AmeriCorps will create content for the "Power of Place" banners for the selected parks. Oversight of this part of the project will be from Duane Schlabach, AmeriCorps/Volunteer/Interpretation Services Program Manager at Montana Fish, Wildlife and Parks, as well as Rachel Reckin, PhD, Archaeologist and Heritage Specialist at Montana Fish, Wildlife and Parks.

Audience Representation:

The exhibition will be available to the public, and will travel to every region in Montana via the Montana State Park Visitor Centers. Our intended audience includes local Montanans of all ages and backgrounds as well as the general public who visit state park visitor centers.

Design and planning of this exhibition will be a collaborative initiative between AmeriCorps, historical and cultural academics, Indian education specialists and knowledge keepers local to that region.

We also plan to include interpretive resources for the exhibits, as well as supplementary materials such as additional reading, lesson plans and online resources for additional engagement opportunities at no cost.

Fees & Accessibility:

This exhibition is free and will be hosted by Montana State Parks at various visitor centers throughout every region of Montana. We will also create dynamic QR codes with links to supplemental online resources, including AASLH 250th materials, as well as our webpage which will provide suggested readings, discussion questions or lesson plans for teachers, etc.

Project Workplan:

Goals: We have three goals:

1. To produce thought-provoking exhibitions that share lesser-known Montana history from multiple perspectives.
2. To demonstrate Montana's significance to the history of the United States, and encourage engagement and conversations around what the next 250 years will look like as our political, cultural and environmental landscape continues to change.
3. To help Montanans and the general public experience a deeper sense of engagement with the place (park) they are visiting and get an understanding of what that place (park) was experiencing in 1776.

Outcomes:

1. The public will learn about the lesser known people, places and events that played an important role in Montana's history.
2. The public will have an opportunity to critically think about cultural and environmental awareness, and how our history has helped shape our shared identity as Montanans. This exhibit will encourage reflection on the 'Montanan' journey from 1776 to today, and where we want to go from here.
3. The public will gain a deeper understanding of the intersection of place and history from a geological, social, cultural, political and/or environmental perspective.

Key Project Activities & Timeline:

Date of completion	Description of Activity
January 2025:	Molly Stockdale to present to AmeriCorps on potential project; Montana 250 Commission Meeting on Project*
February 2025:	Check in meeting with Montana Historical Society, Montanan Fish, Wildlife and Parks, Montana 250*
March 2025:	Intern to commence work on content for panels; Montana Historical Society to host speaker series around Montana 250 and civic engagement
April 2025:	Montana 250 Commission meeting, Rachel Reckin to present content for Bannack State Park "Power of Place" panel as template for AmeriCorps content panels
May 2025:	Completion of banner panel templates (in-kind graphic design to be provided by Montana Historical Society)
June 2025:	Press releases, marketing collateral to be created in-kind by Montana Historical Society
July 2025:	Montana 250 Commission Meeting and countdown to 250 begins; Banner Content, supplemental materials to be edited by Humanities Experts, approved by collaborators
August 2025:	Banners to be created at State Print and Mail
September 2025:	Exhibit installed; Press releases to be disseminated, media outreach by Montana Historical Society
October 2025:	Montana 250 Commission Meeting Status report; Check in with Montana State Parks on engagement, media report
November 2025 - March 2026:	Media outreach blitz, speaker engagements, Naturalization ceremonies and America 250 support
March 2026:	Media Reach Report, Engagement Report
April 2026 - July 2026:	Independence Day outreach

*Preparation work prior to grant decision

Outreach Plan: Publicity and promotion for this exhibition will include marketing and press kit that includes resources like draft press releases, sample social media posts and templates for flyers and newspaper advertisements. We will promote the support of Humanities Montana by including their logo on all exhibition materials, including press and marketing materials and by including Humanities Montana in media opportunities. We would also like to create collaborative speaker series opportunities, which we will publicize, around this exhibit and its importance in the upcoming sesquicentennial with Humanities Montana and the Montana Historical Society. (We

have already had preliminary conversations about this collaboration with John Knight.)

Evaluation Plan:

We will work closely with Montana State Parks to monitor how many people experienced the exhibition. We will also have an online survey available for people to give us their feedback and suggestions surrounding the exhibit. We will use dynamic QR codes to track (and report) online traffic to our website's related resources as well as interaction with our online resources. We will track and report online impressions on social media as well as gain metrics from stories in the media.

DRAFT

Plan for “Montana Citizenship Challenge”

From Janice Hand, Amber Dob & Cheryl Dastugue, Sons and Daughters of Montana Pioneers
V4 Jan. 10, 2025

Sponsors	<p>1) Sons and Daughters of Montana Pioneers and 2) the Montana 250th Commission</p> <p>Recognizing that the Montana 250th Commission has 4 themes with which to coordinate:</p> <ol style="list-style-type: none"> 1. National History Day (<i>N-Feb. 8, 2025 in Kalispell and E-Miles City; W-Feb. 15 in Helena; State Apr. 12 at MSU. \$500 Martha Plassmann Prize and James H. Bradley Trust scholarship of \$1,000</i>) Melissa Hubbard runs this program. 2. Ongoing Montana History 3. Power of Place, a traveling exhibition at Montana State Parks 4. Mansfield Center’s National Civics Bee (for 6th – 8th graders)
MCC Concept	Encourage Montana civics and history knowledge and specifically encourage Montana’s grade 8 students in public, private and home schools
Resources needed	<ul style="list-style-type: none"> • Office of Public Instruction (<i>need contact</i>) for the State’s support in reaching classrooms and teachers of grade 8 students • Method to ensure contest fairness (e.g., no cheating) • Graphics designer (<i>TBD</i>) for logo and for posters and other PR • Printing and mailing of 11x17” posters (by MHS, paid by SDMP) • Reviewers: Marietta Croft, Martha Kohl, Mike Jetty • Test administration (Google Forms, 125-150 questions, randomly-selected/test)
Initial tasks to complete	<ol style="list-style-type: none"> 1. Solidify this plan 2. Draft the base 100 “Challenge” questions, mirroring the US Naturalization Test; add another 25-50 to ensure sufficient questions for random-selection purposes 3. Have questions & answers reviewed and approved 4. Determine a method to randomly select questions (<i>15-40 per test-TBD</i>) 5. Determine method of dissemination and scoring via Google Forms 6. Develop a list of schools and home-schooled per “region” (7, mirroring MT tourism guidebook regions). Reach children and teachers via PTOs, lists of history/civics teachers, school resource librarians; reach home-schooled via associations, local school superintendents, Facebook, community libraries, and museums. 7. Develop a logo for the MCC and posters for libraries and museums
Two end products	<ol style="list-style-type: none"> 1. Packet with Challenge questions and instructions, to be sent electronically or posted on State website to schools/teachers/home schoolers 2. A colorful, folded laminated piece to be distributed to the public via Montana History Museum and community museum stores (following Contest)

Awards	<p><u>Certificates</u> – All winning students receive a governor-signed certificate of award delivered electronically. (<i>Should participating students also receive a governor-signed certificate?</i>)</p> <p><u>Gift cards</u> – A \$25 virtual Visa gift card to winners (<i>see PerfectGift.com</i>) also delivered online</p>
Initial cost estimates	<p>Cost assumptions require an est. of how many students are likely to compete per each of the 7 regions</p> <p><u>Cost based on:</u></p> <ul style="list-style-type: none"> • Poster printing and mailing (est. \$) • Prizes for Test Group of 2 towns = est. \$150, 6 winners • Contest to select the top-scoring 1-2 students per classroom/home-schooled per region. Each receives a \$25 gift card, totaling \$10,000. • (<i>Will explore writing grant requests to major Montana banks to co-sponsor/match online gift cards: First Interstate, First Security, Opportunity, Stockman Banks...</i>)
Timing	<ol style="list-style-type: none"> 1. “Pilot Test” – An Oct. 2025 pre-test in 2 communities; awards determined Nov.; awards out Dec. 2025 (\$25 gift cards to 6 students in 8th grades = \$150) 2. Jan. 2026 – Adjustments made to program as indicated in pilot test 3. Jan-March 2026 – PR, incl. announcement and contest rules 4. April 2026 – Run contest 5. May 2026 – Scoring and verification of winners 6. June 2026 – Distribute awards, publicize winning students and schools 7. Work on laminated piece
PR/Outreach	<ul style="list-style-type: none"> • Need a Montana History Challenge logo • Public outreach of 8th grade students, both classroom and home-schooled: <ul style="list-style-type: none"> – Office of Public Instruction – Board of Public Education – History/civics teachers – Parent-teacher groups – School Resource Librarians – Montana Library Association (2025 Annual Conference, March 26-29, Bozeman) – Montana Education Association (2025 Annual Conference, Oct. 16-17, Missoula) – Home School associations (<i>see next pg.</i>) – Facebook (esp. boosts), Instagram? – <i>Other?</i>
Next steps	<p>Solidify decisions, revise budget, and gain the support needed to publicize this Contest. We have Jan. – Nov. 2025 to work out details, test the programming, and be ready to go April 1, 2026.</p>

Estimates based on:

~200 Montana towns have populations of over 275 (so assumed to have their own schools)

No. of towns that have self-administered schools (e.g. not part of a larger school district) =

Potential number of 8th grade students who could participate:

22,700 in public schools (OPI)

700 in home schools (est. 8,500 home-schooled in MT; assuming 1/12th, or 700, are 8th graders)

650 in private schools

24,050 potential participants

Participation estimated at 20% = 4,800

Winners estimated at 7% = 340 (x \$25 = ~\$8,500)

Homeschool and Support Groups

A) Per <https://www.time4learning.com/homeschooling/montana/local-groups-co-ops.html#co-ops>

- [Bozeman Homeschool Network](#)
- [Cascade County Homeschoolers](#)
- [Flathead Home Educators Association \(FHEA\)](#)
- [Flathead Homeschool Support and Curriculum](#)
- [Gallatin Christian Homeschool Co-op](#)
- [Helena Area Christian Home Educators](#)
- [Helena Homeschool Enrichment Co-op](#)
- [Montanans Assembling Together for Christian Home Education](#)
- [Park County Homeschool Network](#)
- [Yellowstone Coalition of Home Educators](#)

B) Per <https://www.mtche.org/support-groups>

1. A.R.K. Builders Homeschool Support Group, Lincoln Co.
2. Anaconda Homeschool Alliance, Deerlodge, Silverbow counties)
3. Beaverhead Area Community of Homeschoolers, Beaverhead Co.
4. Bitterroot Homeschool Co-Op, Ravalli Co.
5. Branches Christian Homeschooler Co-Op, Counties: Helena and surrounding areas
6. Cascade County Homeschoolers, Cascade and nearby counties
7. Central Montana Homeschoolers, Fergus – Petroleum - Judith Basin cos.
8. Chouteau / Teton County Homeschoolers, Pondera - Teton - Lewis & Clark cos.
9. Chouteau County Home Educators, Chouteau co.
10. EMERGE School, County: Gallatin & Park
11. eNDVR Homeschool Co-op, Missoula
12. Five Valleys Homeschool Co-op, Counties: Missoula, Ravalli and Mineral

13. Flathead Valley Homeschool, Cities: Kalispell, Whitefish, Bigfork, Lakeside, Columbia Falls and Marion; Counties: Flathead, Lake, Lincoln and Sanders
14. Gallatin Christian Home Co-op, Counties: Gallatin & Park
15. Gallatin Valley Home Ed, Counties: Gallatin & Park
16. Glacier County Home Educators, Cutbank
17. Helena Area Christian Home Educators (HACHE), Cities: Helena, East Helena Counties: Lewis & Clark
18. Helena Home School Enrichment Co-op, Cities: Helena, East Helena, Augusta, Lincoln, Hall, Basin, Boulder, Townsend; Counties: Lewis and Clark, Jefferson, Broadwater, Powell and Granite
19. Hi-Line Home Educators, Cities: Havre area; Counties: Hill, Blaine
20. Jefferson Valley Homeschooling Association, Whitehall
21. Mission Valley Home Educators, Cities: Polson, Ronan, & towns surrounding Flathead Lake; Counties: : Lake
22. Missoula Area Homeschool, Counties: Missoula area & surrounding counties
23. MT FIELD for Home Educators (Fun Innovative Educational Learning Days), Cities: Troy, Libby, Eureka, Fortine, Stryker, Trego; Counties: Lincoln
24. Montanans Assembling Together for Christian Home Education (MATCHE), County: Ravalli
25. Montana Roots Homeschool Co-Op, Areas: Belgrade, Manhattan, Amsterdam/Churchill, Logan, and Three Forks
26. Park County, MT - Homeschool Connect, Cities: Livingston area; Counties: Park
27. Ruby Valley & Madison Valley Home Educators, Cities: Ennis, Sheridan, Twin Bridges; County: Madison
28. Tobacco Valley Home Educators, Cities: Eureka, Rexford, Trego, Fortine; Counties: Lincoln
29. Yellowstone Coalition of Home Educators (YCHE), Cities: Billings area; Counties: Yellowstone and adjacent areas

Other Cost Estimates

- Include a budget for giveaways at Montana Library Association and/or Montana Education Association? (suggestion: fidgets)

❖ **MSDB LIAISON – (Item 7)**

Lisa Schmidt

ITEM 7

MSDB REPORT

Paul Furthmyre

- **MSDB Foundation Memorandum of Understanding**
 - **MSDB Outreach Programming**
 - **Superintendent Updates**

ACTION ITEMS:

- **Action on Out of State Travel Request**
 - **Action on Personnel Items**
- **Action on MSDB/Golden Triangle Co-op**
 - **Action on MHSA Agreement**
- **MFPE Local #4027 STARS Act Agreement**

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

Agenda Action Items:

1. [Personnel Action Report](#)
 - 8 Hires
 - 3 Retirements
 - 4 Resignations
2. **Out of State Travel Requests**
 - [NSPRA National Seminar](#)
 - [Leader in Me Symposium](#)
 - [Breakthrough Coach](#)
3. [Golden Triangle Cooperative Agreement 25-26](#)
4. [Montana High School Association Application 25-26](#)
5. [MFPE Local #4027 HB 252 Commitment](#)

Attached Documents:

- [MSDB Committee Bi-Monthly Meeting Agenda](#)
- [MSDB Committee Bi-Monthly Meeting Minutes](#)
- [Initial 24-25 Accreditation](#)
- [BPE and MSDB Foundation 2014 Agreement](#)
- [MSDB Foundation 25-26 Budget](#)
- [2/25/25 Financial Statement](#)
- [25 Closeout Projections](#)
- [Cottage March Report](#)
- [Current Numbers](#)
- [Referral Status](#)
- [Draft Plan for Outreach](#)

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

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

Hire

Cecilia Prefontaine - Teacher of the Deaf (August 25)
Morgan Sessions – Educational Interpreter (Augusts 25)
Linnette Haman – Public Relations Specialist
KeeleyShae Mix – Paraprofessional
Alissa Tabaracci – Sub Paraprofessional
Melissa Fisher – DHH Outreach Consultant
Lisa Pepper – DHH Outreach Consultant
Amy Tangen – TVI Outreach Consultant

Resignation

Andrew Metzenroth – Residential Advisor
Cecilia Prefontaine – Educational Interpreter
McKenzie Merja – Teacher of the Deaf
Amy Tangen – DHH Outreach Consultant

Retirement

LeAnn Goss - DHH Outreach Consultant
Barb Peterson -VI Outreach Consultant
Tami Kelly - Licensed Practical Nurse

Probationary Layoff

Nonrenewal of Nontenure Teacher

Positions currently advertised

2 – Teacher of the Deaf Outreach Consultant
Teacher of the Visually Impaired
Teacher of the Deaf and Hard of Hearing

Positions to be advertised

Cottage Counselor
Licensed Practical Nurse
Outreach Administrative Assistant (HB2 Pending Approval)
3 - Residential Advisor 1 (Will be holding)

Positions on hold as a result of bargaining

School Psychologist

STATE OF MONTANA

REQUEST AND JUSTIFICATION
FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name MSDB		2) Division	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Paul Furthmyre and Linnett Haman (Public Relations)		

5) Justification

Each year, more than 1,500 school public relations professionals and other education leaders from districts, education service agencies, non-profits and consultant firms around the country convene for the NSPRA National Seminar, the largest school communications-focused professional development conference in the nation.

Attending this conference will help with our Strategic Plan Objective #2, Community Involvement.

6) Itinerary

Destination: Washington DC

Travel Dates: 7/16/25 - 7/23/25

7) Estimated Costs

Transportation \$ 2900	Meals \$ 756	Lodging \$ 2100	Other \$ 1190
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Total estimated cost \$ 6946

Provide details to support estimated costs:

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

Other Includes; Registration: \$1,190

Transporation Includes; Flight: \$2,400, Ground transportation \$500

8) Submitted By		Title		Date
<i>Paul Furthmyre</i>		Superintendent		4/23/25
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

STATE OF MONTANA

REQUEST AND JUSTIFICATION
FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name MSDB		2) Division Education	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Julie-Dee Alt; Kristina Rosenberg		

5) Justification

The Breakthrough Coach teaches an administrator and secretary how to implement a transformative methodology to support developing educational leadership skills in their own environment, and provides coaching, tools and a supportive community to ensure long-term success. Phase one takes place in a 2-day conference and then Phase 2 continues through a webinar series.

6) Itinerary

Destination: Houston, TX

Travel Dates: June 17-20, 2025

7) Estimated Costs

Transportation \$ 1100 + \$500 Meals \$ 390 Lodging \$ 900 Other \$ 1385

Total estimated cost \$ 4275

Provide details to support estimated costs:

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

Registration for Phase1/Phase 2 - \$1385; Hotel \$125/night plus tax - 3 nights (\$450)/2 rooms = \$900; Meals for 4 days (minus 2 lunches provided) - \$195/person; Airfare \$550/person; Ground transportation \$500

8) Submitted By		Title	Date
<i>Julie-Dee R Alt</i>		Principal	4/16/2025
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	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Paul Furthmyre		

5) Justification

The Leader in Me Symposium is designed for administrators, superintendents, directors, teachers, and community members involved with elementary, middle, and high schools (K-12) - both in the Leader in Me process and not yet in the process.

Attending this conference will help with our Strategic Plan Objective #3, Instructional and Functional Effectiveness.

6) Itinerary

Destination: Chicago, IL

Travel Dates: 7/23/25 - 7/26/25

7) Estimated Costs

Transportation \$ 1500	Meals \$ 252	Lodging \$ 950	Other \$ 768
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Total estimated cost \$ 3470

Provide details to support estimated costs:

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

Other Includes; Registration: \$768

Transporation Includes; Flight: \$1,000, Ground transportation \$500

8) Submitted By	Title	Date
<i>Paul Furthmyre</i>	Superintendent	4/23/25

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



Golden Triangle Curriculum Cooperative Cooperative Agreement

2025 - 2026 School Year

- A. The Board of Trustees of Montana School for the Deaf and the Blind, LEA #9258 (Elementary/High School), Cascade County, in a meeting held on May 15, 2025, authorize by resolution Paul Furthmyre, District Superintendent, Authorized Representative, to file an application for the district(s) to make representations and to make commitments on behalf of the district(s) under the provisions of this Agreement.
- B. The Board of Trustees further agrees that the persons named in Item C be designated the administrators for the project and are authorized to receive and expend for the conduct of this project, funds belonging to the above district(s).
- C. The designated administrators for the project are the Superintendent and the Curriculum Director, Shelby Public Schools.
- D. The designated fiscal agent for the project is the District Clerk, Shelby Public Schools, 1010 Oilfield Avenue, Shelby, MT 59474.
- E. Annual membership dues are \$3,478.75 plus \$12.00 per student based on 2025 Spring enrollment figures for the district.
- F. The Board of Trustees of Montana School for the Deaf and the Blind, LEA #9258 has reviewed all information and data contained in this Cooperative Agreement and agrees to pay the host District Three Thousand Eight Hundred Ninety-Eight and 75/100 dollars (\$3,898.75) as itemized on the attached statement no later than October 1, 2025.
- G. The original of this Cooperative Agreement must be filed with the administrators of the project.

Signature (Chairperson of the Board of Trustees)

Date

869 Tumbleweed Lane
Deer Lodge, MT 59722
(406) 434-2745
brianna@gtccmt.org
www.gtccmt.org



Golden Triangle Curriculum Cooperative Membership Statement

2025-2026 Membership Dues

For Fiscal Year July 1, 2025 - June 30, 2026

Payable by October 1, 2025

TO: MT School for the Deaf & the Blind

Annual Membership Dues: \$3,478.75

Professional Development Dues: \$ 420.00

TOTAL AMOUNT DUE: \$3,898.75

PLEASE REMIT PAYMENT TO:

Golden Triangle Curriculum Cooperative

% Brianna Hansen

869 Tumbleweed Lane

Deer Lodge, MT 59722

869 Tumbleweed Lane
Deer Lodge, MT 59722

(406) 434-2745

brianna@gtccmt.org

www.gtccmt.org



MONTANA HIGH SCHOOL ASSOCIATION

PROMOTING SUCCESS ON THE COURT, ON THE FIELD, ON STAGE
AND EVERYWHERE ELSE UNDER THE BIG SKY SINCE 1921.

May 2025

**TO: MHSA MEMBER SCHOOL CONTACTS
MHSA SCHOOL ACTIVITIES DIRECTORS & BUSINESS MANAGERS / DISTRICT CLERKS**

FROM: BRIAN MICHELOTTI, EXECUTIVE DIRECTOR

**RE: ANNUAL APPLICATION AND FEES REMITTANCE FORM FOR 2025-26 CATASTROPHIC
INSURANCE REMITTANCE FORM FOR 2025-26 CONCUSSION INSURANCE REMITTANCE
FORM FOR 2025-26**

This email contains items which need to be addressed for the 2025-26 school year.

- A copy of the Annual Application and Fees Remittance form for the 2025-26 school year. One original copy is to be completed and returned with your remittance. **Make certain that the MHSA office receives an original copy, signed, and dated by the appropriate personnel. If an original signed copy is not received by the MHSA office, it will delay the processing of your application.** The chairperson of the school board and the high school principal or superintendent must sign the annual dues application after being authorized to do so by official school board action. Please refer to the list of activities on the form when computing the amount of your remittance. **This payment is due by July 15, 2025.**
- A copy of the 2025-26 Catastrophic Insurance form and a summary of benefits. A copy is to be completed and returned with your remittance. To determine your premium, you must use your high school's (grades 9-12) *FALL, 2024* enrollment as reported to OPI or for private schools, your enrollment as of November 1, 2024. **This payment is due by July 15, 2025.**
- A copy of the 2025-26 Concussion Insurance form. A copy is to be completed and returned with your remittance. To determine your premium, you must use your high school's (grades 9-12) *FALL, 2024* enrollment as reported to OPI or for private schools, your enrollment as of November 1, 2024. **This payment is due by July 15, 2025.**

All rates (MHSA Dues, Catastrophic Insurance and Concussion Insurance) have not increased this school year.

Schools are required by MHSA rules to pay catastrophic and concussion insurance premiums. Annual dues and ***premiums are payable on or before July 15th*** of each year of membership. Any schools failing to pay the annual dues and premiums on or before August 1st of each year of membership shall become ineligible from that date until such dues and premiums are paid and shall be required to pay a penalty of \$50.00 (for each) in addition to the regular fees before reinstatement. [Article I, Section (2) of the MHSA By-Laws; Section 17 of the MHSA Rules and Regulations]

All these forms are also available on our website (mhsa.org).

If there are questions on any of the above referenced items, please feel free to contact the MHSA office.

Attachments

MONTANA HIGH SCHOOL ASSOCIATION

1 South Dakota St.
Helena, MT 59601

Annual Dues Application and Fees Remittance Form

Montana School for the Deaf and the Blind of Great Falls, Montana _____ hereby makes application for membership in the Montana High School Association (MHSA) for the school year **2025-26** in accordance with Article 1, Section (1) of the MHSA By-Laws, and appoints the Association as its representative in interscholastic activities for the current school year. The Board of Trustees adopts and agrees to comply with the rules and regulations of the MHSA as presently contained in its official MHSA Handbook, and acknowledge receipt of a copy of such handbook in effect. It is understood that each member school is entitled to one vote on any resolution presented to the Association membership. A resolution adopted by the Board and inserted in the minutes of a meeting of the Board on the date below directs the chairperson of the Board of Trustees to remit to the Association the yearly membership fees. If the school is registering for an activity in which the school district did not participate the previous year and did not request sanctioning for this activity in writing, students will not be permitted to compete in MHSA post-season contests, other than activities which are not assigned to districts and/or divisions. (Rules and Regulations, Sections 14 and 16). **Send payment to MHSA, 1 South Dakota St, Helena, MT 59601 by July 15, 2025.**

In the chart mark an "X" to the left of the activities in which your school wishes to participate.

BOYS		GIRLS		COMBINED ACTIVITIES	
<input type="checkbox"/>	Baseball	<input checked="" type="checkbox"/>	Basketball	<input type="checkbox"/>	Band
<input checked="" type="checkbox"/>	Basketball	<input checked="" type="checkbox"/>	Cross Country	<input type="checkbox"/>	Chorus
<input checked="" type="checkbox"/>	Cross Country	<input type="checkbox"/>	Flag Football	<input type="checkbox"/>	Drama
<input checked="" type="checkbox"/>	Football	<input checked="" type="checkbox"/>	Golf	<input type="checkbox"/>	Orchestra
<input checked="" type="checkbox"/>	Golf	<input checked="" type="checkbox"/>	Soccer	<input type="checkbox"/>	Speech
<input checked="" type="checkbox"/>	Soccer	<input checked="" type="checkbox"/>	Softball		
<input checked="" type="checkbox"/>	Swimming	<input checked="" type="checkbox"/>	Swimming		
<input checked="" type="checkbox"/>	Tennis	<input checked="" type="checkbox"/>	Tennis		
<input checked="" type="checkbox"/>	Track	<input checked="" type="checkbox"/>	Track		
<input checked="" type="checkbox"/>	Wrestling	<input checked="" type="checkbox"/>	Volleyball		
		<input checked="" type="checkbox"/>	Wrestling		
9	<< # TOTAL BOYS SPORTS OFFERED	10	<< # TOTAL GIRLS SPORTS OFFERED	0	<< # TOTAL COMBINED ACTIVITIES OFFERED

TOTAL NO. OF ACTIVITIES (BOYS, GIRLS, & COMBINED) _____ @ \$250.00 = \$ _____ MSDB Will Pay Per Season

Remit this amount to the MHSA office by July 15th and include an **ORIGINAL SIGNED FORM**

Signed/Dated: _____
Chair / Board of Trustees

Signed/Dated: _____
Superintendent or Principal

For MHSA Use Only:

Date Received: _____ Amount Received: _____

Check No. _____ Late Fee: _____

Total Amount Received: _____

MONTANA HIGH SCHOOL ASSOCIATION
1 South Dakota St.
Helena, MT 59601
(406) 442-6010

LIABILITY CATASTROPHE PLAN REMITTANCE FORM

We have enclosed our remittance in the amount of \$ 206 based on the HIGH SCHOOL ENROLLMENT (schedule below) to cover our school's share of the Liability Catastrophe Plan insurance premium for **2025-26**.

School Montana School for the Deaf and the Blind
Date _____
Signed _____

.....

High School Enrollment (Grades 9-12) as of FALL REPORT TO OPI, 2024

<u>Enrollment</u>	<u>Premium</u>
0-40	\$206.00
41-110	\$302.00
111-200	\$381.00
201-300	\$503.00
301-400	\$625.00
401-800	\$836.00
801+	\$1,339.00

You must use your high school enrollment per your FALL, 2024 report to OPI or for private schools, use your enrollment as of November 1, 2024.

PLEASE RETURN THIS SIGNED FORM AND YOUR PAYMENT BY **JULY 15, 2025**.

For MHSA Use Only

Date Received: _____

Premium: _____

Check No: _____ Late Fee _____

**MONTANA HIGH SCHOOL ASSOCIATION
2025-26 Catastrophic Insurance Renewal
Mutual of Omaha**

Summary of Lifetime Benefits

- **Accident Medical Expense Benefit:** 100% of reasonable, customary, and necessary covered expenses, with an overall lifetime limit of \$1,000,000.
- **Deductible:** \$50,000 per injury.
- **Incurral Period:** Two (2) year incurral period in which to meet the deductible.
- **Extended Care Facility Maximum** \$365,000 per calendar year.
- **Combined Home Healthcare/Custodial Care Maximum:** \$100,000 per calendar year.
- **Maximum Physical Therapy Benefit:** \$50,000 per calendar year.
- **Accidental Death Benefit:** \$10,000.
- **Cash Benefit:** \$10,000 (for paralysis, including quadriplegia, paraplegia, or hemiplegia).

Expanded Benefits (Total Disability Only):

- **Lifetime Special Expense Benefit:** \$100,000 first decade; \$50,000 each decade thereafter for home remodeling or adaptation and special vehicle purchase or adaptation.
- **Lifetime Adjustment Expense Benefit:** \$50,000 Lifetime for family counseling, training, travel, and loss of earnings of parents.
- **Lifetime Education Expense:** \$50,000 for tuition, room and board and other related expenses.
- **Total Disability Benefit:** A catastrophically injured student who is totally disabled at age 18 may receive \$1,500 per month for remainder of life.
- **Partial Disability Benefit:** A catastrophically injured student who is partially disabled at age 18 may receive \$1,000 per month for remainder of life.



MONTANA HIGH SCHOOL ASSOCIATION

PROMOTING SUCCESS ON THE COURT, ON THE FIELD, ON STAGE
AND EVERYWHERE ELSE UNDER THE BIG SKY SINCE 1921.

TO: MHSA MEMBER SCHOOL ADMINISTRATORS
FROM: BRIAN MICHELOTTI, EXECUTIVE DIRECTOR
RE: **CONCUSSION INSURANCE**

The MHSA, through negotiations with our insurance broker, Dissinger Reed, can continue offering concussion insurance for all MHSA athletic participants and cheerleaders at only \$1.35 per student. The coverage includes:

- Maximum - \$25,000 per year
- Benefit Period – 1 year
- Deductible - \$0 per claim
- Eligible Person – all athletes participating in MHSA sports (including cheerleading).
- Covered Activities – participating in practice or play of sports sponsored by the MHSA (including cheerleading).
- Definition of Injury: 1) Directly and independently caused by specific accidental contact with another body or object; 2) A source of loss that is sustained while the injured person is covered under the policy and while he or she is taking part in a covered activity; 3) Resulting in a concussion.

The participant's insurance would first be billed and would pay however there would be no out-of-pocket cost for the participant up to \$25,000 per covered injury. For example, if the participant's insurance had a \$3,000 deductible and none of that deductible was met, this insurance would pay the \$3,000 so there would be no out-of-pocket cost to the family. Also, all co-pays would be covered and if there were tests not covered by the primary insurance this insurance would cover all those costs. The cost per year for schools is as follows:

<u>Enrollment</u>	<u>Premium</u>
0-40	\$41
41-110	\$66
111-200	\$121
201-300	\$141
301-400	\$171
401-800	\$191
801+	\$226

Again, all MHSA athletes and cheerleaders would be covered, there is no deductible, and the maximum coverage per injury per year is \$25,000. This is a very proactive approach to dealing with the issues of concussion that are nationwide including the threats of litigation in every state. It also demonstrates that each school is being proactive in the event of litigation.

If you so desire, payment may be made along with your Membership Application and Catastrophic Insurance applications.

Attachment (remittance form)

MONTANA HIGH SCHOOL ASSOCIATION
1 South Dakota St.
Helena, MT 59601
(406) 442-6010

CONCUSSION INSURANCE REMITTANCE FORM

We have enclosed our remittance in the amount of \$ 41 based on the **HIGH SCHOOL ENROLLMENT** (schedule below) to cover our school's share of Concussion Insurance premium for 2025-26.

School Montana School for the Deaf and the Blind
Date _____
Signed _____

.....
High School Enrollment (Grades 9-12) as of FALL REPORT TO OPI, 2024

<u>Enrollment</u>	<u>Premium</u>
0-40	\$41.00
41-110	\$66.00
111-200	\$121.00
201-300	\$141.00
301-400	\$171.00
401-800	\$191.00
801+	\$226.00

You must use your high school enrollment per your FALL, 2024 report to OPI or for private schools, use your enrollment as of November 1, 2024.

PLEASE RETURN THIS **SIGNED** FORM AND YOUR PAYMENT BY **JULY 15, 2025**.

For MHSA Use Only

Date Received: _____

Premium: _____

Check No: _____ Late Fee: _____

We, Montana School for the Deaf and Blind Federation of Teachers, Local #4027, are committed to working with the Superintendent, Board of Public Education and the State of Montana toward achieving the legislative goal for teacher base pay set forth in HB 252 for fiscal year beginning July 1, 2025 through the collective bargaining process outlined in Title 39 of MCA.

Signed on this day _____

Board Chair

Superintendent

Local President

MSDB / BOPE Bi-Monthly Meeting Agenda
1:00 PM - 3:00 PM

Date: 4/16/2025

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	<ul style="list-style-type: none"> • Personnel Action Plan • Out of State Travel <ul style="list-style-type: none"> ○ NSPRA National Seminar ○ Leader In Me Symposium ○ JULIE DEE • Golden Triangle Curriculum Agreement • MHSA Application and Dues • Staffing Realignment <ul style="list-style-type: none"> ○ Cottage <ul style="list-style-type: none"> ■ 2 Wings + LEAP ■ Counselor to Assistant Director • Finalsite Enrollment <ul style="list-style-type: none"> • Inquiry Form • Application Link Form • Finalsite Webpage • OPI Accreditation • Policy Website Project • Foundation Update <ul style="list-style-type: none"> ○ MOU ○ 25/26 Budget 	<ul style="list-style-type: none"> • Action Items Needed <ul style="list-style-type: none"> ○ Personnel Action ○ Out of State Travel ○ GTCC Agreement ○ MHSA Application and Dues

Business Office	<ul style="list-style-type: none"> • 4/13/25 Financial Report • Projections FY25 • Major Repairs <ul style="list-style-type: none"> ◦ FICO - Gas Pressure switch - \$426.05 • Major unplanned bills <ul style="list-style-type: none"> ◦ DOJ - Legal Fees Maintenance Dept \$6,062.10 ◦ DOJ - Legal Fees Maintenance Dept \$3,678.40 ◦ DOJ - Legal Fees Cottage Dept \$5,711.20 	
Residential	<ul style="list-style-type: none"> • Activities • Student Life EOY Outing • Travel - tomorrow and Mother's Day Weekend <ul style="list-style-type: none"> ◦ Training on next two travels • Firming up summer activities • March Newsletter 	
Education: School	<ul style="list-style-type: none"> • Current Numbers • Referral Status • Idaho State Interpreter Intern • 2025-26 Scheduling discussions • Up-coming <ul style="list-style-type: none"> ◦ PIR 4/22/2025 - Dr. Marie Alcock ◦ ACT Testing week of 4/28 ◦ ELVS - History Museum 4/30 ◦ Close-Up Trip May 4-10 ◦ Senior Trip May 15-18 ◦ Adventure Day May 27 ◦ Graduation May 30, 2pm ◦ Awards Ceremony June 4, 10:30am 	
Education: Outreach	<ul style="list-style-type: none"> • American Printing House for the Blind (APH) Census Phase 1 and 2 have been completed. • Family Learning Weekends. • Spring CED weekend was completed. Survey 	

	<p>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.</p> <ul style="list-style-type: none">• 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.	
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Board of Public Ed Meeting

BOPE Meeting - Summary – April 16, 2025

Those in attendance - Paul Furthmyre, Tim Tharp, Lisa Schmidt, Jim Kelly, Julie-Dee Alt, Donna Schmidt, Miranda Briggs, McCall Flynn, Julia Maxwell, Hannah Nieskens

Introductions Absent - Donna Schmidt

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 (1) Teacher of the Deaf, (1) FT Paraprofessional, (1) Sub Paraprofessional, (1) Educational Interpreter, (1) Public Relations Specialist (2) Outreach Consultants for the DHH. We have (3) resignations, (3) retirements
- He reported that the school will be sending (2) staff to the NSPRA training, (2) to Executive Coaching Training, (1) to the Leader In Me Symposium for the Superintendent. Asking the board to approve the Out of State travel for these.
- Asking the board to approve the Golden Triangle Curriculum agreement for us to pay them in July. and asking approval to pay MHSA dues for students when they play sports
- Paul shared Staffing Realignment in the cottage. Will be having 2 wings + LEAP, will be holding 3 Residential positions and would like to make the Counselor position to Assistant Director to work beside Director of Student Life
- Paul will present Finals site Enrollment in the July meeting.
- Paul shared the new Policy Website that has been launched and will be updating the BPE action dates, original policy dates on the Policies.
- McCall reported that we should be receiving the Preliminary Accreditation Report and will have a week to submit an addendum on the findings.
- Paul reported that the Foundation has an MOU that they would like to update at the BPE regarding the Audit procedure and will share the Foundation budget.

Business Office - Donna

- Donna went over the financial report. She submitted BCD's to move funds and the report is reflecting the transfers. She did explain the Projection report balance is an estimate of expenses that we might have for the next 2 ½ months.
- Donna also reported that we have had some unplanned bills- FICO Gas pressure valve and legal fees with our Maintenance Dept and Cottage. Possibly another Legal fee with

Outreach - Parent and school district.

- Paul reported on the Collective Bargaining on hinging on HB 252 - Quality Educator Payment of \$180,000 - is for Educators, Specialists, Administrators, and Nurses, HB 13 State Pay plan increase, HB 151- Funding for Qualified Interpreters \$16,000.

Residential - Jim Kelly

- Jim reported the Student Life End of Year Outing is scheduled for April 27 in Helena. They have two more travel weekends for the year. Firming up the summer activities. Erin Faulkner creates a monthly newsletter about Cottage activities that is attached.

Education: School - Julie-Dee

- Julie-Dee reported we have 38 students. We will be graduating six students and (#) will be coming back next year for the LEAP program. She also provided information regarding referrals and potential students to the school. We have an Idaho State Interpreter here and have hired for the next school year. Our next PIR day Apr. 22 we will have Dr. Marie Alcock on campus, ACT testing the week of Apr. 28, ELVS group will be going to the History Museum Apr. 30, Will be sending some students to Close Up in Washington, DC. May 4-10, Senior trip May 15-18, Adventure day in Helena May 27 and Graduation May 30 at 2:00pm.
- We had our Spring Concert that involved DHH and VI staff and students. Malmstrom AFB came and provided an obstacle course and activities for our kids before they went home on Spring Break.

Education: Outreach - Miranda Briggs

- Miranda shared that they have completed Phase 1 & 2 of the APH Census. They manage (3) different accounts for APH for the Blind - VI students that are homeschooled, VI MSDB, VI kids in public schools. APH is a Federal funded program and we are still waiting to hear about future funding. This funding is not included in the budget at MSDB.
- She also shared about FLW they are bringing in Tommy Horas, Deaf Individual, and a family from Seattle to share their experience for FLW Deaf, FLW VI we will a lady from Thriving Blind sharing about raising (3) blind children.
- Our Spring CED - we combined DHH and VI and the weekend went very well. In the Fall 2025-2026 we are already making plans to have students in the classroom on Friday and activities on Saturday.
- Miranda presented a draft proposal on how to reach our Outreach students that they serve in a more effective way. Dividing the Consultants into Teams that will specialize in (3) different areas. Will have an Outreach Road Show - Teams will go to different parts so the state talking with families, visit schools and community partners and have trainings.

Standard	District	DistCode	School	SchCode	Type	Score	Notes
							<p>Reviewer 1: Meets Criteria.</p> <p>Reviewer 2: Thorough evidence was provided to earn 'regular' status.</p>
L	Mont Sch for Deaf & Blind	9089			District	4	<p>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.</p> <p>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.</p>
M	Mont Sch for Deaf & Blind	9089			District	4	<p>Reviewer 1: Assessment plan utilizes multiple measures to evaluate student proficiency, growth, and progression.</p>
N	Mont Sch for Deaf & Blind	9089			District	4	<p>Reviewer 2:</p>

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.

O	Mont Sch for Deaf & Blind	9089	District	1	<p>Reviewer 1: Evidence meets the requirements. Note: In the future please include formalize plan based on the recommendations.</p> <p>Reviewer 2: The district showed evidence of all requirements being met.</p>
P	Mont Sch for Deaf & Blind	9089	District	4	<p>Reviewer 1: Meets criteria with evidence of a tool and the narrative outlined the schedule for teacher evaluations.</p> <p>Reviewer 2: Meets criteria. Evaluation tools are comprehensive and exemplary.</p>
Q	Mont Sch for Deaf & Blind	9089	District	4	
R	Mont Sch for Deaf & Blind	9089	District	4	Meets criteria.

**AGREEMENT
BETWEEN THE
MONTANA BOARD OF PUBLIC EDUCATION
AND THE
MONTANA SCHOOL FOR THE DEAF AND THE BLIND FOUNDATION, INC.
SEPTEMBER 15, 2014**

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; 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 Rules 10.59.101 through 104, Administrative Rules of Montana; and

WHEREAS, pursuant to Mont. Code Ann. 20-8-111, 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 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, 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 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 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. In fulfilling its responsibilities under this Agreement and Mont. Code Ann. 20-8-111, 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 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), except that the financial

records of private donors are confidential and shall not be released or accessed by the public unless required by law;

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, chap. 9, 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, 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 party.

X. Dissolution.

If the Foundation's corporate structure is dissolved, the board of directors of the Foundation shall dispose of all the 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. 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.

By: John Masgore
Title: President
Date: Oct 29, 2014

BOARD OF PUBLIC EDUCATION

By: Sharon Carroll
Title: Chair
Date: November 13, 2014

**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 funds 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.

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

Data Selected for Month/FY: 01 (Jul)/2025 through 10 (Apr)/2025

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

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

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OBPP Program Fund	Subclass	Acct Lvl 1	ORG Budget	Actuals Amt	Balance
01 ADMINISTRATION PROGRAM			758,494.16	585,443.21	173,050.95
	01100 General Fund		747,429.00	574,378.05	173,050.95
	300H1 ADMINISTRATION		588,882.00	453,505.69	135,376.31
		61000 Personal Services	519,706.00	397,314.36	122,391.64
		62000 Operating Expenses	69,176.00	56,191.33	12,984.67
	300H5 STATE ITSD (RST)		158,547.00	120,872.36	37,674.64
		62000 Operating Expenses	158,547.00	120,872.36	37,674.64
	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		7,671.16	7,671.16	0.00
	300A1 DIGITAL ACADEMY		7,671.16	7,671.16	0.00
		61000 Personal Services	7,423.70	7,423.71	(0.01)

	62000 Operating Expenses	247.46	247.45	0.01
02 GENERAL SERVICES		737,772.73	568,648.00	169,124.73
01100 General Fund		699,026.00	529,901.27	169,124.73
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	504,843.18	162,563.82
	61000 Personal Services	349,222.00	262,494.13	86,727.87
	62000 Operating Expenses	288,734.00	240,131.05	48,602.95
	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	1,651,565.75	585,006.25
01100 General Fund		2,201,843.00	1,633,605.93	568,237.07
310H1 STUDENT SERVICES		2,089,343.00	1,599,447.50	489,895.50
	61000 Personal Services	1,956,103.00	1,511,258.37	444,844.63
	62000 Operating Expenses	133,240.00	88,189.13	45,050.87
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	22,905.68	22,094.32
	62000 Operating Expenses	45,000.00	22,905.68	22,094.32
310H7 STUDENT EXTRACURIC TRAVEL		25,000.00	11,252.75	13,747.25
	62000 Operating Expenses	25,000.00	11,252.75	13,747.25
03167 National School Lunch		34,729.00	17,959.82	16,769.18
310H1 STUDENT SERVICES		34,729.00	17,959.82	16,769.18
	62000 Operating Expenses	34,729.00	17,959.82	16,769.18
04 EDUCATION		6,570,097.92	4,768,282.41	1,801,815.51
01100 General Fund		5,833,580.00	4,429,895.11	1,403,684.89

315H1 EDUCATION		5,771,642.00	4,415,695.61	1,355,946.39
	61000 Personal Services	5,431,509.00	4,171,997.92	1,259,511.08
	62000 Operating Expenses	340,133.00	243,697.69	96,435.31
315H3 PROFESSIONAL DEVELOPMENT		35,000.00	14,010.22	20,989.78
	62000 Operating Expenses	35,000.00	14,010.22	20,989.78
315H4 EXTRACURIC COMP		26,938.00	189.28	26,748.72
	61000 Personal Services	26,938.00	189.28	26,748.72
02050 School Trust Interest/Income		302,341.00	125,728.70	176,612.30
315H1 EDUCATION		302,341.00	125,728.70	176,612.30
	61000 Personal Services	302,341.00	125,728.70	176,612.30
02243 Medicaid		11,534.00	0.00	11,534.00
315H1 EDUCATION		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	0.00	52,861.00
315H1 EDUCATION		52,861.00	0.00	52,861.00
	61000 Personal Services	52,861.00	0.00	52,861.00
03064 EHA, Part B		119,219.00	4,916.63	114,302.37
315H1 EDUCATION		119,219.00	4,916.63	114,302.37
	61000 Personal Services	49,219.00	0.00	49,219.00
	62000 Operating Expenses	70,000.00	4,916.63	65,083.37
03235 DPHHS Grant		35,750.00	15,013.95	20,736.05
315AP PRE-ETS GRANT		7,250.00	3,819.62	3,430.38
	62000 Operating Expenses	7,250.00	3,819.62	3,430.38
315AS PRE-ETS		28,500.00	11,194.33	17,305.67
	62000 Operating Expenses	28,500.00	11,194.33	17,305.67
03396 DPHHS Grand - Newborn Hearing		26,250.00	4,165.10	22,084.90
315AQ NEWBORN HEARING		26,250.00	4,165.10	22,084.90
	61000 Personal Services	16,500.00	0.00	16,500.00
	62000 Operating Expenses	9,750.00	4,165.10	5,584.90

03590 Federal Literacy Grant

315AR LITERACY GRANT 9/30/24

61000 Personal Services
62000 Operating Expenses

188,562.92 188,562.92 0.00

188,562.92 188,562.92 0.00

17,333.00 17,333.00 0.00

171,229.92 171,229.92 0.00

Grand Total

10,302,936.81 7,573,939.37 2,728,997.44

PROJECTIONS AS OF 4/14/2025

Administration FY24 Projections

P/S Expenditures to date: \$ 377,776.31 Average Payroll: \$18,888.82

Full PPE done: 20 Full PPE left: 6

			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 6/30/2024 USD	YEARLY POS	MONTHLY BILLS	BALANCE AFTER PROJECTED EXPENSES
01100 - General Fund	300H1 - Administration	61000 - Personal Services	\$122,391.64	(\$113,332.89)													\$15,514.13
		62000 - Operating Expenses	\$12,984.67								\$6,455.18						\$3,420.22
01100 - General Fund	300H5 - State ITSD (RST)	62000 - Operating Expenses	\$37,674.64								\$715.18				(\$5,039.56)	(\$4,740.07)	\$5,866.12
02050 - School Trust Interest/Income	300H1 - Administration	61000 - Personal Services	\$0.00														\$0.00
02259 - MSDB Misc MOU's	300A1 - Digital Academy	61000 - Personal Services	(\$0.01)														(\$6,455.39)
		62000 - Operating Expenses	\$0.01								(\$215.18)						(\$215.17)
			\$ 173,050.95														\$18,179.91

PGM 1 \$18,179.91

When BCD posts, will be 0
When RCD posts, will be 0

Maintenance FY24 Projections

P/S Expenditures to date: \$ 249,134.94 Average Payroll: \$12,456.75

Full PPE done: 20 Full PPE left: 6

			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 6/30/2024 USD	YEARLY POS	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									(\$5,500.00)					\$1,050.50
01100 - General Fund	305H1 - General Services	61000 - Personal Services	\$86,727.87	(\$74,740.48)													\$11,987.39
		62000 - Operating Expenses	\$48,602.95									(\$5,443.87)			(\$19,048.13)	(\$33,961.75)	(\$9,850.80)
		68000 - Transfers-out	\$1,000.00														\$1,000.00
		69000 - Debt Services	\$26,233.00														\$26,233.00
			\$ 169,124.73														\$30,430.50

PGM 2 \$30,430.50

RESTRICTED
RESTRICTED

Cottage

FY24 Projections

P/S Expenditures to date: \$ 1,427,018.64 Average Payroll: \$71,350.93

Full PPE done: 20 Full PPE left: 6

			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 6/30/2024 USD	YEARLY POS	MONTHLY BILLS	BALANCE AFTER PROJECTED EXPENSES
01100 - General Fund	310H1 - General Services	61000 - Personal Services	\$444,844.63	(\$428,105.59)													\$16,739.04
		62000 - Operating Expenses	\$45,050.87									(\$12,286.20)			(\$8,047.73)	(\$26,071.84)	\$645.10
	310H4 - Family Engagement Opp.	61000 - Personal Services	\$42,500.00		(\$13,168.00)	(\$7,430.00)	(\$16,762.00)	(\$5,140.00)									\$0.00
		62000 - Operating Expenses	\$0.00														\$0.00
	310H6 - Student Travel	62000 - Operating Expenses	\$22,094.32														\$22,094.32
	310H7 - Student Extracurricular Travel	62000 - Operating Expenses	\$13,747.25														\$13,747.25
03167 - National School Lunch	310A1 - School Foods	62000 - Operating Expenses	\$16,769.18														\$16,769.18
			\$ 585,006.25														\$69,994.89

PGM 3 \$69,994.89

RESTRICTED

Education FY24 Projections

P/S Expenditures to date: \$ 3,951,253.64 Average Payroll: \$ 197,362.68

Full PPE done: 20 Full PPE left: 6

			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 6/30/2024 USD	YEARLY POS	MONTHLY BILLS	BALANCE AFTER PROJECTED EXPENSES
01100 - General Fund	315H1 - Education	61000 - Personal Services	\$1,259,511.08	(\$1,185,376.09)					(\$33,614.69)	(\$40,100.00)				\$305,441.07			\$305,861.32
		62000 - Operating Expenses	\$96,435.31									(\$16,857.06)			(\$35,342.04)	(\$26,854.99)	\$17,381.22
	315H3 - Professional Development	62000 - Operating Expenses	\$20,989.78									(\$17,624.66)					\$3,365.12
	315H4 - Extracurricular Comp.	61000 - Personal Services	\$26,748.72										(\$26,748.72)				\$0.00
02050 - School Trust Income	315H3 - Education	61000 - Personal Services	\$176,612.30										(\$176,612.30)				\$0.00
02243 - Medicaid	315H1 - Education	62000 - Operating Expenses	\$11,534.00														\$11,534.00
03012 - E.C.I.A. Chapter 1	315H1 - Education	61000 - Personal Services	\$52,861.00										(\$52,861.00)				\$0.00
03064 EHA, Part B (Outreach Grant)	315H1 - Education	61000 - Personal Services	\$49,219.00										(\$49,219.00)				\$0.00
		62000 - Operating Expenses	\$65,083.37									(\$14,198.09)					\$50,885.28
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	\$17,305.67									(\$632.09)					\$16,673.58
03396 - DPHHS GRANT - NEWBORN HEAR	315AQ NEWBORN HEARING GRANT	61000 - Personal Services	\$16,500.00														\$16,500.00
		62000 - Operating Expenses	\$5,584.90									(\$2,718.37)					\$2,866.53
03590 - Federal Literacy Grant	315AR - Literacy Grant 9/30/2024	61000 - Personal Services	\$0.00														\$0.00
		62000 - Operating Expenses	\$0.00														\$0.00
			\$ 1,801,815.51														\$428,497.43

PGM 4 \$428,497.43

Revd \$16,500, Spent \$10,894.85, PO pending \$9,424.80

\$ 2,728,997.44

\$0.00

LESS RESTRICTED:

\$147,052.72

(\$1,000.00)

(\$26,233.00)

(\$16,769.18)

(\$11,534.00)

\$0.00

\$491,516.54

The MSDB Student Life

March 2025
Vol. 4, No. 6

Message from the Director

by Jim Kelly II

The students are heading home for a three-day weekend on March 6. The MSDB Foundation sponsored our cottage students to a Brush Crazy activity and the kids created some nice pieces of art. Our activities committee has many plans for the spring activities including bowling tournament, semi pro basketball game, going to the parks and getting involved in some outdoor activities. As always, don't hesitate to reach out to me if you have questions, suggestions or concerns for your child!

Game Night By Carter



What a wonderful night. The kids and staff had a great time playing UNO No Mercy, Trash, and a card game called 313. We had a cool night playing all of these games. I really enjoyed playing with all of my friends and staff. It was really nice to learn how to play new games and gain new skills. I cannot wait until next time we play games like this together. There are so many card games and board games that we haven't tried before. It sounds exciting to try some more in the future.



Games are
often played
during
Wednesday
Social Hour!



4-H at MSDB with Dorothy Nutter

I have been filling in for Megan who is our 4 H leader while she is out with her new baby. We have five cottage kids involved with archery. They go every week to practice on Monday and are improving each time they go. On Tuesdays during our 4 H meeting I have been working with them in their books learning safety and the parts of the bow and arrow and discussing what they have learned. The students have enjoyed this activity, and it will be a sad day for all when it ends in March.



BRUSH CRAZY

by Ayvia



Hello my name is Ayvia, I would like to explain what we did at Brush Crazy. At Brush Crazy, we bring creativity to life by picking pictures and painting them together. Our perfection painter lets us choose which picture we like to pick and paint. Whether you're an experienced artist or a beginner, our environment is designed to be fun, supportive, and inspiring.

Thank you MSDB Foundation for making this activity possible for all of our Cottage students!



**Happy St. Patrick's Day
from all of the Cottage
staff and students!!**



Committee Updates

**Student
Council**

Activities Committee:

In addition to the many activities that the committee plans for the weekends, they also plan monthly activities sponsored by the MSDB Foundation. These have included annual parties, as well as recent outings to an open-captioned movie and Brush Crazy for painting. The next planning special activity the group is hoping to do is go to a Great Falls Electrics Semi-Pro Basketball Game.

Community Connections Committee:

A few months were spent planning the very successful Valentine's Day Fundraiser. Our next venture is a shift from fundraising to community service. We are hoping to visit nursing homes and retirement homes over the next few months and provide companionship to the residents.

Design Team:

The Design Team has been waiting a while for what is finally happening! Painting will begin in "The Hangout" after this Travel. Many fun ideas have been planned for this room. The first things going on the walls will be a Blue Mustang on a yellow wall and a chalkboard wall. We are all very excited to see the changes!



JOURNEY OF A LEARNER

Our Journey of a Learner activities have been so much fun for our students and staff. Here are some of the activities and presentations that we have done in the past month.

On Thursday, February 20th nurses, Carol Sabo and April Spanbauer, met with cottage students to discuss over the counter (OTC) medications and visits to the doctor. This helped students meet objectives related to MSDB's "Journey of a Learner" initiative. More precisely, though, when reviewing OTC medication students focused on being flexible thinkers and when discussing provider appointments they learned how to be effective communicators. Students were asked questions and encouraged to initiate conversation on these topics throughout both presentations. To provide further engagement, there was an opportunity to role play as if at the doctor's office for an appointment or, if home, choosing which OTC medication to treat their ailment.

by April Spanbauer, Director of Health Services



In addition to this wonderful presentation, students worked in small groups to discuss how their actions, decisions, and behaviors affect themselves and others. We had two different worksheets that we went through while comparing two different decisions—a smart choice and one that may cause problems for them or others.

by Erin Faulkner

What is the action/decision?	How does your action/decision impact YOU NOW	How does your action/decision impact OTHERS?	How does your action/decision impact YOU LATER?
Not following staff directives	Get to do what I want	Frustrates staff	Lose privileges
Following staff directives	Stopping a preferred activity	Staff are pleasant	Free time for rest of the day

What is the action/decision?	How does your action make another person feel?	What does the other person do?	How do you feel now?
Not following staff directives	Frustrated, mad, stressed	Scold, remove privileges	Sad, mad, stressed
Following staff directives	Happy, proud, relaxed	Nice conversations, play games	Happy, proud, relaxed

Cottage Crafts

by Angelina



Cheyenne, a cottage staff member, brought out bracelet things to make bracelets. I really enjoy making rings, bracelets and anklets of different beautiful colors. We chilled and made some bracelets. Girls asked for help from other girls and they helped each other.

We made many different origami and enjoyed chilling out. Making origami is sometimes hard and sometimes easy. Difficult and easy leveled origami directions have many different pictures. We helped each other and enjoyed making origami.



STUDENT SHOWCASE

Senior Amerra

Hi my name is Amerra Portee I am a 2025 graduate at MSDB and a cottage student. I enjoy many recreational things such as painting, crochet, baking and taking naps. I've been going to MSDB since I moved to Montana from Maryland in 2018 which has been an amazing experience, all the teachers, staff and house parents have played a huge role in my life and my growth since I've moved here. I love all the friends I've made along the way but the seniors is definitely starting to show itself! I'm very excited to graduate. I do plan on coming back for the LEAP program here at MDSB next year, and I've been accepted into a few colleges of my choice. I plan on studying as a vet tech here in Great Falls for their two year program at MSU and then possibly work at a clinic in Great Falls while pursuing other degrees. I hope to work with a lot of different animals in the future! My favorite animal would have to be a Siamese Mouse. What's yours?



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)
- Flying Hooves-MS/HS (Thurs)
- Student Life Social Hour (Wed)
- Student Council (Wed)
- Snack Shack (Wed/Fri)
- Gaming Club (Fri)
- Bowling Club (TBD)

Outings/Activities

Look what we did!

- Goalball Enrichment Weekend (2/21-2/22)
- Bowling (2/21)
- Brush Crazy (2/22)
- Craft (2/23)
- Game Night (2/28)
- Craft (3/1)
- Craft (3/2)
- Bowling Alley Grand Opening (3/5)

Coming Soon

- St. Patrick's Day Parade (3/15)
- Great Falls Electrics Basketball (TBD)
- Flying Hooves to Utah (3/26-3/30)
- Campus Enrichment Weekend (4/5-4/6)
- 4-H Project Day (4/12)
- Spring Formal Dinner (4/13)
- Spring Program (4/15)
- Travel Home (4/17)
- Travel Return (4/22)

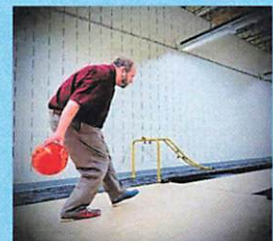
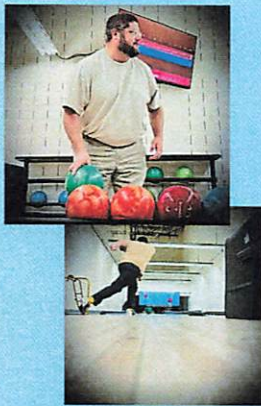
Photography by Angelina



New Bowling Alley By Madison



New Bowlling alley! People going to the gym have a new bowling alley then Joel Auers explains about the bowling alley. People looked very nice at the Bowlling. Joel A got started for the game bowling , having fun! And VI people will help with how to bowl. Everyone enjoys it!! Then who won two is Ayvia Kosine- 120 and Caleb- 92! GOOD JOB!!

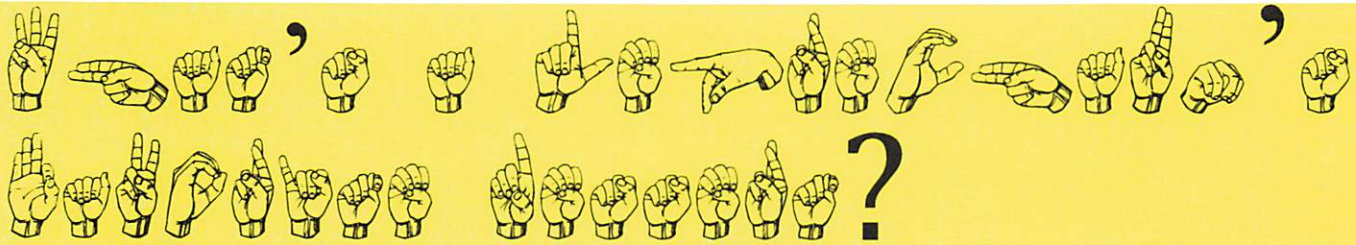
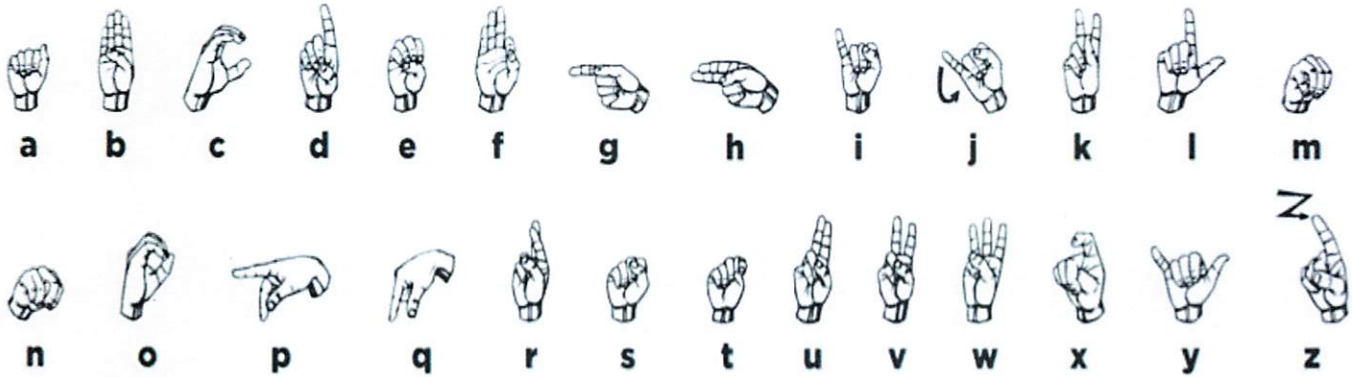


The MSDB Foundation raised \$170,000 in order to upgrade the entire bowling alley that has been out of commission for the past 15 years. With the help of volunteers from Malmstrom Air Force Base, the Bowling Alley was finally completed in mid-February 2025. Today, the Foundation celebrated with staff and students by having a Grand Opening with concessions and "Two-Frame Challenge Games" between staff and Foundation members.

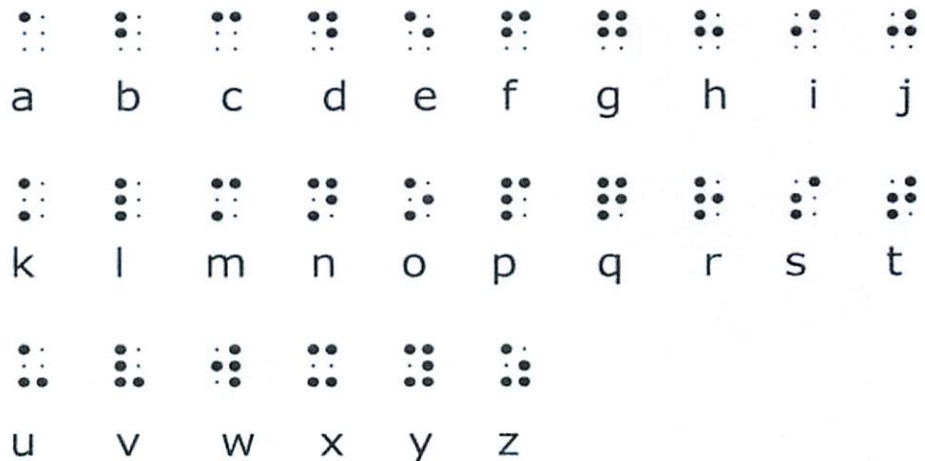
PUZZLE PAGE

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."



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.



December Puzzler Answers:

Fingerspelling: What did the ghost say to their partner? Braille: You look so boo-tiful

**9089 Mont Sch for
Deaf & Blind District**

3911 Central Avenue, Great Falls, MT 59405
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Student Enrollment Summary Report

Effective Date: 04/15/2025 Enrollment Types: P, S, N
Total Race/Ethnicities: 6 of 7 Total Schools: 2
Race/Ethnicity Source: Federal Male/Female/Total: 22/16/38

Student Population by Race/Ethnicity and Grade Level (Male/Female/Total)

MT Sch For Deaf & Blind EI

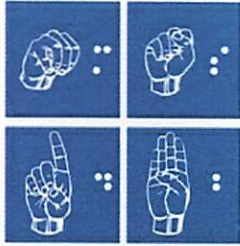
Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
02	-	-	-	-	-	2/1/3	-	2/1/3
04	-	-	-	-	-	2/3/5	-	2/3/5
05	-	-	-	-	-	1/0/1	1/1/2	2/1/3
07	-	-	1/0/1	-	-	0/2/2	-	1/2/3
08	-	-	1/0/1	-	-	-	-	1/0/1
KF	-	-	-	-	-	2/1/3	-	2/1/3
PK	-	-	-	-	-	2/1/3	-	2/1/3
PS	1/0/1	-	-	-	-	-	-	1/0/1
All Grades	1/0/1	-	2/0/2	-	-	9/8/17	1/1/2	13/9/22

MT Sch For Deaf & Blind HS

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
09	-	1/0/1	-	-	-	0/2/2	-	1/2/3
10	-	1/0/1	-	-	-	1/1/2	-	2/1/3
11	-	1/0/1	-	-	-	2/1/3	-	3/1/4
12	-	0/1/1	-	0/1/1	-	2/1/3	1/0/1	3/3/6
All Grades	-	3/1/4	-	0/1/1	-	5/5/10	1/0/1	9/7/16

Student Population Excluding White not of Hispanic Origin

School	Total	Percentage
MT Sch For Deaf & Blind EI	5	22.73%
MT Sch For Deaf & Blind HS	6	37.50%
Total	11	28.95%



Montana School for the Deaf and the Blind

3911 Central Ave; Great Falls, MT 59405

Referral Updates

2024-25 School Year

Updated: 4/15/2025

VI/DHH	Grade	Status
VI -	Preschool	No documents (Spring 2024); Outreach consultant has connected with family and Benchmark; still in process (Spring 2025)
VI -	PreK	Collecting documents (Spring 2024); Moved to Ohio; Moved back to Montana (Jan 2025); Currently collecting paperwork
VI -	PreK/K	Referral from last year; Interested in Fall 2025 placement - 6yr old - updating paperwork (1.31.2025); 10-day Observation set for 4/28-5/9
VI -	2nd	Collecting documents - recently moved to GF; Moved back to Helena
VI -	2nd	Student from Billings; reviewing documents
VI -	5th	Completed 10-day Observation - Oct 2024 Shared placement with GFPS
VI -	5th	No documents (Spring 2024)
VI -	6th	Moved from Arizona; Working with West Elementary; (2/4/2025) Have received most documents. Student began 10-day Observation on 4/9/2025
VI -	7th	Collecting documents (Spring 2024) - Student is at EMS - have received emails from the district asking about the referral process. We were told this family has moved to Boston.
VI -	10th	Collecting documents (Spring 2024) - Completed 10-day Observation - Oct 2024 Shared placement with Corvallis; Having on-going conversations with Corvallis about how to reflect shared time; Student returned to home district full-time March 2025
DHH/VI -	1st	Beginning the Process - 9/26; File review 10/23/2024; Gathering additional info/scheduling 10-day observation (family hoping for a few days a month); Day 1 of 10-day is 11/15 in conjunction with CED; Future dates TBD; Nov. 20-21; Jan. 8-9; Jan. 13-14; Post Observation meeting held 2/7/2025 recommended partial placement; Waiting for ER and new IEP (5/1/2025) to be completed to determine possible time on campus
DHH/VI -	11th	9/5/2024 - Browning - No documents

DHH -	Preschool	Family moved from Alaska; Paperwork collected; Scheduling file review
DHH -	Preschool	Beginning the process - collecting docs; File Review completed; 10-day Observation in progress 10/21/2024; Post Observation Mtg held & recommended placement 11/8/2024
DHH -	PreK	Ready for 10-day observation (Spring 2024) - Talked with Mom, ready for observation, beginning process to get CIs - Identifying dates for a 10-day - 10-day starts 9/23/2024 - Family has asked to suspend the process for now
DHH -	2nd	9/4/2024 - GF- No Documents
DHH -	4th	Recently moved back to Montana - beginning the process (former student) - File review completed - 10-day Obs beginning Sept. 2nd - Post observation meeting 9/19/2024 - Placed MSDB
DHH -	4th	Recently moved to GF - beginning the process - File review completed - 10-day Obs beginning Sept. 2nd - Post observation meeting 9/19/2024 - Placed MSDB
DHH -	9th	Beginning the process Trying to schedule a family meeting. No recent updates
DHH -	10th	Collecting documents (Spring 2024) - Has decided to stay at CMR at this time Aug. 2024

DRAFT Plan for Outreach 2025-2026

1. Consultants will be divided into teams

a. DHH

i. Deaf team

1. Caseload will be students who are using ASL, interpreters, deaf mentors, etc.
2. Support the Deaf Mentor Program.
3. Create and present on ASL, interpreters, deaf mentor programs, etc.
4. Plan and facilitate meetings and training with Deaf Mentors.
5. Part of the Campus Enrichment Days planning committee.
6. Two Consultants on this team. Katie, Lace, Tailore

ii. Hard of Hearing Team

1. Caseloads will be students who are using hearing aids, BAHA's, Cochlear Implants, etc.
2. Support the Family Advisor Program.
3. Plan and facilitate meetings and training with Family Advisors.
4. Part of the Family Learning Weekend planning committee.
5. Three Consultants on this team. Amber, Lisa P., Amy

iii. Early Childhood/Deaf Blind Team

1. Caseload will be students who are under 3 years of age or Deaf/Blind.
2. Utilize and support the Family Advisor Program and Deaf Mentor Program.
3. Support Family Learning weekend planning committee.
4. Two consultants on this team. Alice, Melissa,

iv. Consulting Audiologist - will support students identified as Level 0 and 1, new referrals and the early childhood team.

b. VI Team

i. Blind team

1. Caseload will be students who are using braille, braille technology, Orientation and Mobility, etc.
2. Support the Family Advising Program.
3. Plan and facilitate training with Family Advisors.
4. Plan and facilitate training on blind technology.
5. Untangling the Dots - recruiting, event planning, etc.
6. Three Consultants - Shawn, Heather, Barb?

ii. Low Vision Team

1. Caseload will be students who are using low vision technology, etc.
2. Support the Family Advising Program.
3. Plan and facilitate training on low vision technology.

4. Part of the Family Learning Weekend planning Committee.
5. Three consultants - Susan, Michelle, Kacie
- iii. Early Childhood/Deaf Blind Team
 1. Caseload will be students who are under 3 years of age or Deaf/Blind.
 2. Utilize and support the Family Advisor Program and Deaf Mentor Program.
 3. Support Family Learning weekend planning committee.
 4. Part of the Campus Enrichment planning team.
 5. Two Consultants - Kerri, Jenn

2. Outreach Road Shows

- a. Each team will rotate around the state presenting to families, schools, community partners and host a fun family event in the eastern side of the state.
 - i. October:
 1. East side of the state: deaf and blind team.
 2. North west part of state: Early Childhood/Deaf Blind Team.
 3. South west part of state: Hard of Hearing and Low Vision team.
 - ii. February/March:
 1. East side of the state: hard of hearing/low vision.
 2. North west part of state: Deaf and blind teams.
 3. South west part of state: Early Childhood and Deaf/Blind.
 - iii. May:
 1. East side of the state: Early Childhood and Deaf/Blind.
 2. North west part of state: Hard of Hearing and Low Vision team.
 3. South West part of state: Deaf and Blind team.

3. Creating Surveys

- a. For families requesting input on the current outreach services and thoughts about a new way of supporting families and schools.
- b. For schools requesting input on the current outreach services and thoughts about a new way of supporting families and schools.
- c. For Part C providers requesting input on the current outreach services and thoughts about a new way of supporting families and schools.

❖ **BOARD OF PUBLIC EDUCATION TOURS &
ACTIVITIES**

- 1:00PM GREAT FALLS CORE ELEMENTARY
SCHOOL TOUR AND ROUDTABLE
DISCUSSION
MORNINGSIDE ELEMENTARY SCHOOL
4119 7TH AVE NORTH, GREAT FALLS**
- 2:30PM GREAT FALLS PUBLIC SCHOOLS INDIAN
EDUCATION FOR ALL ACTIVITY
PARIS GIBSON EDUCATION CENTER
2400 CENTRAL AVE, GREAT FALLS**

*******TIME CERTAIN @3:30*******

❖ LICENSURE COMMITTEE – (Items 8-10)

Dr. Ron Slinger

ITEM 8

**ACTION ON THE NOTICE OF
SURRENDER AND MOTION TO DISMISS
OF BPE CASE #2025-01, REGER**

Katie Verderber

ITEM 9

**DISCUSSION ON THE COUNCIL FOR THE
ACCREDITATION OF EDUCATOR
PREPARATION MEMORANDUM OF
UNDERSTANDING**

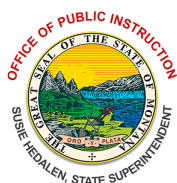
Dr. Julie Murgel

Montana Board of Public Education

Executive Summary

Date: May 15-16, 2025

Presentation	Council for Accreditation of Educator Preparation (CAEP) Agreement
Presenter	Julie Murgel
Position Title	Chief Program Officer Office of Public Instruction
Overview	To review the Council for the Accreditation of Educator Preparation (CAEP) Partnership Agreement between the Montana Board of Public Education, the Montana Superintendent of Public Instruction, and the CAEP.
Requested Decision(s)	Information Item
Related Issue(s)	None
Recommendation(s)	The Superintendent of Public Instruction recommends no action at this time.





CAEP Agreement

Background: The Council for the Accreditation of Educator Preparation (CAEP) Partnership Agreement is between three parties: the Montana Board of Public Education, the Montana Superintendent of Public Instruction, and the Council for the Accreditation of Educator Preparation (CAEP). CAEP is a nongovernmental, non-profit corporation that is a nationally recognized accreditor by the Council for Higher Education Accreditation (CHEA). Through an Accreditation Council, CAEP accredits Educator Preparation Programs (EPP). As outlined in [ARM 10.58.103](#) joint accreditation site reviews and cooperation with the national accreditation agencies for Educator Preparation Programs are encouraged. EPPs accreditation reviews occur every seven (7) years. In Montana, four (4) EPPs have voluntarily participated in a joint accreditation review by the State and CAEP:

- University of Montana
- University of Montana Western
- Montana State University
- Montana State University-Billings

Purpose: This partnership agreement is for Montana EPPs that elect to have joint accreditation by the State and CAEP. For the past four (4) years, the partnership agreement has been for one year and annually reviewed. The purpose of the agreement is to:

- Outline preferences about program review options;
- Review team compositions for accreditation site reviews conducted by CAEP;
- Establish the responsibilities that each party has in supporting CAEP Accreditation activities; and
- Outline the state's annual partnership dues. The dues cover access for up to three (3) individuals employed by the State with access to the CAEP accreditation platform, a waiver for the CAEP Conference registration fee for one (1) designated State representative, and access to CAEP National Training for up to five (5) site reviewers a year.

Accreditation Cycles: The next joint accreditation review on the seven (7) year cycle will be in Spring of 2027 for the University of Montana. The four (4) EPP accreditation reviews in 2026 are State only reviews for Carroll College, Stone Child College, University of Providence and American Board. Please see the full schedule below for more details.

Recommendation: Since there will be no joint reviews under the partnership agreement between July 1, 2025 to June 30, 2026, that would require the preferences for program reviews, the review team composition, or the establishment of responsibilities for each party to be outlined, the partnership agreement renewal is not necessary for the upcoming year. Additionally, the State staff will not need access to the CAEP accreditation platform, attend the CAEP conference, or need to train site reviewers for the year. Therefore, the Superintendent recommends no action be taken at this time.

Montana Educator Preparation Providers (EPPs)
Accreditation Site Visit Schedule
Seven-year Cycles: Current—2017-2024; Future—2024-2031

Educator Preparation Providers	Schedule 2017-2024	Schedule 2024-2031	New Program Schedule
Montana State University - Billings	S2017 CAEP-MT	S2025 CAEP-MT *	
Carroll College	S2019 STATE S2021*	S2026 STATE	
Stone Child College	S2019 STATE	S2026 STATE	
University of Providence	S2019 STATE S2022*	F2026 STATE	
University of Montana - Missoula	S2020 CAEP-MT 2022*	S2027 CAEP-MT	HPE/MS Secondary S2026
Rocky Mountain College	F2020 STATE S2021*	F2027 STATE	
University of Montana - Western	F2022 CAEP-MT	F2029 CAEP-MT	
Montana State University - Bozeman	F2022 CAEP-MT F2023*	F2029 CAEP-MT	Special Education F2026
Salish Kootenai College	S2024 STATE	S2031 STATE	
Montana State University - Northern	S2024 STATE	S2031 STATE	
Alternative Educator Preparation Programs	Schedule 2017-2024	Schedule 2024-2031	New Program Schedule
American Board for Certification of Teacher Excellence	Initial S2024	S2026	

CAEP Council for the Accreditation of Educator Preparation

* Good Cause Extension



Susie Hedalen, Montana Superintendent of Public Instruction
 January of 2025

ITEM 10

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

Crystal Andrews

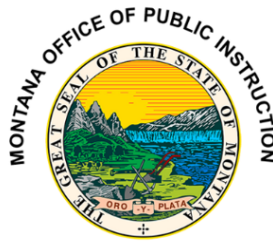
Montana Board of Public Education

Executive Summary

Date: May 15-16, 2025

Presentation	ETS Praxis Test Review for Elementary Education Panel Review and Recommendations
Presenter	Crystal Andrews Lisa Colon Durham
Position Title	Accreditation and Licensure Senior Manager Office of Public Instruction Director of Educational Partnerships ETS
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 the state of Montana. This is an overview of the process and recommendations from the expert panels. Recommendations from the Praxis Working Committee and Montana Council of Deans of Education will be presented along with the request for action from the BPE at the July BPE meeting.
Requested Decision(s)	Information only
Related Issue(s)	
Recommendation(s)	None





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

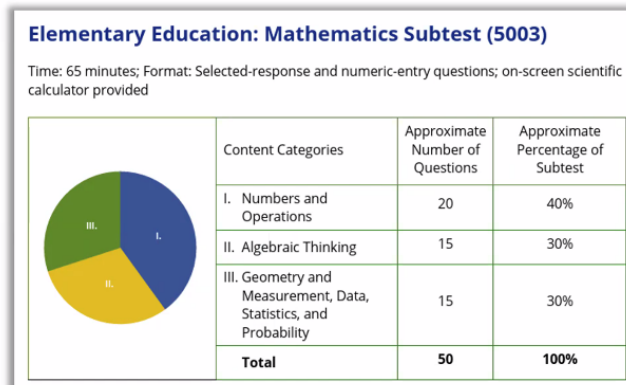
- Elementary Education: Mathematics Subtest (5003)
- Panel met virtually April 29, 2025, 12-1:15pm
- Panel of 1 teacher and 6 EPP faculty, (plus 4 PWC members/observers)

Overview of the Test

Overview of the Test

Elementary Education: Mathematics Subtest (5003)

Test at a Glance



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

State/Province	Qualifying Score
Alaska	157
Arkansas	136
Connecticut	157
Delaware	157
District of Columbia	157
Hawaii	157
Idaho	157
Kentucky	148
Louisiana	157
Maine	157
Nevada	157
New Hampshire	157
New York	157

Two of the states surrounding Montana adopted a passing score of 157

State/Province	Qualifying Score
Northern Mariana Islands	157
Oklahoma	157
Oregon	157
Rhode Island	157
South Carolina	157
South Dakota	146
Tennessee	157
Utah	157
Vermont	157
Virgin Islands	157
Virginia	157
West Virginia	157
Wyoming	157

Cut scores range from 136 to 157

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.

Next Steps

- Information with recommendation will go to the PWC and MCDE

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)



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

*praxis.

Panel Recommendation

- First vote: **6 said 157- unanimous vote**

Next Steps

- Information with recommendation will go to the PWC and MCDE

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%

*praxis.

Data Review

Technical Report – Elementary Education: Science Subtest (5005)	Adopting Passing Scores – Elementary Education: Science Subtest (5005)																																																				
<p>Recommended Cut Scores</p> <p>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 scores¹ are:</p> <ul style="list-style-type: none"> • 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 65% 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). 	<p>Adopting Passing Scores – Elementary Education: Science Subtest (5005)</p> <p>22 of the 26 states using Praxis 5005 adopted a passing score of 159</p> <table border="1"> <thead> <tr> <th>State/Province</th> <th>Qualifying Score</th> </tr> </thead> <tbody> <tr><td>Alaska</td><td>159</td></tr> <tr><td>Arkansas</td><td>139</td></tr> <tr><td>Connecticut</td><td>159</td></tr> <tr><td>Delaware</td><td>159</td></tr> <tr><td>District of Columbia</td><td>159</td></tr> <tr><td>Hawaii</td><td>159</td></tr> <tr><td>Idaho</td><td>159</td></tr> <tr><td>Kentucky</td><td>152</td></tr> <tr><td>Louisiana</td><td>159</td></tr> <tr><td>Maine</td><td>159</td></tr> <tr><td>Massachusetts</td><td>159</td></tr> <tr><td>Montana</td><td>159</td></tr> <tr><td>Northern Mariana Islands</td><td>157</td></tr> <tr><td>Oklahoma</td><td>159</td></tr> <tr><td>Oregon</td><td>159</td></tr> <tr><td>Rhode Island</td><td>159</td></tr> <tr><td>South Carolina</td><td>159</td></tr> <tr><td>South Dakota</td><td>150</td></tr> <tr><td>Tennessee</td><td>159</td></tr> <tr><td>Utah</td><td>159</td></tr> <tr><td>Vermont</td><td>159</td></tr> <tr><td>Virgin Islands</td><td>159</td></tr> <tr><td>Virginia</td><td>159</td></tr> <tr><td>West Virginia</td><td>159</td></tr> <tr><td>Wyoming</td><td>159</td></tr> </tbody> </table> <p>Cut scores range from 139 to 159</p> <p>Two of the states surrounding Montana adopted a passing score of 159</p>	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
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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**

Next Steps

Information with recommendation will go to the PWC and MCDE

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



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

*praxis.

*praxis.

Panel Recommendation

- First vote: 5 said **155- unanimous vote**

Next Steps

- Information with recommendation will go to the PWC and MCDE

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

❖ EXECUTIVE COMMITTEE – (Item 11)

Dr. Tim Tharp

ITEM 11

**EXECUTIVE DIRECTOR PERFORMANCE
EVALUATION**

Dr. Tim Tharp

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

BOARD OF PUBLIC EDUCATION ACTIVITY

**4:30PM BOWLING WITH MONTANA SCHOOL FOR
THE DEAF AND BLIND STUDENTS
MUSTANG CENTER - MSDB**

FRIDAY, MAY 16, 2025

CALL TO ORDER

- A. Pledge of Allegiance led by MSDB Deaf and Hard of Hearing Students**
- B. Roll Call**
- C. Statement of Public Participation**
- D. Welcome Visitors**

BASICS OF WORKING VISUALLY **IMPAIRED**

**Geri Darko, Orientation and Mobility
Specialist**

❖ **EXECUTIVE COMMITTEE – (Item 12)**

Dr. Tim Tharp

ITEM 12

**ACTION ON THE K-12 PAYMENT
SCHEDULE**

Paul Taylor

Montana Board of Public Education

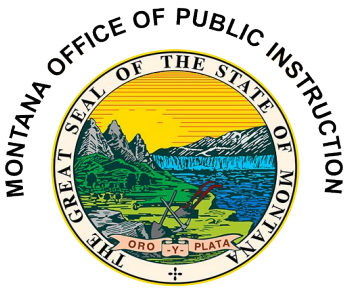
Executive Summary

Date: 5/15/2025 – 5/16/2025

Presentation	Action on the FY2026 BASE aid payment schedule
Presenter	Paul Taylor
Position Title	OPI School Finance Manager
Overview	Review and approve the FY2026 payment schedule as per the requirements under section 20-9-344, MCA.
Requested Decision(s)	Approval of the payment schedule
Related Issue(s)	N/A
Recommendation(s)	Approval of the payment schedule



Montana
Office Of Public Instruction
Susie Hedalen, State Superintendent
opi.mt.gov



Proposed - PAYMENT SCHEDULE - FISCAL YEAR 2026

The following distribution dates for FY2026 BASE aid payments to K-12 schools are proposed to the Montana Board of Public Education and scheduled according to 20-9-344, MCA.

August 28 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, Special Education, Technology, and Transportation Prepayment

September 25 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

October 28 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

November 25 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

December 18 Guaranteed Tax Base Aid for General Fund, State Coal Mitigation Block Grant, and County Retirement

January 27 Direct State Aid, Significant Enrollment Increase, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, Special Education, and Indian Language Immersion Payment

February 24 Direct State Aid, Significant Enrollment Increase, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

March 26 Direct State Aid, Significant Enrollment Increase, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, Special Education, and Transportation

April 23 Direct State Aid, Significant Enrollment Increase, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

May 26 Guaranteed Tax Base Aid, State Coal Mitigation Block Grant, State Major Maintenance Aid, Debt Service Assistance and County Retirement

June 25 Direct State Aid, Significant Enrollment Increase, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, Special Education, and Transportation

❖ **MACIE LIAISON - (Item 13)**

Julia Maxwell

ITEM 13

MACIE REPORT

- **Review American Indian Student Achievement Gap Recommendations**
- **Review IEFA Funding Recommendations**

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
May 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)	March MACIE Meeting May 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 Funding Recommendations



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

❖ **CHARTER SCHOOL COMMITTEE – (Items 14-15)**

Dr. Ron Slinger

ITEM 14

**UPDATE ON COMMUNITY CHOICE
SCHOOLS COMMISSION**

Cathy Kincheloe

Community Choice Schools Commission Report

May 17, 2025

Senate Bill 177

The CCS Commission had one bill in the Session amending the CCS Law to authorize the Commission to seek and receive public funding and clarify the Commission's ability to receive and expend gifts from private individuals. The bill passed and is with the Governor for signing.

Contract for Services with National Charter School Institute

The Commission is working with procurement to secure a contract with the National Charter Schools Institute for strategic and operational consulting and support to the Commission and Director of Planning. The NCSI is a national organization that supports charter school authorizers. The scope of work included in the contract is as follows:

- Develop policies, procedures and documents consistent with national best practice to support the evaluation process of chartering. Including planning for a fair and transparent interview, resolutions for the adoption or denial of applicants, a comprehensive performance framework, systems for collecting feedback on the application process, and timeline of reporting requirements for CCS and the Commission;
- Build out an accountability tracking platform to be used by CCS in reporting to the Commission;
- Structure workflow and reporting to the BPE including a template for the annual report to BPE;
- Training and strategy sessions for the Commission around vision, values, chartering lifecycle, and ensuring strong oversight while honoring CCS autonomy;
- On-demand coaching and consultation to the Chair and Director of Planning;
- Structured coaching and consultation for the Director of Planning including facilitating connections to high level authorizers around the country, collaboration in developing a start-up support program for founders, and building a strategic planning process to measure the mission of CCS.

ITEM 15

**REVIEW OF REVISED PUBLIC CHARTER
SCHOOL APPLICATION AND EVALUATION
CRITERIA**

McCall Flynn



Montana Board of Public Education

Public Charter School Application

June 2025

TABLE OF CONTENTS

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INTRODUCTION

~~HB 549 (2023), now codified in~~ Title 20, Chapter 6, Part 8, ~~MCA of Montana Code Annotated~~, authorizes~~d~~ the establishment of public charter schools in Montana and task~~ed~~s the Montana Board of Public Education as the sole entity authorized to enter into public charter contracts with a governing board. There are two types of public charter schools – those operating under an existing local school board and those operating as a new school district under a separate governing board. This Public Charter School Application is for both options.

A public charter school means a public school that has autonomy over decisions including, but not limited to, matters concerning finance, personnel, scheduling, curriculum, and instruction as defined in a public charter contract. Public charter schools are governed by a local school board, or in the case of a governing board other than a local school board, by the governing board of the public charter school district of which the public charter school is a part. Public charter schools are established and operated under the terms of a public charter contract and allow parents to choose to enroll their children. Public charter schools must admit students based on a lottery if more students apply for admission than can be accommodated.

Public charter schools provide a program of education that may include any or all grades from kindergarten through grade 12 and vocational education programs and operate in pursuit of a specific set of educational objectives as defined in its public charter contract, and must demonstrate a commitment to and robust understanding of personalized and proficiency-based learning.

The evaluation of your application will focus on whether implementing the proposals in your application will lead to the academic, organizational, and financial performance you are promising in exchange for potential broad flexibility from Montana's education standards. The evaluation will ~~also~~ determine whether:

- ~~• There is an established need for the proposed public charter school;~~
- ~~• The proposed public charter school meets the needs of all its students;~~
- ~~• The proposed public charter school is of the highest academic quality;~~
- ~~• The proposed public charter school will provide a healthy learning environment and positive school climate;~~
- ~~• The proposed governing board demonstrates the capacity to implement the plan outlined in the application with fidelity; and~~
- ~~• The proposed public charter school will provide an educational opportunity to students that they would not otherwise receive at the traditional school they are zoned to attend.~~
- there is an overall intent to create an innovative public charter school;
- there is an overall intent to create a high-performing public charter school;
- the academic program is consistent with a high-quality public charter school;
- the school governance is consistent with a high-quality public charter school;
- the business operations are consistent with a high-quality public charter school;
- the community support and need is consistent with a high-quality public charter school;
- there is clear and convincing proof of the likelihood of success;
- they can open and operate a successful public charter school; and
- there is a commitment to and robust understanding of personalized and proficiency-based learning.

SUBMISSION PROCEDURES

To facilitate the Montana Board of Public Education's review of public charter school applications, applicants must submit the application to bpe@mt.gov between the dates of October 27-31, 2025~~8 and November 1, 2024~~, with a deadline of ~~November 1, 2024~~October 31, 2025 at 5PM. All submission materials must be submitted in a single electronic submission. Multiple attachments will not be accepted in the submission. The Board will review the public charter school application, and if determined complete, will facilitate an interview, and take public comment on the application~~in November~~. Final approval of the application will take place at the January 202~~65~~

Board of Public Education meeting. Please note the timeline on the Board's webpage under the Public Charter School tab.

~~We recognize that this application may not provide the space to fully respond to each of the questions in the application. Please provide a brief, direct response to each question using this application template and limit the application to 26 pages. Any, with reference to attachments, appendices, and weblinks to lengthier handbooks, policies, and additional information documents will be considered as supporting documentation. Please make sure to clearly state where any corresponding responses are located within the application and limit application pages to 26, plus any attachments and letters of support. Please include links when possible and refrain from including lengthier documents.~~

Please note that submitting a public charter school application does not guarantee approval and that a public charter school contract will be granted. Failure to adhere to any requirements may lead to an incomplete application that is rejected before consideration. ~~In addition, complete applications that are not strong enough to guarantee a successful public charter school implementation will be recommended for denial.~~

PUBLIC CHARTER APPLICATION COVER PAGE

Check One: ___ New Public Charter under existing local school board ___ New Public Charter District

Name of Public Charter School _____

Local school district in which the public charter school will be physically located: _____

Contact Information for the Governing Board Chair

Contact Person: _____
Name Title

Contact Address: _____

Telephone Number: _____

E-mail Address: _____

Contact Information for the Person Completing this Application

Contact Person: _____
Name Title

Contact Address: _____

Telephone Number: _____

E-mail Address: _____

Local Board of Trustee Evidence

Check One: ☐ Approved by existing local school board ☐ Refused approval by existing local school board

Provide copy of local school board minutes as evidence.

PUBLIC CHARTER APPLICATION

Name of Public Charter School: _____

Provide an executive summary with the general purpose and rationale for the creation of the public charter school, and explain how the proposed public charter school is different from a program that you could operate or are currently operating without the public charter designation.

Opening Date: _____ Public Charter Term Length: _____

Grades to be served: _____

Minimum Enrollment Per Year: _____

Planned Enrollment Per Year: _____

Maximum Enrollment Per Year: _____

During the proposed public charter 5-year term, indicate the specific grade-level programs that you plan to serve:

Check all that apply: ☐ Elementary Program ☐ Middle Grades Program ☐ High School Program

For each year of the public charter term, estimate the number of students the public charter school plans to serve in each grade:

	Elementary							Middle		High School				Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Year 1														
Year 2														
Year 3														
Year 4														
Year 5														

ACADEMIC PROGRAM

See Submission Procedures

1. State the public charter school's mission and vision and describe why this initiative is important to the community it will serve.
2. Identify the targeted student population and the community the public charter school proposes to serve.
3. Describe plans and timelines for student recruitment and enrollment, including lottery procedures.

4. Describe the public charter school's academic program, specifically focusing on why it is innovative in your school district. Include plans to formally assess student achievement on an annual basis.
5. Describe any variances to existing standards that the public charter school requires to enhance educational opportunities.
6. Describe the instructional design, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.
7. Describe plans for identifying and successfully serving students with disabilities, students who are English Language Learners, students who are academically challenged, and gifted students, including compliance with applicable laws and regulations.
8. Describe student discipline policies, including those for special education students.
9. Describe how the public charter school will demonstrate a commitment to and robust understanding of personalized and proficiency-based learning.

SCHOOL GOVERNANCE

See Submission Procedures

10. Describe the public charter school's organizational chart that clearly presents the proposed organizational structure, including lines of authority and reporting between the governing board, staff, related bodies such as advisory bodies or parent and teacher councils, and external organizations that will play a role in managing the public charter school.
11. Describe the roles and responsibilities of the governing board, the proposed leadership management team, and other entities shown in the organizational chart.
12. Provide a staffing chart for the public charter school's first year and a staffing plan for the term of the public charter school.

13. Detail the public charter school startup plan, identifying tasks, timelines, and responsible individuals.

14. Describe the plans for recruiting and developing school leadership and staff.

15. Describe the proposed leadership and teacher employment policies, including performance evaluation plans.

16. State the proposed governing bylaws.

17. Explain any partnerships or contractual relationships central to the operations and mission of the public charter school.

18. Provide the proposed calendar and sample daily schedule.

BUSINESS OPERATIONS

See Submission Procedures

19. Describe plans for providing transportation, food service, and all other significant operational or ancillary services.

20. Describe cocurricular and extracurricular programs and how the programs will be funded and delivered.

21. Describe the proposed financial plan and policies, including financial controls and audit requirements.

22. Describe the insurance coverage that will be obtained.

23. Describe the startup and five-year budgets with clearly stated assumptions.

24. Describe the startup and first year cash flow projections with clearly stated assumptions.

25. Describe anticipated fundraising contributions and evidence, if applicable.

26. Describe the facilities plan, including backup or contingency plans.

COMMUNITY SUPPORT AND NEED

See Submission Procedures

27. Describe the specific evidence of significant community support.

28. Describe the opportunities and expectations for parent involvement.

NOT AN EXISTING LOCAL SCHOOL BOARD? COMPLETE THE FOLLOWING INFORMATION

See Submission Procedures

1. Provide specific evidence that the applicant has sought from the local school board the creation of a school or program of the located school district serving the mission and vision of the proposed public charter school.
2. Provide specific evidence that the local school board declined to create the school or program and declined to submit a proposal for the creation of a public charter school to the Board of Public Education.
3. Provide a legal description of the property of the existing school district from which the boundaries of the public charter school district are proposed to be formed.
4. Share background information on the initial governing board members and, if identified, the proposed school leadership and management team.

Questions? Contact bpe@mt.gov



Montana Board of Public Education
Public Charter School Application Evaluation Criteria
202~~5~~4-202~~6~~5

~~HB 549 (2023), now codified in~~ Title 20, Chapter 6, Part 8, ~~MCA of Montana Code Annotated~~, authorizes~~d~~ the establishment of public charter schools in Montana and task~~s~~ed the Montana Board of Public Education as the sole entity authorized to enter into public charter school contracts with a governing board. 20-6-805, MCA, requires the Board to issue the criteria that will guide the Board's decision to approve or deny a charter proposal, and limit the estimated annual cost of new public charter schools to \$1M each year. This document is designed to fulfill that obligation, yet not intended to limit review or feedback on the Board's application review and evaluation process.

APPLICATION No. & NAME PUBLIC CHARTER SCHOOL APPLICANT

GENERAL ASSURANCES

Does the proposal include:

The school district in which the public charter school is proposed to be located and operate;	Y	N
The grades to be served each year for the full term of the charter contract;	Y	N
The minimum, planned, and maximum enrollment per year for the term of the charter contract;	Y	N
An executive summary;	Y	N
Is the applicant a group of residents of the located school district or county of the located school district?	Y	N
Is the applicant a school board of the located school district?	Y	N

Is there an overall intent to create INNOVATIVE public charter schools?	Y	N
--	---	---

~~Is the application innovative? —~~

~~How is that demonstrated?~~

Is there an overall intent to create HIGH-PERFORMING public charter schools?	Y	N
---	---	---

~~Does the application provide for a high performing charter? —~~

~~How is that demonstrated?~~

<u>Is there a commitment to and robust understanding of personalized and proficiency-based learning?</u>	Y	N
---	---	---

Additional Comments:

ACADEMIC PROGRAM

Does the proposal include:

Mission & vision of proposed public charter school;	Y	N
Identification of targeted student population & community the school proposes to serve;	Y	N
Plans and timelines for student recruitment and enrollment, including lottery procedures;	Y	N
Description of the academic program, including:		
(i) plans to formally assess student achievement on an annual basis; and	Y	N
(ii) variances to existing standards that the proposed public charter school requires;	Y	N

Description of proposed public charter school's instructional design, including the type of learning environment, class size & structure, curriculum overview, teaching methods;	Y	N
Proposed public charter school's plans for identifying and successfully serving students with disabilities, students who are English language learners, students who are academically challenged, and gifted students, including but not limited to compliance with applicable laws and regulations; and	Y	N
Proposed public charter school's student discipline policies, including those for special education students.	Y	N

Overall, the ACADEMIC PROGRAM of the proposed charter school is:

- ☐ Consistent with a high-quality public charter school.
- ☐ Partially consistent with high-quality public charter school.
- ☐ Inconsistent with a high-quality public charter school.

Additional Comments:

SCHOOL GOVERNANCE

Does the proposal include:

An organizational chart that clearly presents the proposed public charter school's organizational structure, including lines of authority and reporting between the governing board, staff, related bodies such as advisory bodies or parent and teacher councils, and external organizations that will play a role in managing the school;	Y	N
Clear description of the roles/responsibilities for the governing board, the proposed public charter school's leadership & management team, and other entities shown in the organizational chart;	Y	N
A staffing chart for the proposed public charter school's first year and a staffing plan for the term of the charter;	Y	N
A detailed school startup plan, identifying tasks, timelines, and responsible individuals;	Y	N
Plans for recruiting and developing school leadership and staff;	Y	N
Proposed public charter school's leadership and teacher employment policies, including performance evaluation plans;	Y	N
Proposed governing bylaws;	Y	N
Explanations of partnerships/contractual relationships central to the proposed public charter school operations/mission; and	Y	N
Specific evidence of the proposed public charter school's proposed calendar and sample daily schedule.	Y	N

Overall, the SCHOOL GOVERNANCE of the proposed charter school is:

- ☐ Consistent with a high-quality public charter school.
- ☐ Partially consistent with high-quality public charter school.
- ☐ Inconsistent with a high-quality public charter school.

Additional Comments:

BUSINESS OPERATIONS

Does the proposal include:

Proposed public charter school's plans for providing transportation, food service, all other significant ancillary services;	Y	N
Description of cocurricular or extracurricular programs, if any, and how the programs will be funded and delivered;	Y	N
Description of proposed public charter school's financial plan & policies, including financial controls/audit requirements;	Y	N
A description of the insurance coverage the proposed public charter school will obtain;	Y	N
Startup and 5-year budgets with clearly stated assumptions;	Y	N
Startup and first-year cash flow projections with clearly stated assumptions;	Y	N
Evidence of anticipated fundraising contributions, if claimed in the proposal; and	Y	N
A sound facilities plan, including backup or contingency plans, if appropriate.	Y	N

Overall, the BUSINESS OPERATIONS of the proposed charter school is:

- ☐ Consistent with a high-quality public charter school.
- ☐ Partially consistent with high-quality public charter school.
- ☐ Inconsistent with a high-quality public charter school.

Additional Comments:

COMMUNITY SUPPORT AND NEED

Does the proposal include:

Specific evidence of significant community support for the proposed public charter school; and
 Opportunities and expectations for parent involvement.

Y N

Y N

Overall, the COMMUNITY SUPPORT AND NEED of the proposed charter school is:

- ☐ Consistent with a high-quality public charter school.
- ☐ Partially consistent with high-quality public charter school.
- ☐ Inconsistent with a high-quality public charter school.

Additional Comments:

BOARD ROLES AND RESPONSIBILITIES

Does the proposal meet identified education needs AND promote a diversity of education choices, including:

Increasing standards for student achievement;

Y N

Closing achievement gaps between high-performing and low performing groups of public school students;

Y N

Increasing educational opportunities within the public education system;

Y N

Providing alternative learning environments for students who are not thriving in traditional school settings;

Y N

Lowering the dropout rate;

Y N

Creating new professional opportunities for teachers/school personnel;

Y N

Encouraging the use of different models of teaching and learning; and

Y N

Providing students, parents, community members, local entities with expanded opportunities for involvement.

Y N

The Board is tasked with denying charter proposals that fail to provide clear and convincing proof of likelihood of success.

Has the applicant demonstrated clear and convincing proof of the likelihood of success?

Y N

The Board shall grant charters only to applicants that have demonstrated competence in each element of the board's published approval criteria and are likely to open and operate a successful public charter school; base decisions on documented evidence collected through the proposal review process; follow charter-granting policies and practices that are transparent and are based on merit and avoid conflicts of interest or any appearance of conflict; and weigh heavily evidence of community support, projected student enrollment, input received under subsection; only approve charters whose promise of improved educational outcomes outweighs potential increased costs to state & local taxpayers.

Has the applicant demonstrated that they are likely to open and operate a successful public charter school?

Y N

Overall, it is recommended that the Montana Board of Public Education:

- ☐ Authorize the proposed public charter school based on the current application.
- ☐ Authorize the proposed public charter school if the public charter school is able to clarify the aspects of its current application as identified below.
- ☐ Decline to authorize the proposed public charter school at this time.

Additional Comments:



Montana Board of Public Education

Public Charter School Timeline

2025-2026

June

- The Board shall issue and broadly publicize a request for proposal by June 1 of each year.
- Include the criteria that will guide the Board's decision to approve or deny a charter proposal.

November

- If a public charter school proposal does not contain all of the required elements, the Board shall consider the proposal incomplete and return the proposal to the applicant without taking action.
- In reviewing and evaluating public charter proposals, the Board shall use procedures, practices, and criteria consistent with nationally recognized best practices, principles, and standards. The proposal review process must include:
 - a thorough evaluation of each charter proposal;
 - an in-person interview with the applicant; and
 - an opportunity in a public forum for local residents to learn about and provide input on each proposal.

January

- In deciding whether to approve public charter proposals, the Board shall:
 - grant charters only to applicants that have met the requirements and are likely to open and operate successfully;
 - base decisions on documented evidence;
 - follow charter-granting policies and practices; and
 - heavily weigh the evidence of community support, projected student enrollment, and input received.
- The Board shall approve or deny public charter proposals within 90 business days after the filing. When approval is granted to a governing board other than a local school board, the approval constitutes corresponding approval of the creation of a separate public charter school district and its boundaries.
- The Board shall adopt by resolution all public charter approval or denial decisions in an open meeting. An approval decision may include reasonable conditions before a charter contract may be executed. For a charter denial, the Board must clearly state the reasons for denial.

March

- Within 45 business days of approval, the Board and the governing board of the approved public charter school district shall execute a charter contract that clearly sets forth the academic and operational performance expectations and measures.
- A charter must be granted for a term of 5 operating years, commencing on July 1 of the first school year. An approved charter may delay their opening for one school year to plan and prepare. If the school is delayed in opening, the school shall request an extension from the Board, which may grant or deny the extension.
- The charter contract must be signed by the presiding officer of the Board and the public charter school's governing board.
- A public charter school may not operate without a charter contract approved in an open meeting by the Board.
- The Board may establish reasonable preopening requirements or conditions to monitor the startup progress to ensure the school is prepared to open smoothly and meets all building, health, safety, insurance, and other legal requirements.

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

Renee Rasmussen

ITEM 16

**ACTION ON THE SUPERINTENDENT'S
RECOMMENDATION FOR A
MODIFICATION TO THE SINGLE SYSTEM
OF ALTERNATIVE STATEWIDE
ASSESSMENTS**

Cedar Rose

Montana Board of Public Education

Executive Summary

Date: May 2025

Presentation	2025-2026 Proposed Changes: Multi-State Alternate Assessment (MSAA) for ELA and Math and Alternate Montana Science Assessment (AMSA)
Presenter	Cedar Rose
Position Title	Assessment Director Montana Office of Public Instruction
Overview	Background information and comparison of current Alternate Assessments to the proposed assessment, Dynamic Learning Maps
Requested Decision(s)	Action Item
Related Issue(s)	ARM 10.56.101(4)
Recommendation(s)	The Superintendent recommends that the Board of Public Education take action to approve the recommendation for the changes to the alternative assessment systems.



Proposed Modification to the Statewide Alternate Assessment System for 2025-2026

Background

- Montana provides alternate versions of each statewide assessment in math, ELA, science, and English language proficiency for students with significant cognitive disabilities per [ESEA-ESSA Section 1111\(b\)](#).
- Estimated student participants per year:
 - Math/ELA: 900
 - Science: 400
- The multiple alternate assessments platforms, tools, ongoing item development through various contracts, consortium agreements, and MOUs have historically been held with different entities with minimal opportunities for alignment. This has led to duplication of staff efforts, budget expenditures, lack of consistency for similar testing platforms and test formats for students and educators, and multiple test administrator trainings.

Current Alternate Assessments

Multi-State Alternative Assessment (MSAA) Math and ELA

- Only statewide assessment administered through the MSAA Cognia platform
- Summative administration (typically March-April)
- Approximately 1.5-2 hours of testing time per subject
- OPI is currently in the final available contract year with Cognia for MSAA delivery

Alternate Montana Science Assessment (AMSA)

- Administered through the Cambium platform along with the Montana Science Assessment (MSA)
- Summative administration (March-April)
- Approximately 1.5-2 hours of testing time
- Computer adaptive test of 50 items
- OPI is currently in the final year of an item development and sharing MOU with other states

Proposed Changes as Outlined in [ARM 10.56.101\(4\)](#)

Dynamic Learning Maps (DLM) Math, ELA, and Science

- Uses "Essential Elements" to connect academic expectations for students with the most significant cognitive disabilities to grade level content standards
- Administered on the Kite Platform (same as MAST)
- Instructionally imbedded math and ELA model (grades 3-8 and 11)
 - Used by 7 other states

- Fall (September-December) and spring (February-May) administration window
- Educator choice in the testlets and linkage level aligned to IEPs and administered to fulfill blueprint requirements
- Each testlet administered is 3-9 items and takes 5-15 minutes to complete
- 5-8 testlets per window
- Summative science model (grades 5, 8, and 11)
 - Spring (February-May) administration window
 - Fixed blueprint of 9 testlets
- DLM has been vetted with stakeholders including:
 - Special Education Directors; Statewide Directors Meeting, March 19, 2025
 - Montana Higher Education Consortium; HEC Spring Meeting, April 25, 2025
 - State Special Education Advisory Panel; January 9, 2025
- DLM Information and Resources
 - [DLM Assessment Website](#)
 - [Montana-Specific DLM Informational Overview](#)

Assessment Comparison

	DLM	MSAA Math & ELA	AMSA Science
Administration Style	One-on-one	One-on-one	One-on-one
Required Administrator	Certified Educator	Certified Educator	Certified Educator
Estimated Time	Math/ELA: ~70 minutes per subject per window Science: ~90 minutes	2-2.5 hours per subject	1-2 hours
Platform	Kite	MSAA Cognia	Cambium
Administrator Training	2.5 hours initial year 1 hour each subsequent year	2.5 hours each year	30 minutes each year
Blueprint	Math/ELA : 5-8 testlets per window with options within claims Science: 9 testlets	Two-stage adaptive	Computer adaptive

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

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

Madalyn Quinlan

ITEM 17

**INFORMATION ON THE ACCREDITATION
PROCESS AND FEEDBACK**

**Crystal Andrews; Superintendent Elliot
Crump, Shelby Public Schools;
Superintendent Heather Jarrett, Reed Point
Schools**

Montana Board of Public Education

Executive Summary

Date: May 15-16, 2025

Presentation	Proposed Accreditation Process for the three-year cycles for 2025-2028.
Presenter	Crystal Andrews
Position Title	Accreditation and Licensure Senior Manager Office of Public Instruction
Overview	The purpose is to provide an overview of what the accreditation process will look like for the three-year cycle under the passage and adoption of the new Chapter 55 rules.
Requested Decision(s)	Information Only
Related Issue(s)	Chapter 55; Accreditation Standards; Rulemaking; Rule Adoption; Implementation
Recommendation(s)	None





Accreditation Process 2025-28 Information Item

Scoring Changes

- Rationale to change from 1-4 to 0-3 so that if no evidence was submitted a district would receive a "0" and not a "1"
- Aligns better with BPE charter rubrics

CURRENT SCORING

Standard: School Leadership - Educator Effectiveness				
O. Professional Development Plan	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
Guiding Question: Does the district have a developed and publicly available professional development plan that an advisory committee conducted the development of and assures that the plan addresses all the areas in ARM 10.55.714(1)(a-n)? (ARM 10.55.714(1&3))	<input type="checkbox"/> District has no evidence of a publicly available professional development plan.	The district provided evidence of a professional development plan that: <input type="checkbox"/> Is developed and available to employees and the public AND <input type="checkbox"/> The development and evaluation was conducted by an advisory committee composed of a majority of teachers	The district provided evidence of a professional development plan that: <input type="checkbox"/> Is developed and available to employees and the public AND <input type="checkbox"/> The development and evaluation was conducted by an advisory committee composed of a majority of teachers AND <input type="checkbox"/> Assures that the professional development covers all areas 10.55.714(1)(a-n)	

PROPOSED SCORING

Standard: School Leadership - Educator Effectiveness				
O. Professional Development Plan	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
Guiding Question: Does the district have a developed and publicly available professional development plan that an advisory committee conducted the development of and assures that the plan addresses all the areas in ARM 10.55.714(1)(a-n)? (ARM 10.55.714(1&3))	<input type="checkbox"/> District has no evidence of a publicly available professional development plan.	The district provided evidence of a professional development plan that: <input type="checkbox"/> Assures that the professional development covers all areas 10.55.714(1)(a-n) AND <input type="checkbox"/> Is developed	The district provided evidence of a professional development plan that: <input type="checkbox"/> Assures that the professional development covers all areas 10.55.714(1)(a-n) AND <input type="checkbox"/> Is developed AND <input type="checkbox"/> Is available to employees and the public	The district provided evidence of a professional development plan that: <input type="checkbox"/> Assures that the professional development covers all areas 10.55.714(1)(a-n) AND <input type="checkbox"/> Is developed AND <input type="checkbox"/> Is available to employees and the public AND <input type="checkbox"/> The evaluation and development was conducted by an advisory committee composed of a majority of teachers

Student Performance Standards for Three Year Cycles

- The Think Tank has just started to review the criteria for student performance
- This information will be presented to the BPE in July

Assurance Standards for Three Year Cycles

- Cognia will collect and score the areas in yellow for schools that contract with them

Assurance Standards	
Standard	
A. General Provisions - ISAP Process (CNA)	
B. General Provisions - ISAP Content (Goals)	
C. General Provisions - ISAP Content (Graduate Profile)	
D. District Assurances	
E. School Leadership - Assignment and Licensure of Staff	
F. School Leadership - Teacher Load and Class Size	
G. School Leadership - Professional Development Schedule	
H. School Leadership - Family and Community Engagement	
I. Academic Requirements - Basic Education Program Offerings (High School and Middle School only)	
J. Academic Requirements - Indian Education For All	
K. Indian Education For All - Funding (Public Schools)	
L. Educational Opportunity - TO BE DETERMINED	
M. General Provisions - Curriculum	
N. General Provisions - Assessment	
O. School Leadership - Professional Development Plan	
P. School Leadership - Mentorship & Induction	
Q. School Leadership - Evaluation	
R. Educational Opportunity - School Climate	

ITEM 18

**ACTION ON ACCREDITATION THREE-
YEAR CYCLES**

Crystal Andrews

Montana Board of Public Education

Executive Summary

Date: May 15-16, 2025

Presentation	Recommend approval of the 2025-2028 three-year cycles for the accreditation process.
Presenter	Crystal Andrews
Position Title	Accreditation and Licensure Senior Manager Office of Public Instruction
Overview	The purpose of this presentation is to determine the order in which districts will be scheduled for the three-year cycles.
Requested Decision(s)	Action Item
Related Issue(s)	Chapter 55; Accreditation Standards; Rulemaking; Rule Adoption; Implementation
Recommendation(s)	Approve the 2025-2028 three-year cycles for the accreditation process.



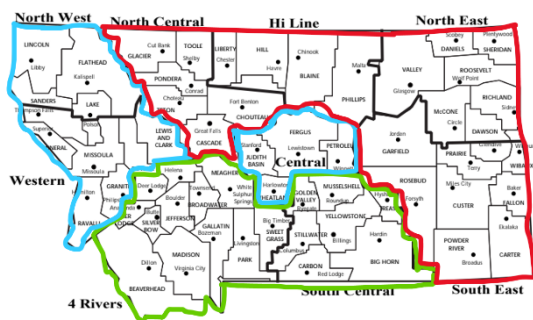


Accreditation Cycles 2025-28 Action Item

Three Year Cycles (2025-2028)

- Determined to divide by MASS Regions
- Consideration of what regions work together, size of regions, travel for OPI
- **BPE will pick the order of the cycles by random selection**

Group A	Group B	Group C
North East	South Central	North West
South East	Four Rivers	Western
Hi Line		Central
North Central		



OPTION 1	System Total	School Total
NC, HL, NE, SE	110	314
NW, W, C, P	98	264
4R, SC	101	306

To Determine

2025-26	2026-27	2027-28
Group 	Group 	Group

ITEM 19

**ACTION ON THE ACCREDITATION STATUS
OF ALL SCHOOLS**

Crystal Andrews

Montana Board of Public Education

Executive Summary

Date: May 15-16, 2025

Presentation	Recommend approval of the 2024-25 Accreditation Status of All Schools.
Presenter	Crystal Andrews
Position Title	Accreditation and Licensure Senior Manager Office of Public Instruction
Overview	<p>The Superintendent of Public Instruction provides the Board of Public Education the 2024-2025 Annual Montana Accreditation Report. This presentation includes a review of the process used to determine accreditation status for all schools, analysis of the data, and a review of the accreditation determinations for all schools. Superintendent Hedalen recommends approval of the 2024-2025 Final Accreditation Status for All Accredited Schools as presented.</p> <p>The 2024-2025 Annual Montana Accreditation Report is embargoed until May 16, 2025.</p>
Requested Decision(s)	Action Item
Related Issue(s)	
Recommendation(s)	Approve the 2024-2025 Accreditation Status for All Accredited Schools as recommended by the State Superintendent.



ITEM 20

INITIAL REVIEW OF SUPERINTENDENT'S PROPOSED REVISIONS TO ARM TITLE, 10, CHAPTER 53, ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS

Marie Judisch

Montana Board of Public Education

Executive Summary

Date: May 2025

Presentation	English Language Arts (ELA) and Literacy Content Standards Revisions
Presenter	Marie Judisch
Position Title	Senior Manager of Teaching and Learning Montana Office of Public Instruction
Overview	Summary of the Superintendent's recommendations for the ELA and Literacy content standards. The recommendation includes historical context for revisions, processes, research, and final proposals for amendment to ARM 10.53.400-10.53.425.
Requested Decision(s)	Informational Item
Related Issue(s)	20-7-101, MCA Accreditation Standards-Process for Adoption 2-4-405, MCA Economic Impact Statement
Recommendation(s)	None



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



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 <ul style="list-style-type: none"> Public comment begins 	August 8, 2025
Public hearing date	after August 28, 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	before November 19-21, 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.



Proposed Amendments to the Administrative Rules of Montana English Language Arts and Literacy Content Standards, Chapter 10.53 Subchapter 4

Completed March 2025 by the Superintendent of Public Instruction

Prepared for: The Montana Board of Public Education

Prepared by:

- Marie Judisch, Senior Manager, Teaching and Learning, Montana Office of Public Instruction
- Aimee Konzen, Professional Learning Manager
- Claire Mikeson, English Language Arts and Literacy Instructional Coordinator, Montana Office of Public Instruction

Overview

The Superintendent of Public Instruction, with approval from the Montana Board of Public Education (BPE), opened the Montana English Language Arts and Literacy Standards detailed in Chapter 10.53.4 of the Administrative Rules of Montana (ARM)¹ for review in late 2023. The purpose of the review is to ensure that Montana public schools are setting high academic standards for all children of our state. The goal is to serve Montana students and educators with the best possible English language arts and literacy standards to guide instruction and prepare students for their lives beyond the classroom. This document is provided to the BPE to review the Superintendent's recommended amendments and updates to the English Language Arts and Literacy Standards. It includes an introduction to Montana's ELA content standards, a summary of the research, review, and revision activities that informed the Superintendent's consideration and deliberation with instructional partners; the Superintendent's proposed changes consisting of both the rationales for the changes and their proposed specific language (i.e., ARM "redlines").

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Introduction

The Superintendent of Public Instruction, supported by staff of the Montana Office of Public Instruction (OPI), launched a comprehensive process to review, revise, and update Montana's English Language Arts and Literacy (ELA) Standards. The goal was to make the ELA and Literacy Standards more approachable and understandable while retaining rigor and high expectations for students. Specifically, the Task Force sought to improve the standards to provide simplicity, practicality, and clarity. Montana's ELA and Literacy Standards should consist of fewer standards focused on specific learning goals and written in clear and concise language for students, parents/guardians, and educators. The Task Force sought to increase a focus on critical concepts and literacy practices, authentically integrate the cultural heritage of Montana Indigenous Peoples, and identify ways to effectively integrate updated research on learning and instruction. The Superintendent seeks to foster increased educator confidence, student capacity, and parent/guardian/community understanding of ELA teaching and learning in Montana.

Historical Context

Montana educators have worked since the 1980s to develop statewide standards in ELA and other subject areas, informed by work by national professional associations such as the National Council for Teachers of English. This work was periodically given extra impetus through federal influence or requirements. For example, the federal Title 1 program for low-income students who needed additional help in reading and math required all states to have state standards in reading and math by 1998. In 2011, the BPE adopted ELA standards based on the Common Core State Standards. Details of Montana's current ELA standards can be found in ARM Chapter 10.53.4, as well as in guidance documents provided by OPI.

The English Language Arts and Literacy Standards influence and guide such matters as the preparation and professional, curriculum adoption, and assessment. The amendments and updates proposed in this document are focused on keeping the legacy of this thoughtful work by earlier educators and instructional partners while evolving Montana's English Language Arts and Literacy Standards to be more succinct and approachable for the public and supporting teachers and schools in order to continually improve and put Montana students first.

Summary of Research and Review Activities

As guided by § 20-7-101, MCA, the Superintendent and OPI staff organized and implemented a series of formal and informal, internal and external research and instructional partner engagement activities to facilitate the development of proposed revisions to Montana’s English Language Arts and Literacy Standards.

Table 1: Content Standard Amendment Timeline

Research and Review (OPI)	Revision (OPI)	Negotiated Rulemaking (OPI, BPE)	Adoption Phase (OPI, BPE)	Adoption (BPE)	Implementation
September 2023 through March 2024	April through November 2024	December 2024 through January 2025	February through July 2025	September 2025	July 2026

The first three steps (Research and Review, Revision, and Negotiated Rulemaking) are described in detail below. The remaining steps in the process are under the purview of the BPE, although OPI staff will support the BPE as it carries out its responsibilities in considering the Superintendent’s proposed changes and moving forward with those recommendations that they accept.

Research and Review Phase

Beginning in September 2023, the Montana Office of Public Instruction (OPI) conducted preliminary research to guide the review and revision process. This included OPI staff engaging staff of the Regional Educational Laboratory Northwest (REL Northwest)¹ to prepare summaries of research and evidence on ELA and literacy teaching and learning and collecting samples of ELA and literacy standards used in other US states and Canadian provinces. Through this review, opportunities for enhancements to Montana’s content standards were identified. Specifically, four key opportunities were articulated:

¹

<https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Standards-Revision/ELA#11089913042-proposed-standards-draft-and-relevant-research>

1. Update standards to include the most recent research and evidence on effective English language arts and literacy teaching and learning.

As Montana's English Language Arts and Literacy Standards were last updated in 2011, the Superintendent felt it was timely to review the standards for opportunities to incorporate the latest research on ELA and literacy teaching and learning, including integrating research on the Science of Reading and evidence-based literacy instruction at both the elementary and secondary levels.

2. Promote simplicity, clarity, and practicality in Montana English Language Arts and Literacy Standards.

Content standards are of greatest interest and utility to professional educators and the organizations that prepare and employ them. That said, the Superintendent felt the standards had more detail than was necessary in places. Streamlining the standards to remove any redundancy or unnecessary detail would make them not only more useful for educators but would also make them more easily accessible by educational stakeholders and rights holders, including parents and members of the community. Detailed guidance and examples of ELA and literacy concepts could be created and offered to educators in OPI guidance documents as elaborations of the standards, while keeping the most essential language within ARM. This is an approach taken by several states and Canadian provinces that makes their ELA standards easier to parse and understand for both professional educators and the public.

3. Identify literacy practices.

In condensing the English Language Arts and Literacy Standards, the ELA revision Task Force elected to create literacy practices, following the lead of the Math Standards revision team, who had adopted the Common Core's standards for mathematical practice in 2011 and revised them in 2023. Literacy practices refer to the habits, skills, and ways of thinking that are essential for effectively and authentically engaging with texts and the real world and are intended to promote a deeper understanding of English language arts by encouraging students to develop and practice transferable skills necessary for success in post-secondary education, careers, and community participation. The literacy practices are designed to be integrated throughout the teaching and learning of ELA.

4. Authentically integrate Indian Education for All (IEFA) into Montana's English Language Arts and Literacy Standards.

Montana's current ELA standards include references to Indian Education for All (IEFA), but they can feel added as an afterthought or be lost within lengthy requirements of a standard. The Superintendent charged with the Revision Task Force to find ways to more authentically integrate ELA examples and practices that honor the diverse and rich legacy of Indigenous Peoples in Montana. Through professional learning opportunities brought forth in partnership with Education Northwest and the OPI's IEFA and Tribal Relations and Resiliency team, the Task Force and committee had continual conversations on how to best meet this charge in an authentic and respectful manner.

Revision Phase

Informed by the research and opportunities for revision identified in the research and review phase described above, the Superintendent and OPI staff launched an English Language Arts and Literacy Standards Revision Task Force. The Task Force consisted of a Writing Team, Review Team, and Reconciliation Team composed of current and former Montana English Language Arts and Literacy teachers, higher education faculty, and other education partners (See Appendix A, B and C for a complete list). OPI recruited Task Force members from schools, institutions, and communities across the state to get a broad representation of school communities and sizes as well as a broad range of professional expertise in K-12 ELA instruction, including strong experience in connecting Indian Education for All (IEFA) Essential Understandings to the ELA Content Standards.

OPI convened the Task Force several times virtually between April and October of 2024. They participated in an orientation session to familiarize themselves with their roles and responsibilities as members, understand the superintendent's vision, and start building connections with one another. OPI provided professional learning sessions directly related to the Task Force's needs, as determined by a survey. These sessions included professional development on a range of topics, such as: IEFA and the ELA Standards; Whole Child Skill Development, Indigenous World View Perspective; Culturally Responsive Teaching; Understanding our Indigenous Students' Assessment Requirements and Considerations; English Language Learners; The Science of Reading and ELA Standards; a deep dive on the EdNorthwest Research briefs; State and National Standards review; Cross-Curricular Standards Integration; and CTE Pathways and Writing for Career and College Readiness, and Artificial Intelligence.

The Writing Team gathered in person at the Montana State Capitol from July 15-18, 2024. During these sessions, the members reviewed their goals and priorities for the upcoming days. They also heard a presentation on Indigenous Student Voice by students Dayvany White Man Runs Him and Brandi Johnson, who shared their experiences with IEFA in the classroom and expressed their hopes for what other students could experience as a result of these revisions. As the Task Force began their work, the IEFA and Tribal Student Achievement and Relations team supported the work by hosting office hours to answer and respond to suggestions for the revisions. The Review Team came together at the State Capitol July 29-30, 2024. The Review Team reviewed the proposals from the Writing Team, taking time to understand the restructuring and vision moving forward. Relying on research, the Review Team provided documented feedback to move the process forward. Meanwhile, the Reconciliation Team worked virtually in August and September 2024 to review both teams' revisions and ensure alignment of standards and language from grades K-12. The Reconciliation Team concluded their work with an in-person meeting on October 7-8, 2024.

Throughout the entire process, information was updated on the OPI website, including meeting agendas, recordings, and working revision documents. OPI staff collaborated with staff from the Region 17 Comprehensive Center at Education Northwest, including Jacob Williams, Erich Stiefvater, and Mandy Smoker-Broadus, to design and facilitate inclusive, collaborative, and productive in-person and virtual work sessions.

The Task Force generated a set of proposed revisions to the Montana State English Language Arts and Literacy Standards with accompanying rationales for the changes, relating to the superintendent's proposed changes and the findings of the REL research. OPI staff worked with members of the Task Force to refine their recommendations and rationales and prepare detailed ARM language (i.e., "redlines"). The proposed changes and rationales can be found in the "Superintendent's Recommended Revisions to Montana English Language Arts and Literacy Standards" section and are summarized below, correlating to REL aims.

1. Update standards to include the most recent research and evidence on effective English language arts and literacy teaching and learning.

For K-5, this included adding to and revising existing Foundational Reading Standards, including the addition of a strand focused on encoding. Foundational Reading Standards were extended to newly apply to secondary grades, including the addition of decoding standards focused on reading and morphology. The Revision Task Force also recognized the false distinction between Reading Literature and Reading Informational Texts standards, and thus proposed combining the standards to encompass reading standards for both fiction and nonfiction, of which informational texts are just one genre. Promote simplicity, clarity, and practicality in Montana English Language Arts and Literacy Standards.

The Task Force proposed repealing the interdisciplinary ELA and Literacy Standards, ARM 10.53.411-10.53.413, with the understanding that interdisciplinary instructional approaches could be added to the guidance documents. Similarly, the College and Career Readiness Anchor Standards were repealed, as they essentially served as end goals for all students, and were thus redundant.

The Task Force restructured the standards in several ways. Firstly, standards have been organized by grade level rather than domain to maintain consistency with existing subject-area standards. Domains were also restructured to separate research from writing, recognizing that these standards may or may not be taught in conjunction in practice and condensed the language standards, repealing the language domain in order to integrate language standards into the domains of Writing and Speaking and Listening to better reflect the contexts in which these standards are realistically assessed. Proposed changes also included the creation of a new domain of Research and Inquiry for standards previously held under the Writing domain, with the purpose of emphasizing their significance and reflecting that these standards may or may not directly align with writing standards in instruction.

2. Identify literacy practices.

The Task Force collaborated to create a set of proposed Literacy Practices intended to guide the implementation of ELA and literacy instruction across K-12. These practices highlight relevant, transferable literacy and real-world skills aimed at developing students' literacy, agency, and success both in and out of the classroom.

3. Authentically integrate IEFA into Montana’s English Language Arts and Literacy Standards.

The Task Force worked to identify standards that would most meaningfully allow for purposeful integration of IEFA and the Essential Understandings, including standards focusing on the identification and analysis of theme and central ideas; point of view; content and genre; and vocabulary and word choice. An additional IEFA-specific standard was added in grades K-12 under the domain of Research and Inquiry to emphasize the reading and analysis of diverse sources related to learning regarding the Essential Understandings.

Negotiated Rulemaking

As required by § 20-7-101, MCA, and building on the contributions and outputs of the research and review and revision phases, the Superintendent convened a Negotiated Rulemaking Committee (NRC) to undertake an expanded public-engagement and fact-finding process to inform the articulation of her recommended revisions to the Montana English Language Arts and Literacy Standards. The NRC consisted of the fifteen members fulfilling the required roles, as listed in MCA (See Appendix D for a complete list), and completed a consensus-based review and revision of the standards put forth by the English Language Arts and Literacy Task Force. After Negotiated Rulemaking commenced, the OPI presented the proposed revisions to the Montana Advisory Council on Indian Education (MACIE) to gather additional feedback to pass on to the Board of Public Education in March of 2025.

Superintendent's Recommended Revisions to Montana English Language Arts and Literacy Standards

Instructions for navigating this document:

Structure:

Each grade level has a table presenting the proposed revisions. Importantly, both the Task Force and the Negotiated Rulemaking Committee (NRC) proposed to **repeal the 2011 English Language Arts and Literacy Standards, ARM 10.53.401-10.53.413**.² This decision was made in order to restructure the standard domains and enhance clarity.

In the **Literacy Practices and K-12 standards**, this information is presented in three columns. On the left, you will find the Administrative Rule of Montana (ARM) code. The center column includes the proposed revisions from the Superintendent, based on the work conducted by the Task Force and NRC. The column located on the right presents the rationale for the changes. This rationale combines the reasoning from the two committee groups.

It is important to note that the structure of the standards exist as they are given in ARM, and their structure within guidance documents may differ. While the teacher guidance documents from 2011 provide 'clusters' that group certain standards by their shared core concepts, the ARM language from 2011 does not. You may also notice that the sentence structure in ARM presents a different format than the guidance documents. ARM utilizes semicolons and presents the standards as a list, while the guidance documents provide the standards in formal sentence structure using capitals and varying punctuation. The last thing you will notice is that the guidance documents utilize a coding system for the standards to help with the organization of the standards. It is not necessary for the standards presented in guidance documents to have the same structure as appears in ARM. It should be noted that throughout revisions, the Task Force referred to the guidance documents that are primarily used by educators in the field and do not match the ARM structure. The revision teams across K-12 intend to create dynamic guidance documents that present the standards in a clear and easy-to-follow way for educators and families.

Additional Considerations:

Each grade-level proposal will begin with an overview statement. This provides additional guidance from the Task Force and outlines trends throughout each section. For more information regarding the implementation plans of OPI, please refer to appendix G.

² See <https://rules.mt.gov/search?query=10.53&v=browse&c=aec52c46-128e-4279-9068-8af5d5432d74%2C631a29ee-2f08-4aa6-a8cc-11a2049ea9f5>.

2024 Proposal Overview

Guidance Documents:

The Superintendent, Negotiated Rulemaking Committee, Task Force members, OPI Staff, and educators all agree that robust and dynamic guidance documents must be created to ensure the successful implementation of the proposed standards. This work will include recommendations from the Task Force, Negotiated Rulemaking Committee to support a variety of instructional partners, from families to educators and everyone in between. The proposed documents also contain recommendations ranging from IEFA integration, to Special Education support, and to strategies for supporting literacy at home. For more information regarding the proposed guidance documents, please refer to Appendix G.

Common Trends Throughout the Standards:

Many trends emerged that were consistent throughout the grade levels, K-12. A list and brief description of each has been provided here:

Cultural Connections Statement:

The 2011 set of standards often presented the Indian Education For All statement in the middle of a standard. Following the lead of the math standard revisions, Task Force, and NRC all agreed that a new place should be found for this statement to provide more prominence and to increase the clarity of the concept contained within the standard. The NRC weighed the use of “Indigenous Peoples” against “American Indian” extensively. While “American Indian” is the federally adopted language, the NRC felt that “Indigenous Peoples” was more respectful, clarifying that “American Indian(s)” implies one group alone while “Indigenous Peoples” communicates that many cultural groups exist within Indigenous Populations. Where appropriate, the phrase: “including texts by and about Montana Indigenous Peoples” was added as a descriptor to the end of a standard. This language and placement is used consistently throughout the K-12 items. A new Research and Inquiry standard was developed to focus specifically on building research skills and knowledge regarding the Essential Understandings and Indigenous Peoples.

Restructuring of Standards:

Several changes were made to restructure the English Language Arts and Literacy Standards. This includes organizing the standards by grade level rather than domain in order to maintain consistency with other subject-area standards; repealing College and Career Readiness Anchor Standards and Interdisciplinary Standards with the intention of including relevant information and resources within the guidance documents; combining Reading Literature and Reading Informational Text to better reflect reading skills relevant to all genres; eliminating the Language domain and moving language standards into relevant reading, writing, and Speaking and Listening domains; and creating a domain of Research and Inquiry.

Removal of Examples and Elaborations:

The Task Force and NRC made efforts to eliminate specific examples in the ARM language for standards. This is not to say that they believed examples are unnecessary; rather, they belong in guidance documents, rather than in ARM, to allow instructional clarity for educators.

Revision for Clarity and Reducing Length:

Many of the standards were revised with the intent to reduce the use of unnecessary language and redundancy to provide clarity to the concept. Often, revisions did not change the standard's intent, but did shorten its length, and utilized language more familiar to families and educators. A glossary was also included for the purpose of defining words and phrases that audiences other than educators may not have familiarity with.

ARM 10.53.414: Montana K-12 English Language Arts and Literacy Practices

Proposed Action: Adoption

Proposed Literacy Practices:

In assessing the research compiled for the revision of English Language Arts and Literacy Standards and Literacy Practices, the Task Force identified eight Literacy Practices to be utilized in Montana to address the diverse and unique needs of Montana learners.

ARM Code	Proposed Literacy Practices 2024	Rationale
<u>10.53.414</u>	<u>ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR LITERACY PRACTICE FOR GRADES K-12</u>	
<u>10.53.414.1</u>	<u>(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.</u>	Literate students build a foundation of knowledge in a broad range of topics through time spent reading and writing.
<u>10.53.414.2</u>	<u>(2) Literacy practice standard 2 is to practice collaboration. Literate students collaborate with others using active communication skills.</u>	Literate students practice active listening and responsive communication.

<u>10.53.414.3</u>	<u>(3) Literacy practice standard 3 is to practice creativity. Literate students engage creatively to express their thoughts, deepen their understanding, and make connections.</u>	Literate students are able to activate and utilize their imaginations. to make choices and communicate their ideas.
<u>10.53.414.4</u>	<u>(4) Literacy practice standard 4 is to practice critical thinking. Literate students analyze, reason, problem solve, and make decisions.</u>	Given the wide range of available information, critical thinking is a crucial skill of a literate student.
<u>10.53.414.5</u>	<u>(5) Literacy practice standard 5 is to practice cultural considerations. Literate students acknowledge and respect diverse cultural perspectives, including those of Montana Indigenous Peoples.</u>	In this modern world, literate individuals consider, understand, and appreciate other perspectives.
<u>10.53.414.6</u>	<u>(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.</u>	Literate students distinguish between genres when writing and communicate for a variety of purposes.
<u>10.53.414.7</u>	<u>(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.</u>	Literate students understand how to access and utilize changing technology responsibly.
<u>10.53.414.8</u>	<u>(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.</u>	Practicing student agency is essential because it empowers literate students to take ownership of their learning, making it meaningful and relevant. By actively engaging with guidance and feedback, students connect their skills to practical applications, preparing them for college and career success.

ARM 10.53.415: Montana Kindergarten English Language Arts and Literacy Standards

Proposed Action: Adopt

Summary of Proposed Changes

- Total number of standards in 2011: 41
- Total number of standards proposed for 2024: 34
- Total number of new standards proposed for 2024: 7

Proposed Montana Kindergarten English Language Arts and Literacy Standards

Kindergarten Standards 2025	Rationale
<u>10.53.415 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR KINDERGARTEN</u>	
<p><u>(1) Foundational reading standards for kindergarten are that each student will be able to:</u></p> <p>(a) <u>understand print concepts by:</u></p> <p>(i) <u>following words from left to right, top to bottom, and page by page;</u></p> <p>(ii) <u>recognizing the distinguishing features of a sentence;</u></p> <p>(iii) <u>locating essential text features of a book; and</u></p> <p>(b) <u>understand phonemic awareness by:</u></p> <p>(i) <u>identifying initial, final, and medial phoneme in consonant-vowel-consonant (CVC) words with automaticity;</u></p>	<p>Retained as understanding print concept skills are key component to reading development</p> <p>Moved into kindergarten from 1st grade foundation reading standards to align better with research and reading development</p> <p>Retained and combined from multiple domains for clarity</p> <p>Phonemic Awareness substrand added (replacing Phonological Awareness) for specificity and to reflect its importance in current research of reading development and effective instruction</p> <p>New: Includes explicit details included for phonemic awareness to align with research and best practices</p>

Kindergarten Standards 2025	Rationale
<p>(ii) <u>orally blending phonemes in CVC words with automaticity;</u></p> <p>(iii) <u>orally segmenting phonemes in CVC words with automaticity; and</u></p> <p>(c) <u>demonstrate decoding skills by:</u></p> <p>(i) <u>naming and producing the most common sounds for all consonants;</u></p> <p>(ii) <u>demonstrating knowledge of phoneme-grapheme relationships between consonant graphemes and their most commonly occurring phonemes;</u></p> <p>(iii) <u>demonstrating knowledge of phoneme-grapheme relationships between vowel graphemes and short vowel phonemes;</u></p> <p>(iv) <u>decoding words using one-to-one phoneme-grapheme correspondences in VC and CVC words with accuracy;</u></p> <p>(v) <u>reading decodable texts accurately; and</u></p> <p>(d) <u>demonstrate encoding skills by:</u></p> <p>(i) <u>encoding words using one-to-one phoneme-grapheme correspondences in VC and CVC words with accuracy;</u></p> <p>(ii) <u>printing many upper and lowercase letters.</u></p>	<p>Retained with explicit details included for phonemic awareness to align with research and best practices</p> <p>Retained with explicit details included for phonemic awareness to align with research and best practices</p> <p>Decoding substrand added to reflect its importance in current research of reading development and effective instruction</p> <p>Retained with explicit details included for decoding development to align with research and best practices</p> <p>Retained with explicit details included for decoding development to align with research and best practices</p> <p>Retained with explicit details included for decoding development to align with research and best practices</p> <p>New: Explicit details included for decoding development to align with research and best practices</p> <p>New: Explicit details included for decoding development to align with research and best practices</p> <p>Encoding standards added to Foundational Reading Standards for K-5 to reflect reciprocal connection between reading, spelling, and writing</p> <p>New: Added to reflect grade-level appropriate encoding skills</p> <p>Transferred from Language domain, as this standard is more accurately aligned with the encoding substrand</p>

Kindergarten Standards 2025	Rationale
<p>(2) <u>Vocabulary standards for kindergarten are that each student will be able to:</u></p> <p>(a) <u>use word learning strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases;</u></p> <p>(b) <u>develop and apply expanding word knowledge through shared reading and classroom conversation; and</u></p> <p>(c) <u>with prompting and support, ask and answer questions about unknown words in a text, including those with cultural significance to Montana Indigenous Peoples.</u></p>	<p>Transferred from Vocabulary and Acquisition substrand of the previous Language domain into Reading domain to reflect connection between vocabulary and reading comprehension</p> <p>Condensed and combined vocabulary standards across domains for clarity; included "words and phrases with cultural significance to Montana Indigenous Peoples" to emphasize cultural connotations key to comprehending diverse texts</p>
<p>(3) <u>Fluency standards for kindergarten are that each student will be able to:</u></p> <p>(a) <u>Read common high-frequency words with accuracy and automaticity.</u></p>	<p>New: Added fluency standard appropriate to grade-level to reflect current research on reading development</p>
<p>(4) <u>Reading comprehension standards for kindergarten are that each student will be able to:</u></p> <p>(a) <u>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;</u></p> <p>(b) <u>retell a familiar story;</u></p> <p>(c) <u>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;</u></p>	<p>Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes</p> <p>Retained and combined from RL.1 and RI.2; NRC added "by and about Montana Indigenous Peoples," as this standard is broadly applied</p> <p>Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of retelling and concepts of central ideas and key details</p> <p>Retained and combined from RL & RI domains; text elements specific to genre can be listed in guidance documents; included "texts by and about</p>

Kindergarten Standards 2025	Rationale
<p>(d) <u>during or after a shared reading or listening experience, identify elements within stories and describe connections between events or ideas in informational text;</u></p> <p>(e) <u>identify whether a text is telling a story or sharing information; and</u></p> <p>(f) <u>identify who is telling the story at various points in shared reading of literary text, including texts by and about Montana Indigenous Peoples.</u></p>	<p>Montana Indigenous Peoples" to emphasize how culture contributes to central ideas and themes</p> <p>Retained and combined from RL.3 and RI.3 reading standards, with text features specific to genre to be listed in guidance documents</p> <p>Combined and expanded from RL & RI domains for K-8 to include grade-appropriate focus on sentence and paragraph formation and structure</p> <p>Retained as point of view is a relevant characteristic of a text contributing to comprehension; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and point of view</p>
<p>(5) <u>Writing standards for kindergarten are that each student will be able to:</u></p> <p>(a) <u>state a personal opinion orally, visually, or in written form;</u></p> <p>(b) <u>make an informative statement about a topic and offer one or two details about the topic, orally, visually, or in written form;</u></p> <p>(c) <u>tell a story with a beginning, middle, and end, orally, visually, or in written form;</u></p> <p>(d) <u>in a shared setting, develop and strengthen writing by using a process including planning and drafting;</u></p> <p>(e) <u>with prompting and support, form and expand simple sentences orally and in writing; and</u></p> <p>(f) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and</u></p>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p> <p>Retained with explicit grade-appropriate skills</p> <p>New: Added K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of student writing</p> <p>Combined L.1 and L.2 standards formerly within Language domain under strand Conventions of Standard English; distinguished</p>

Kindergarten Standards 2025	Rationale
<u>spelling when writing.</u>	between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents
<p><u>(6) Research and inquiry standards for kindergarten are that each student will be able to:</u></p> <p>(a) <u>with guidance, participate in shared research and writing projects, finding at least one topic to learn more about;</u></p> <p>(b) <u>with guidance, recall information from experiences or gather information from provided sources on a topic; and</u></p> <p>(c) <u>with guidance, participate in shared research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples.</u></p>	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p><u>(7) Speaking and listening standards for kindergarten are that each student will be able to:</u></p> <p>(a) <u>participate in structured discussions and routines with a variety of partners; speak clearly; and practice taking turns and listen to others; and</u></p> <p>(b) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking.</u></p>	<p>Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy</p> <p>Separated original standard in Language domain under substrand Conventions of Standard English to be assessed in both Speaking and Listening and Writing domains; specific grade-level skills to be included in guidance documents</p>

ARM 10.53.416: Montana Grade 1 English Language Arts and Literacy Standards

Proposed Action: Adopt

Summary of Proposed Changes

- Total number of standards in 2011: 41
- Total number of standards proposed for 2025: 36
- Total number of new standards proposed for 2025: 8

Proposed Montana Grade 1 English Language Arts and Literacy Standards

Grade 1 Standards 2025	Rationale
<u>10.53.416 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR FIRST GRADE</u>	
<u>(1) Foundational reading standards for kindergarten are that each student will be able to:</u>	Phonemic Awareness substrand added for specificity (replacing Phonological Awareness) and to reflect its importance in current research of reading development and effective instruction
(a) <u>understand phonemic awareness by:</u>	Retained with explicit details included for phonemic awareness to align with research and best practices
(i) <u>distinguishing long from short vowel sounds in spoken single-syllable words;</u>	Retained with explicit details included for phonemic awareness to align with research and best practices
(ii) <u>orally blending phonemes in complex single-syllable words; and</u>	Retained with explicit details included for phonemic awareness to align with research and best practices
(iii) <u>orally segmenting phonemes in complex single-syllable words.</u>	Retained with explicit details included for phonemic awareness to align with research and best practices
(b) <u>demonstrate decoding skills by:</u>	Decoding substrand added to reflect its importance in current research of reading development and effective instruction
(i) <u>demonstrating knowledge of phoneme-grapheme relationships between consonant digraph and trigraph</u>	Retained with explicit details included for decoding development to align with research and best practices

Grade 1 Standards 2025	Rationale
<p><u>graphemes and their most commonly occurring phonemes:</u></p> <p>(ii) <u>demonstrating knowledge of phoneme-grapheme relationships between common vowel graphemes and long vowel phonemes:</u></p> <p>(iii) <u>demonstrating knowledge of phoneme-grapheme relationships between common r-controlled vowel graphemes and phonemes:</u></p> <p>(iv) <u>decoding regularly spelled one-syllable words:</u></p> <p>(v) <u>decoding regularly spelled two-syllable words comprised of closed syllables following basic patterns, by breaking the words into syllables:</u></p> <p>(vi) <u>decoding words with inflectional endings; and</u></p> <p>(vii) <u>reading decodable texts accurately and with automaticity:</u></p> <p>(c) <u>demonstrate encoding skills by:</u></p> <p>(i) <u>encoding one-syllable words that follow regular spelling patterns:</u></p> <p>(ii) <u>encoding two-syllable words comprised of closed syllables that follow regular spelling patterns:</u></p> <p>(iii) <u>encoding words with inflectional endings, focusing on words that retain their root spelling when an inflectional</u></p>	<p>Retained with explicit details included for decoding development to align with research and best practices</p> <p>New: Explicit details included for decoding development to align with research and best practices</p> <p>Retained with explicit details included for decoding development to align with research and best practices</p> <p>Retained with explicit details included for decoding development to align with research and best practices</p> <p>Retained with explicit details included for decoding development to align with research and best practices</p> <p>New: Added to reflect current research and grade-level appropriate decoding skills</p> <p>Encoding standards added to Foundational Reading Standards for K-5 to reflect reciprocal connection between reading, spelling, and writing</p> <p>New: Added to reflect grade-level appropriate encoding skills</p> <p>New: Added to reflect grade-level appropriate encoding skills</p> <p>New: Added to reflect grade-level appropriate encoding skills</p>

Grade 1 Standards 2025	Rationale
<p><u>ending is added; and</u></p> <p>(iv) <u>printing upper and lowercase letters with automaticity.</u></p>	<p>Transferred from Language domain, as this standard is more accurately aligned with the encoding strand</p>
<p>(2) <u>Vocabulary standards for first grade are that each student will be able to:</u></p> <p>(a) <u>use word learning strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases;</u></p> <p>(b) <u>develop and apply expanding word knowledge through shared reading and classroom conversation; and</u></p> <p>(c) <u>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.</u></p>	<p>Transferred from Vocabulary and Acquisition strand of the previous Language domain into Reading domain to reflect connection between vocabulary and reading comprehension</p> <p>Condensed and combined vocabulary standards across domains for clarity; included "words and phrases with cultural significance to Montana Indigenous Peoples" to emphasize cultural connotations key to comprehending diverse texts</p>
<p>(3) <u>Fluency standards for first grade are that each student will be able to:</u></p> <p>(a) <u>read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension.</u></p> <p>(b) <u>read common high-frequency words with accuracy and automaticity.</u></p>	<p>Retained and combined from previous standards as fluency is a core component of developing proficient readers</p> <p>New: Added fluency standard appropriate to grade-level to reflect current research on reading development</p>
<p>(4) <u>Reading comprehension standards for first grade are that each student will be able to:</u></p> <p>(a) <u>ask and answer questions about key details in text read aloud and presented through other media, including texts by and about</u></p>	<p>Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes</p> <p>Retained and combined from RL.1 and RI.2; NRC added "by and about Montana Indigenous Peoples," as this standard is broadly applied</p>

Grade 1 Standards 2025	Rationale
<p><u>Montana Indigenous Peoples:</u></p> <p>(b) <u>retell a story;</u></p> <p>(c) <u>participate in discussions about the central ideas and key details in a text, including those by and about Montana Indigenous Peoples;</u></p> <p>(d) <u>during or after a shared reading or listening experience, describe elements within stories and connections between events or ideas in informational text;</u></p> <p>(e) <u>identify basic text features and explain the differences between text that tell stories and texts that provide information; and</u></p> <p>(f) <u>identify character point of view in shared reading stories, including texts by and about Montana Indigenous Peoples.</u></p>	<p>Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of retelling and concepts of central ideas and key details Retained and combined from RL & RI domains; text elements specific to genre can be listed in guidance documents; included "texts by and about Montana Indigenous Peoples" to emphasize how culture contributes to central ideas and themes</p> <p>Retained and combined from RL.3 and RI.3 reading standards, with text features specific to genre to be listed in guidance documents</p> <p>Combined and expanded from RL & RI domains for K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of students' own writing</p> <p>Retained as point of view is a relevant characteristic of a text contributing to comprehension; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and point of view</p>
<p>(5) <u>Writing standards for first grade are that each student will be able to:</u></p> <p>(a) <u>write an opinion piece providing one or more supporting reasons;</u></p> <p>(b) <u>write an informative statement that introduces a topic and includes one or more facts about the topic;</u></p> <p>(c) <u>write a narrative that introduces a clear beginning, middle, and end, including details to describe actions, thoughts, and feelings;</u></p>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p> <p>Retained with explicit grade-appropriate skills</p>

Grade 1 Standards 2025	Rationale
<p>(d) <u>develop and strengthen writing by using a process including planning, drafting, and implementing feedback;</u></p> <p>(e) <u>with prompting and support, form and expand simple sentences orally and in writing; and</u></p> <p>(f) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.</u></p>	<p>New: Added K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of student writing</p> <p>Combined L.1 and L.2 standards formerly within Language domain under substrand Conventions of Standard English; distinguished between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents</p>
<p>(6) <u>Research and inquiry standards for first grade are that each student will be able to:</u></p> <p>(a) <u>participate in shared research and writing projects, finding at least one topic to learn more about;</u></p> <p>(b) <u>recall information from experiences or gather information from provided sources on a topic; and</u></p> <p>(c) <u>with guidance, participate in shared research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples.</u></p>	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p>(7) <u>Speaking and listening standards for first grade are that each student will be able to:</u></p> <p>(a) <u>participate in structured discussions and routines with a variety of partners; practice taking turns and listening to others; and</u></p>	<p>Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy</p>

Grade 1 Standards 2025	Rationale
(b) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking.</u>	Separated original standard in Language domain under substrand Conventions of Standard English to be assessed in both Speaking and Listening and Writing domains; specific grade-level skills to be included in guidance documents

ARM 10.53.417: Montana Grade 2 English Language Arts and Literacy Standards

Proposed Action: Adopt

Summary of Proposed Changes

- Total number of standards in 2011: 38
- Total number of standards proposed for 2024: 29
- Total number of new standards proposed for 2024: 8

Proposed Montana Grade 2 English Language Arts and Literacy Standards

Grade 2 Standards 2025	Rationale
<u>10.53.417 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR SECOND GRADE</u>	
<u>(1) Foundational reading standards for second grade are that each student will be able to:</u>	
(a) <u>demonstrate decoding skills by:</u>	Decoding substrand added to reflect its importance in current research of reading development and effective instruction
(i) <u>demonstrating knowledge of phoneme-grapheme relationships between all complex vowel phonemes and graphemes;</u>	New: Explicit details included for decoding development to align with research and best practices
(ii) <u>decoding two-syllable words comprised of different syllable types that follow regular spelling patterns by breaking the words into syllables;</u>	Retained with explicit details included for decoding development to align with research and best practices
(iii) <u>decoding words with common prefixes and suffixes; and</u>	Retained with explicit details included for decoding development to align with research and best practices
(b) <u>demonstrate encoding skills by:</u>	Encoding standards added to Foundational Reading Standards for K-5 to reflect reciprocal connection between reading, spelling, writing

Grade 2 Standards 2025	Rationale
<ul style="list-style-type: none"> (i) <u>encoding one-syllable words with all phoneme-grapheme patterns;</u> (ii) <u>encoding two-syllable words comprised of different syllable types that follow regular spelling patterns;</u> (iii) <u>encoding words with common prefixes and suffixes, including words that require a spelling change to the root when adding an inflectional ending; and</u> (iv) <u>printing upper and lowercase letters with automaticity and accuracy, including the introduction of cursive.</u> 	<p>New: Added to reflect grade-level appropriate encoding skills</p> <p>New: Added to reflect grade-level appropriate encoding skills</p> <p>New: Added to reflect grade-level appropriate encoding skills</p> <p>New: NRC committee added to reflect grade-level appropriate encoding skills; noted the need for extended instruction in guidance documents and resources for teachers</p>
<p>(2) <u>Vocabulary standards for second grade are that each student will be able to:</u></p> <ul style="list-style-type: none"> (a) <u>use word learning strategies, including knowledge of morphemes, to determine or clarify the meaning of unknown and multiple-meaning words and phrases;</u> (b) <u>develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation; and</u> (c) <u>determine the meaning of words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.</u> 	<p>Transferred from Vocabulary and Acquisition substrand of the previous Language domain into Reading domain to reflect connection between vocabulary and reading comprehension</p> <p>Condensed and combined vocabulary standards across domains for clarity; included "words and phrases with cultural significance to Montana Indigenous Peoples" to emphasize cultural connotations key to comprehending diverse texts</p>
<p>(3) <u>Fluency standards for second grade are that each student will be able to:</u></p>	

Grade 2 Standards 2025	Rationale
<p>(a) <u>read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension; and</u></p> <p>(b) <u>read common high-frequency words with accuracy and automaticity.</u></p>	<p>Retained and combined from previous standards as fluency is a core component of developing proficient readers</p> <p>New: Added fluency standard appropriate to grade-level to reflect current research on reading development</p>
<p>(4) <u>Reading comprehension standards for second grade are that each student will be able to:</u></p> <p>(a) <u>ask and answer questions about shared text to demonstrate an understanding of key details, including texts by and about Montana Indigenous Peoples;</u></p> <p>(b) <u>recount a portion of a text;</u></p> <p>(c) <u>determine the central ideas and key details in a text, including those by and about Montana Indigenous Peoples;</u></p> <p>(d) <u>during or after a shared reading or listening experience, describe the connections between elements, events, or ideas within fiction and nonfiction texts;</u></p> <p>(e) <u>describe the basic structure and features of different types of texts; identify the sequence of information or narrative within a text; and</u></p> <p>(f) <u>compare differences in characters' point of view in shared reading stories, including texts by and about Montana Indigenous Peoples.</u></p>	<p>Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes</p> <p>Retained and combined from RL.1 and RI.2; NRC added "by and about Montana Indigenous Peoples," as this standard is broadly applied</p> <p>Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of recounting and concepts of central idea and key details</p> <p>Retained and combined from RL.3 and RI.3 reading standards, with text features specific to genre to be listed in guidance documents</p> <p>Retained and combined from RL & RI domains; text elements specific to genre can be listed in guidance documents</p> <p>Combined and expanded from RL & RI domains for K-8 to include grade-appropriate focus on sentence and paragraph formation</p> <p>Retained as point of view is a relevant characteristic of a text contributing to comprehension; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and point of view</p>

Grade 2 Standards 2025	Rationale
<p>(5) <u>Writing standards for second grade are that each student will be able to:</u></p> <ul style="list-style-type: none"> (a) <u>write an opinion piece, providing several supporting reasons, and include a basic introduction and conclusion;</u> (b) <u>write an informative piece that introduces a topic, includes facts about the topic, and has a basic introduction and conclusion;</u> (c) <u>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;</u> (d) <u>develop and strengthen writing by using a process including planning, drafting, revising, and implementing feedback;</u> (e) <u>form and expand simple and compound sentences orally and in writing; and</u> (f) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.</u> 	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p> <p>Retained with explicit grade-appropriate skills</p> <p>New: Added K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of student writing</p> <p>Combined L.1 and L.2 standards formerly within Language domain under substrand Conventions of Standard English; distinguished between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents</p>
<p>(6) <u>Research and inquiry standards for second grade are that each student will be able to:</u></p> <ul style="list-style-type: none"> (a) <u>with guidance, participate in individual research and writing projects, finding at least one topic to learn more about;</u> (b) <u>recall information from experiences; gather information from provided sources on a topic; and sort information into</u> 	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p>

Grade 2 Standards 2025	Rationale
<p><u>categories; and</u></p> <p>(c) <u>with guidance, participate in individual research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples.</u></p>	<p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p><u>(7) Speaking and listening standards for second grade are that each student will be able to:</u></p> <p>(a) <u>participate in structured discussions and routines with a variety of partners; consider and restate their perspectives and ask questions to clarify ideas; and</u></p> <p>(b) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking.</u></p>	<p>Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy</p>

ARM 10.53.418: Montana Grade 3 English Language Arts and Literacy Standards

Proposed Action: Adopt

Summary of Proposed Changes

- Total number of standards in 2011: 42
- Total number of standards proposed for 2024: 28
- Total number of new standards proposed for 2024: 6

Proposed Montana Grade 3 English Language Arts and Literacy Standards

Grade 3 Standards 2025	Rationale
<u>10.53.418 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR THIRD GRADE</u>	
<p><u>(1) Foundational reading standards for third grade are that each student will be able to:</u></p> <p><u>(a) demonstrate decoding skills by:</u></p> <p><u>(i) decoding two- and three-syllable words comprised of all syllable types;</u></p> <p><u>(ii) decoding two- and three-syllable words with common roots and affixes; and</u></p> <p><u>(b) demonstrate encoding skills by:</u></p> <p><u>(i) encoding multisyllabic words including words with common affixes;</u></p>	<p>Decoding substrand added to reflect its importance in current research of reading development and effective instruction</p> <p>Retained with explicit details included for decoding development to align with research and best practices</p> <p>Retained with explicit details included for decoding development to align with research and best practices</p> <p>Encoding standards added to Foundational Reading Standards for K-5 to reflect reciprocal connection between reading, spelling, writing</p> <p>New: Added to reflect grade-level appropriate encoding skills</p> <p>New: Added to reflect grade-level appropriate encoding skills</p>

Grade 3 Standards 2025	Rationale
<p>(ii) <u>encoding two-syllable words comprised of different syllable types that follow regular spelling patterns; and</u></p> <p>(iii) <u>encoding words with common prefixes and suffixes, including words that require a spelling change to the root when adding an inflectional ending.</u></p>	<p>New: Added to reflect grade-level appropriate encoding skills</p>
<p>(2) <u>Vocabulary standards for third grade are that each student will be able to:</u></p> <p>(a) <u>develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation; and</u></p> <p>(b) <u>determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.</u></p>	<p>Transferred from Vocabulary and Acquisition substrand of the previous Language domain into Reading domain to reflect connection between vocabulary and reading comprehension</p> <p>Condensed and combined vocabulary standards across domains for clarity; included "words and phrases with cultural significance to Montana Indigenous Peoples" to emphasize cultural connotations key to comprehending diverse texts</p>
<p>(3) <u>Fluency standards for third grade are that each student will be able to:</u></p> <p>(a) <u>read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension.</u></p>	<p>Retained and combined from previous standards as fluency is a core component of developing proficient readers</p>
<p>(4) <u>Reading comprehension standards for third grade are that each student will be able to:</u></p> <p>(a) <u>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.</u></p>	<p>Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes</p> <p>Retained and combined from RL.1 and RI.2; NRC added "by and about Montana Indigenous Peoples," as this standard is broadly applied</p> <p>Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of paraphrase and concepts of theme/central idea</p>

Grade 3 Standards 2025	Rationale
<p>(b) <u>paraphrase a text;</u></p> <p>(c) <u>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; and</u></p> <p>(d) <u>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;</u></p> <p>(e) <u>identify figurative language;</u></p> <p>(f) <u>compare and contrast the structure and features of different types of texts; and</u></p> <p>(g) <u>distinguish their own point of view from that of the writer or those of the characters, including texts by and about Montana Indigenous Peoples.</u></p>	<p>Retained and combined from RL & RI domains; text elements specific to genre can be listed in guidance documents; included "texts by and about Montana Indigenous Peoples" to emphasize how culture contributes to central ideas and themes</p> <p>Retained and combined from RL.3 and RI.3 reading standards, with text features specific to genre to be listed in guidance documents</p> <p>Retained with explicit grade-level skills, as understanding figurative language is a key skill in reading comprehension</p> <p>Combined and expanded from RL & RI domains for K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of students' own writing</p> <p>Retained as point of view is a relevant characteristic of a text contributing to comprehension; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and point of view</p>
<p>(5) <u>Writing standards for third grade are that each student will be able to:</u></p> <p>(a) <u>write an opinion piece including an introduction, supporting reasons, linking words and phrases, and a conclusion;</u></p> <p>(b) <u>write an informative piece that includes an introduction, facts, definitions, details, and a conclusion;</u></p> <p>(c) <u>write a narrative about real or imagined experiences or events using descriptive details, and clear sequences;</u></p>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p>

Grade 3 Standards 2025	Rationale
<p>(d) <u>develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing;</u></p> <p>(e) <u>form and expand simple and compound sentences to write a paragraph; and</u></p> <p>(f) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.</u></p>	<p>Retained with explicit grade-appropriate skills</p> <p>New: Added K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of student writing</p> <p>Combined L.1 and L.2 standards formerly within Language domain under substrand Conventions of Standard English; distinguished between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents</p>
<p>(6) <u>Research and inquiry standards for third grade are that each student will be able to:</u></p> <p>(a) <u>conduct short, guided research projects that build knowledge about a topic, referencing at least one source; and</u></p> <p>(b) <u>recall information from experiences; gather information from multiple sources on a topic; and organize information into logical categories; and</u></p> <p>(c) <u>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.</u></p>	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p>(7) <u>Speaking and listening standards for third grade are that each student will be able to:</u></p>	<p>Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy</p>

Grade 3 Standards 2025	Rationale
<p>(a) <u>engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others;</u></p> <p>(b) <u>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</u></p> <p>(c) <u>report on a topic or text, tell a story, or recount an experience.</u></p>	

ARM 10.53.419: Montana Grade 4 English Language Arts and Literacy Standards

Proposed Action: Adopt

Summary of Proposed Changes

- Total number of standards in 2011: 43
- Total number of standards proposed for 2024: 24
- Total number of new standards proposed for 2024: 3

Proposed Montana Grade 4 English Language Arts and Literacy Standards

Grade 4 Standards 2025	Rationale
<u>10.53.419 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR FOURTH GRADE</u>	
<u>(1) Foundational reading standards for fourth grade are that each student will be able to:</u> (a) <u>decode multisyllabic words using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures; and</u> (b) <u>encode multisyllabic words using combined knowledge of taught letter-sound correspondences, syllabication patterns, and morpheme structures.</u>	Retained with explicit details included for decoding development to align with research and best practices New: Added to reflect grade-level appropriate encoding skills
<u>(2) Vocabulary standards for fourth grade are that each student will be able to:</u> (a) <u>develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation; and</u>	Transferred from Vocabulary and Acquisition substrand of the previous Language domain into Reading domain to reflect connection between vocabulary and reading comprehension

Grade 4 Standards 2025	Rationale
(b) <u>determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.</u>	Condensed and combined vocabulary standards across domains for clarity; included "words and phrases with cultural significance to Montana Indigenous Peoples" to emphasize cultural connotations key to comprehending diverse texts
(3) <u>Fluency standards for fourth grade are that each student will be able to:</u> (a) <u>read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension.</u>	Retained and combined from previous standards as fluency is a core component of developing proficient readers
(4) <u>Reading comprehension standards for fourth grade are that each student will be able to:</u> (a) <u>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:</u> (b) <u>summarize a portion of a text:</u> (c) <u>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;</u> (d) <u>explain the connections between elements within a fictional story: explain the relationships between events or ideas within nonfiction texts;</u> (e) <u>identify and explain how figurative language contributes to the meaning of the text;</u>	Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes Retained and combined from RL.1 and RI.2; NRC added "by and about Montana Indigenous Peoples," as this standard is broadly applied Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of summary and concepts of theme/central idea Retained and combined from RL & RI domains; text elements specific to genre can be listed in guidance documents; included "texts by and about Montana Indigenous Peoples" to emphasize how culture contributes to central ideas and themes Retained and combined from RL.3 and RI.3 reading standards, with text features specific to genre to be listed in guidance documents Retained with explicit grade-level skills, as understanding figurative language is a key skill in reading comprehension

Grade 4 Standards 2025	Rationale
<p>(f) <u>describe how an author's structural choices and text features contribute to the overall meaning; and</u></p> <p>(g) <u>compare and contrast the point of view from which different texts are written, including those by and about Montana Indigenous Peoples.</u></p>	<p>Combined and expanded from RL & RI domains for K-8 to include grade-appropriate focus on sentence and paragraph formation and structure</p> <p>Retained as point of view is a relevant characteristic of a text contributing to comprehension; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and point of view</p>
<p>(5) <u>Writing standards for fourth grade are that each student will be able to:</u></p> <p>(a) <u>write opinion pieces with a clear organizational structure including an introduction, reasons supported by facts and details, linking words and phrases, and a conclusion;</u></p> <p>(b) <u>write informative pieces with a clear organizational structure, including an introduction and conclusion, linking facts, definitions, and details using transition words;</u></p> <p>(c) <u>write narratives about real or imagined experiences or events using dialogue, descriptive details, and clear sequences;</u></p> <p>(d) <u>develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing;</u></p> <p>(e) <u>write a paragraph using simple, compound, and complex sentences; and</u></p> <p>(f) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization,</u></p>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p> <p>Retained with explicit grade-appropriate skills</p> <p>New: Added K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of student writing</p> <p>Combined L.1 and L.2 standards formerly within Language domain under substrand Conventions of Standard English; distinguished</p>

Grade 4 Standards 2025	Rationale
<u>punctuation, and spelling when writing.</u>	between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents
<p>(6) <u>Research and inquiry standards for fourth grade are that each student will be able to:</u></p> <p>(a) <u>conduct short research projects that build knowledge of different aspects of a topic, referencing multiple relevant sources;</u></p> <p>(b) <u>gather and take notes on relevant information from multiple sources; organize information into logical categories; and</u></p> <p>(c) <u>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.</u></p>	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p>(7) <u>Speaking and listening standards for fourth grade are that each student will be able to:</u></p> <p>(a) <u>engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others;</u></p> <p>(b) <u>paraphrase portions of a text read aloud or information presented through a variety of media formats; and</u></p> <p>(c) <u>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.</u></p>	<p>Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy</p>

ARM 10.53.420: Montana Grade 5 English Language Arts and Literacy Standards

Proposed Action: Adopt

Summary of Proposed Changes

- Total number of standards in 2011: 43
- Total number of standards proposed for 2024: 25
- Total number of new standards proposed for 2024: 3

Proposed Montana Grade 5 English Language Arts and Literacy Standards

Grade 5 Standards 2025	Rationale
<u>10.53.420 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR FIFTH GRADE</u>	
<u>(1) Foundational reading standards for fifth grade are that each student will be able to:</u> (a) <u>decode multisyllabic words using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures; and</u> (b) <u>encode multisyllabic words using combined knowledge of English graphemes, syllabication patterns, and taught morpheme structures.</u>	<p>Retained with explicit details included for decoding development to align with research and best practices</p> <p>New: Encoding standards added to Foundational Reading Standards for K-5 to reflect reciprocal connection between reading, spelling, and writing</p>
<u>(2) Vocabulary standards for fifth grade are that each student will be able to:</u> (a) <u>develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation; and</u>	<p>Transferred from Vocabulary and Acquisition substrand of the previous Language domain into Reading domain to reflect connection between vocabulary and reading comprehension</p>

Grade 5 Standards 2025	Rationale
(b) <u>determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.</u>	Condensed and combined vocabulary standards across domains for clarity; included "words and phrases with cultural significance to Montana Indigenous Peoples" to emphasize cultural connotations key to comprehending diverse texts
(3) <u>Fluency standards for fifth grade are that each student will be able to:</u> (a) <u>read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension.</u>	Retained and combined from previous standards as fluency is a core component of developing proficient readers
(4) <u>Reading comprehension standards for fifth grade are that each student will be able to:</u> (a) <u>quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text, including those by about Montana Indigenous Peoples;</u> (b) <u>summarize a text;</u> (c) <u>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;</u> (d) <u>use key details to compare and contrast two or more elements within a fiction or nonfiction text;</u> (e) <u>identify and explain how figurative language contributes to the meaning and tone of the text;</u> (f) <u>compare and contrast how text features, structures, and sequences of events or information in two or more texts</u>	Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes Retained and combined from RL.1 and RI.2; NRC added "by and about Montana Indigenous Peoples," as this standard is broadly applied Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of summary and concepts of theme/central idea Retained and combined from RL & RI domains; text elements specific to genre can be listed in guidance documents; included "texts by and about Montana Indigenous Peoples" to emphasize how culture contributes to central ideas and themes Retained and combined from RL.3 and RI.3 reading standards, with text features specific to genre to be listed in guidance documents Retained with explicit grade-level skills, as understanding figurative language is a key skill in reading comprehension Combined and expanded from RL & RI domains for K-8 to include grade-appropriate focus on sentence and paragraph formation and structure

Grade 5 Standards 2025	Rationale
<p><u>contribute to the overall meaning;</u></p> <p>(g) <u>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</u></p> <p>(h) <u>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.</u></p>	<p>Revised and retained as point of view is a relevant characteristic of a text contributing to comprehension; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and point of view; NRC added "culturally diverse" to broaden applicability</p> <p>Condensed reading standards from RL & RI domains to eliminate redundancy, while maintaining practice of analysis of related texts across genres; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and content; NRC added "culturally diverse" to broaden applicability</p>
<p>(5) <u>Writing standards for fifth grade are that each student will be able to:</u></p> <p>(a) <u>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;</u></p> <p>(b) <u>write informative pieces including an introduction and conclusion, linking facts, definitions, and details using transition words;</u></p> <p>(c) <u>write narratives about real or imagined experiences or events using dialogue, descriptive details, clear sequences, and transition words;</u></p> <p>(d) <u>develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing;</u></p>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p> <p>Retained with explicit grade-appropriate skills</p>

Grade 5 Standards 2025	Rationale
<p>(e) <u>write a multi-paragraph piece using simple, compound, and complex sentences; and</u></p> <p>(f) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.</u></p>	<p>New: Added K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of student writing</p> <p>Combined L.1 and L.2 standards formerly within Language domain under substrand Conventions of Standard English; distinguished between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents</p>
<p>(6) <u>Research and inquiry standards for fifth grade are that each student will be able to:</u></p> <p>(a) <u>conduct short research projects that build knowledge of different aspects of a topic, referencing a variety of relevant and reliable sources; and</u></p> <p>(b) <u>gather and take notes on information from multiple relevant sources; organize information and provide a list of sources; and</u></p> <p>(c) <u>conduct short research projects using traditional and contemporary fiction and nonfiction sources from diverse cultural perspectives, including those by and about Montana Indigenous Peoples.</u></p>	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p>(7) <u>Speaking and listening standards for fifth grade are that each student will be able to:</u></p> <p>(a) <u>engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others;</u></p>	<p>Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy</p>

Grade 5 Standards 2025	Rationale
<p>(b) <u>summarize a text read aloud or information presented through a variety of media formats; and</u></p> <p>(c) <u>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.</u></p>	

ARM 10.53.421: Montana Grade 6 English Language Arts and Literacy Standards

Proposed Action: Adopt

Summary of Proposed Changes

- Total number of standards in 2011: 70
- Total number of standards proposed for 2024: 24
- Total number of new standards proposed for 2024: 3

Proposed Montana Grade 6 English Language Arts and Literacy Standards

Grade 6 Standards 2025	Rationale
<u>10.53.421 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR SIXTH GRADE</u>	
<u>(1) Foundational reading standards for sixth grade are that each student will be able to:</u> (a) <u>decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures.</u>	New: Extended decoding standards through 12th grade to align with reading research and best practices
<u>(2) Vocabulary standards for sixth grade are that each student will be able to:</u> (a) <u>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.</u>	Condensed vocabulary standards for clarity; included "words and phrases with cultural significance to Montana Indigenous Peoples" to emphasize cultural connotations key to comprehending diverse texts
<u>(3) Fluency standards for sixth grade are that each student will be able to:</u>	

Grade 6 Standards 2025	Rationale
(a) <u>read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension.</u>	New: Added fluency standard for grades 6-12 to align with reading research, including the addition of prosody as an element of fluency
<p>(4) <u>Reading comprehension standards for sixth grade are that each student will be able to:</u></p> <p>(a) <u>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;</u></p> <p>(b) <u>provide an objective summary of the text;</u></p> <p>(c) <u>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;</u></p> <p>(d) <u>determine how elements of a text are developed and build toward a conclusion;</u></p> <p>(e) <u>analyze the impact of specific word choice on meaning and tone, including figurative, connotative, and technical meanings;</u></p> <p>(f) <u>analyze how a sentence, section, chapter, scene, or stanza fits into the overall structure or theme of a text;</u></p> <p>(g) <u>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</u></p>	<p>Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes</p> <p>Retained and combined from RL.1 and RI.2; NRC added "by and about Montana Indigenous Peoples," as this standard is broadly applied</p> <p>Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of summary and concepts of theme/central idea</p> <p>Retained and combined from RL & RI domains; text elements specific to genre can be listed in guidance documents; included "texts by and about Montana Indigenous Peoples" to emphasize how culture contributes to central ideas and themes</p> <p>Retained and combined from RL.3 and RI.3 reading standards, with text features specific to genre to be listed in guidance documents</p> <p>Retained and combined from RL & RI domains to make analysis applicable to broader use of language and word choice</p> <p>Combined and expanded from RL & RI domains for K-8 to include grade-appropriate focus on sentence and paragraph formation and structure</p> <p>Revised and retained as point of view is a relevant characteristic of a text contributing to comprehension; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and point of view; NRC added "culturally diverse" to broaden applicability</p>

Grade 6 Standards 2025	Rationale
(h) <u>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.</u>	Condensed reading standards from RL & RI domains to eliminate redundancy, while maintaining practice of analysis of related texts across genres; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and content; NRC added "culturally diverse" to broaden applicability
<p>(5) <u>Writing standards for sixth grade are that each student will be able to:</u></p> <p>(a) <u>write arguments using claims supported with clear reasons and relevant evidence;</u></p> <p>(b) <u>write informative texts on a topic that convey ideas through the selection, organization, and analysis of relevant content;</u></p> <p>(c) <u>write narratives about real or imagined events, using narrative techniques to engage the reader;</u></p> <p>(d) <u>develop and strengthen the writing process by planning, revising, editing, implementing feedback, or trying a new approach;</u></p> <p>(e) <u>write a cohesive, multi-paragraph text using a variety of simple, compound, and complex sentences; and</u></p> <p>(f) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when writing or speaking.</u></p>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p> <p>Retained with explicit grade-appropriate skills</p> <p>New: Added K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of student writing</p> <p>Combined L.1 and L.2 standards formerly within Language domain under substrand Conventions of Standard English; distinguished between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents</p>
(6) <u>Research and inquiry standards for sixth grade are that each student will be able to:</u>	

Grade 6 Standards 2025	Rationale
<p>(a) <u>conduct research projects that answer a question, drawing on several reliable sources;</u></p> <p>(b) <u>gather and determine the credibility of multiple sources; quote or summarize the information and provide a list of sources; and</u></p> <p>(c) <u>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.</u></p>	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p>(7) <u>Speaking and listening standards for sixth grade are that each student will be able to:</u></p> <p>(a) <u>engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues;</u></p> <p>(b) <u>summarize and explain information presented in diverse media formats and how the format contributes to a topic, text, or issue;</u></p> <p>(c) <u>describe a speaker's argument and specific claims, considering the speaker's perspective; and</u></p> <p>(d) <u>present information using reasons and evidence appropriate for the context, sequencing ideas logically.</u></p>	<p>Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy</p>

ARM 10.53.422: Montana Grade 7 English Language Arts and Literacy Standards

Proposed Action: Adopt

Summary of Proposed Changes

- Total number of standards in 2011: 70
- Total number of standards proposed for 2024: 24
- Total number of new standards proposed for 2024: 4

Proposed Montana Grade 7 English Language Arts and Literacy Standards

Grade 7 Standards 2025	Rationale
<u>10.53.422 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR SEVENTH GRADE</u>	
<p>(1) <u>Foundational reading standards for seventh grade are that each student will be able to:</u></p> <p>(a) <u>decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures.</u></p>	New: Extended decoding standards through 12th grade to align with reading research and best practices
<p>(2) <u>Vocabulary standards for seventh grade are that each student will be able to:</u></p> <p>(a) <u>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.</u></p>	Combined and expanded from RL & RI domains for K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of students' own writing
<p>(3) <u>Fluency standards for seventh grade are that each student will be able to:</u></p>	

Grade 7 Standards 2025	Rationale
(a) <u>read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension.</u>	New: Added fluency standard for grades 6-12 to align with reading research, including the addition of prosody as an element of fluency
<p>(4) <u>Reading comprehension standards for seventh grade are that each student will be able to:</u></p> <p>(a) <u>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;</u></p> <p>(b) <u>provide an objective summary of the text;</u></p> <p>(c) <u>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;</u></p> <p>(d) <u>analyze how particular elements of a text interact throughout its development;</u></p> <p>(e) <u>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;</u></p> <p>(f) <u>analyze how a text's form or structure contributes to its meaning;</u></p> <p>(g) <u>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</u></p>	<p>Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes</p> <p>Retained and combined from RL.1 and RI.2; NRC added “by and about Montana Indigenous Peoples,” as this standard is broadly applied</p> <p>Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of summary and concepts of theme/central idea</p> <p>Retained and combined from RL & RI domains; text elements specific to genre can be listed in guidance documents; included “texts by and about Montana Indigenous Peoples” to emphasize how culture contributes to central ideas and themes</p> <p>Retained and combined from RL.3 and RI.3 reading standards, with text features specific to genre to be listed in guidance documents</p> <p>Retained and combined from RL & RI domains to make analysis applicable to broader use of language and word choice</p> <p>Combined and expanded from RL & RI domains for K-8 to include grade-appropriate focus on sentence and paragraph formation and structure</p> <p>Revised and retained as point of view is a relevant characteristic of a text contributing to comprehension; included “texts by and about Montana Indigenous Peoples” to emphasize connection between culture and point of view; NRC added “culturally diverse” to broaden applicability</p>

Grade 7 Standards 2025	Rationale
(h) <u>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.</u>	Condensed reading standards from RL & RI domains to eliminate redundancy, while maintaining practice of analysis of related texts across genres; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and content; NRC added "culturally diverse" to broaden applicability
<p>(5) <u>Writing standards for seventh grade are that each student will be able to:</u></p> <p>(a) <u>write arguments that support claims and acknowledge a counterclaim with clear reasons and relevant evidence;</u></p> <p>(b) <u>write informative texts that examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of sufficient content;</u></p> <p>(c) <u>write narratives about real or imagined experiences or events, establishing a clear context and point of view;</u></p> <p>(d) <u>develop and strengthen the writing process by planning, revising, editing, rewriting, implementing feedback, or trying a new approach, focusing on purpose and audience;</u></p> <p>(e) <u>write a cohesive, multi-paragraph text using simple, compound, complex, and compound-complex sentences; and</u></p> <p>(f) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when writing or speaking.</u></p>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p> <p>Retained with explicit grade-appropriate skills</p> <p>New: Added K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of student writing</p> <p>Combined L.1 and L.2 standards formerly within Language domain under substrand Conventions of Standard English; distinguished between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents</p>

Grade 7 Standards 2025	Rationale
<p><u>(6) Research and inquiry standards for seventh grade are that each student will be able to:</u></p> <ul style="list-style-type: none"> (a) <u>conduct research projects that answer self-generated questions, drawing on several reliable sources;</u> (b) <u>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</u> (c) <u>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.</u> 	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p><u>(7) Speaking and listening standards for seventh grade are that each student will be able to:</u></p> <ul style="list-style-type: none"> (a) <u>engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas;</u> (b) <u>analyze the main ideas and supporting details presented in diverse media and formats and how the format contributes to a topic, text, or issue;</u> (c) <u>delineate a speaker's argument and specific claims, determining the relevance and sufficiency of the evidence; identify the speaker's perspective; and</u> (d) <u>present information with relevant evidence in a focused, coherent manner appropriate to purpose, audience, and task.</u> 	<p>Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy</p>

ARM 10.53.423: Montana Grade 8 English Language Arts and Literacy Standards

Proposed Action: Adopt

Summary of Proposed Changes

- Total number of standards in 2011: 70
- Total number of standards proposed for 2024: 24
- Total number of new standards proposed for 2024: 4

Proposed Montana Grade 8 English Language Arts and Literacy Standards

Grade 8 Standards 2025	Rationale
<u>10.53.423 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR EIGHTH GRADE</u>	
<p>(1) <u>Foundational reading standards for eighth grade are that each student will be able to:</u></p> <p>(a) <u>decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures.</u></p>	New: Extended decoding standards through 12th grade to align with reading research and best practices
<p>(2) <u>Vocabulary standards for eighth grade are that each student will be able to:</u></p> <p>(a) <u>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.</u></p>	Condensed and combined vocabulary standards across domains for clarity; included "words and phrases with cultural significance to Montana Indigenous Peoples" to emphasize cultural connotations key to comprehending diverse texts
<p>(3) <u>Fluency standards for eighth grade are that each student will be able to:</u></p>	

Grade 8 Standards 2025	Rationale
(a) <u>read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension.</u>	New: Added fluency standard for grades 6-12 to align with reading research, including the addition of prosody as an element of fluency
<p>(4) <u>Reading comprehension standards for eighth grade are that each student will be able to:</u></p> <p>(a) <u>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;</u></p> <p>(b) <u>provide an objective summary of the text;</u></p> <p>(c) <u>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;</u></p> <p>(d) <u>analyze the author's choices in developing a text with attention to specific elements or features of the text;</u></p> <p>(e) <u>evaluate the impact of specific word choice, including figurative, connotative, and technical language, on meaning and tone;</u></p> <p>(f) <u>compare and contrast the structure of two or more texts and analyze how the differing structure of each text affects its meaning;</u></p> <p>(g) <u>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</u></p>	<p>Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes</p> <p>Retained and combined from RL.1 and RI.2; NRC added “by and about Montana Indigenous Peoples,” as this standard is broadly applied</p> <p>Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of summary and concepts of theme/central idea</p> <p>Retained and combined from RL & RI domains; text elements specific to genre can be listed in guidance documents; included “texts by and about Montana Indigenous Peoples” to emphasize how culture contributes to central ideas and themes</p> <p>Retained and combined from RL.3 and RI.3 reading standards, with text features specific to genre to be listed in guidance documents</p> <p>Retained and combined from RL & RI domains to make analysis applicable to broader use of language and word choice</p> <p>Combined and expanded from RL & RI domains for K-8 to include grade-appropriate focus on sentence and paragraph formation and structure</p> <p>Revised and retained as point of view is a relevant characteristic of a text contributing to comprehension; included “texts by and about Montana Indigenous Peoples” to emphasize connection between culture and point of view; NRC added “culturally diverse” to broaden applicability</p>

Grade 8 Standards 2025	Rationale
(h) <u>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.</u>	Condensed reading standards from RL & RI domains to eliminate redundancy, while maintaining practice of analysis of related texts across genres; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and content; NRC added "culturally diverse" to broaden applicability
<p>(5) <u>Writing standards for eighth grade are that each student will be able to:</u></p> <p>(a) <u>write arguments that support claims and counterclaims with clear reasons and relevant evidence that follow a logical progression;</u></p> <p>(b) <u>write informative texts that examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of sufficient content;</u></p> <p>(c) <u>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;</u></p> <p>(d) <u>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;</u></p> <p>(e) <u>write a cohesive multi-paragraph text appropriate to task and purpose using a variety of sentence types; and</u></p> <p>(f) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when</u></p>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p> <p>Retained with explicit grade-appropriate skills</p> <p>New: Added K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of student writing</p> <p>Combined L.1 and L.2 standards formerly within Language domain under substrand Conventions of Standard English; distinguished</p>

Grade 8 Standards 2025	Rationale
<u>writing or speaking.</u>	between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents
<p>(6) <u>Research and inquiry standards for eighth grade are that each student will be able to:</u></p> <p>(a) <u>conduct research projects that answer self-generated questions and allow for multiple avenues of exploration, drawing on several reliable sources;</u></p> <p>(b) <u>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</u></p> <p>(c) <u>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.</u></p>	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p>(7) <u>Speaking and listening standards for eighth grade are that each student will be able to:</u></p> <p>(a) <u>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;</u></p> <p>(b) <u>analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation;</u></p>	Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy

Grade 8 Standards 2025	Rationale
<p>(c) <u>delineate a speaker's argument and specific claims, evaluating the reasoning, evidence, and the speaker's perspective; and</u></p> <p>(d) <u>present information with relevant evidence, emphasizing the main point in a focused, coherent manner appropriate to purpose, audience, and task.</u></p>	

ARM 10.53.424: Montana Grades 9-10 English Language Arts and Literacy Standards

Proposed Action: Adopt

Summary of Proposed Changes

- Total number of standards in 2011: 70
- Total number of standards proposed for 2024: 24
- Total number of new standards proposed for 2024: 3

Proposed Montana Grades 9-10 English Language Arts and Literacy Standards

Grades 9-10 Standards 2025	Rationale
<u>10.53.424 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR 9th-10th GRADE</u>	
<p>(1) <u>Foundational reading standards for 9th-10th grade are that each student will be able to:</u></p> <p>(a) <u>decode using combined knowledge of syllabication patterns and morphology to accurately read unfamiliar multisyllabic words in and out of context.</u></p>	New: Extended decoding standards through 12th grade to align with reading research and best practices
<p>(2) <u>Vocabulary standards for 9th-10th grade are that each student will be able to:</u></p> <p>(a) <u>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</u></p> <p>(b) <u>identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</u></p>	<p>Condensed vocabulary standards for clarity; included "words and phrases with cultural significance to Montana Indigenous Peoples" to emphasize cultural connotations key to comprehending diverse texts</p> <p>Transferred vocabulary standard from Vocabulary and Acquisition substrand of the previous Language domain into Reading domain to reflect connection between vocabulary and reading comprehension</p>

Grades 9-10 Standards 2025	Rationale
<p><u>(3) Fluency standards for 9th-10th grade are that each student will be able to:</u></p> <p>(a) <u>read grade-appropriate text with fluency, which includes accuracy, automaticity, and prosody, to support oral and silent reading comprehension.</u></p>	<p>New: Added fluency standard for grades 6-12 to align with reading research, including the addition of prosody as an element of fluency</p>
<p><u>(4) Reading comprehension standards for 9th-10th grade are that each student will be able to:</u></p> <p>(a) <u>cite textual evidence to support analysis of both explicit and inferred meanings, including those by and about Montana Indigenous Peoples;</u></p> <p>(b) <u>provide an objective summary of a text;</u></p> <p>(c) <u>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;</u></p> <p>(d) <u>analyze the author's choices in developing a text with attention to specific elements or features of the text;</u></p> <p>(e) <u>analyze the impact of specific word choice, including figurative, connotative, and technical language, on meaning and tone;</u></p> <p>(f) <u>analyze how an author's choices to structure a text create specific effects and impact meaning;</u></p>	<p>Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes</p> <p>Retained and combined from RL.1 and RI.2; NRC added "by and about Montana Indigenous Peoples," as this standard is broadly applied</p> <p>Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of summary and concepts of theme/central idea</p> <p>Retained and combined from RL & RI domains; text elements specific to genre can be listed in guidance documents; included "texts by and about Montana Indigenous Peoples" to emphasize how culture contributes to central ideas and themes</p> <p>Retained and combined from RL.3 and RI.3 reading standards, with text features specific to genre to be listed in guidance documents</p> <p>Retained and combined from RL & RI domains to make analysis applicable to broader use of language and word choice</p> <p>Retained and combined from RL & RI domains to encourage analysis of variety of text structures</p>

Grades 9-10 Standards 2025	Rationale
<p>(g) <u>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</u></p> <p>(h) <u>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.</u></p>	<p>Retained as point of view is a relevant characteristic of a text contributing to comprehension; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and point of view; NRC added "culturally diverse" to broaden applicability</p> <p>Condensed reading standards from RL & RI domains to eliminate redundancy, while maintaining practice of analysis of related texts across genres; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and content; ; NRC added "culturally diverse" to broaden applicability</p>
<p>(5) <u>Writing standards for 9th-10th grade are that each student will be able to:</u></p> <p>(a) <u>write arguments that support claims and counterclaims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence;</u></p> <p>(b) <u>write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content;</u></p> <p>(c) <u>write narratives to develop real or imagined experiences or events using effective narrative techniques, well-chosen details, and well-structured event sequences;</u></p> <p>(d) <u>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</u></p>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p> <p>Retained with explicit grade-appropriate skills</p>

Grades 9-10 Standards 2025	Rationale
(e) <u>demonstrate stylistically appropriate command of the conventions of standard English grammar and usage when writing or speaking.</u>	Combined L.1 and L.2 standards formerly within Language domain under substrand Conventions of Standard English; distinguished between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents
<p>(6) <u>Research and inquiry standards for 9th-10th grade are that each student will be able to:</u></p> <p>(a) <u>conduct research projects that answer a question or solve a problem, producing a product that demonstrates understanding of the subject under investigation:</u></p> <p>(b) <u>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</u></p> <p>(c) <u>conduct research by analyzing sources for stereotypes, assumptions, and conflicting perspectives, including culturally diverse sources and those by and about Montana Indigenous Peoples.</u></p>	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p>(7) <u>Speaking and listening standards for 9th-10th grade are that each student will be able to:</u></p> <p>(a) <u>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:</u></p> <p>(b) <u>evaluate the credibility and accuracy of a variety of sources and identify the motives behind their presentation:</u></p>	Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy

Grades 9-10 Standards 2025	Rationale
<p>(c) <u>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</u></p> <p>(d) <u>present information, findings, and supporting evidence logically, in a manner appropriate to purpose, audience, and task.</u></p>	

ARM 10.53.425: Montana Grades 11-12 English Language Arts and Literacy Standards

Proposed Action: Adopt

Summary of Proposed Changes

- Total number of standards in 2011: 70
- Total number of standards proposed for 2024: 24
- Total number of new standards proposed for 2024: 3

Proposed Montana Grades 11-12 English Language Arts and Literacy Standards

Grades 11-12 Standards 2025	Rationale
<u>10.53.425 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR 11th-12th GRADE</u>	
<p>(1) <u>Foundational reading standards for 11th-12th grade are that each student will be able to:</u></p> <p>(a) <u>decode using combined knowledge of syllabication patterns and morphology to accurately read unfamiliar multisyllabic words in and out of context.</u></p>	New: Extended decoding standards through 12th grade to align with reading research and best practices
<p>(2) <u>Vocabulary standards for 11th-12th grade are that each student will be able to:</u></p> <p>(a) <u>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</u></p> <p>(b) <u>identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</u></p>	<p>Condensed vocabulary standards for clarity; included "words and phrases with cultural significance to Montana Indigenous Peoples" to emphasize cultural connotations key to comprehending diverse texts</p> <p>Transferred vocabulary standards from Vocabulary and Acquisition substrand of the previous Language domain into Reading domain to reflect connection between vocabulary and reading comprehension</p>

Grades 11-12 Standards 2025	Rationale
<p><u>(3) Fluency standards for 11th-12th grade are that each student will be able to:</u></p> <p>(a) <u>read grade-appropriate text with fluency, which includes accuracy, automaticity, and prosody, to support oral and silent reading comprehension.</u></p>	<p>New: Added fluency standard for grades 6-12 to align with reading research, including the addition of prosody as an element of fluency</p>
<p><u>(4) Reading comprehension standards for 11th-12th grade are that each student will be able to:</u></p> <p>(a) <u>cite textual evidence to support analysis of both explicit and inferred meanings, including texts by and about Montana Indigenous Peoples;</u></p> <p>(b) <u>provide an objective summary of a text;</u></p> <p>(c) <u>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;</u></p> <p>(d) <u>analyze the author's choices in developing a text with attention to specific elements or features of the text;</u></p> <p>(e) <u>analyze word choice including figurative, connotative, historical, and technical language, and its impact on meaning and tone;</u></p> <p>(f) <u>analyze how an author's choices to structure specific parts of a text contribute to a text's development, meaning, and effectiveness;</u></p>	<p>Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes</p> <p>Retained and combined from RL.1 and RI.2; NRC added "by and about Montana Indigenous Peoples," as this standard is broadly applied</p> <p>Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of summary and concepts of theme/central idea</p> <p>Retained and combined from RL & RI domains; text elements specific to genre can be listed in guidance documents; included "texts by and about Montana Indigenous Peoples" to emphasize how culture contributes to central ideas and themes</p> <p>Retained and combined from RL & RI domains to make analysis applicable to broader use of language and word choice</p> <p>Retained and combined from RL & RI domains to encourage analysis of variety of text structures</p>

Grades 11-12 Standards 2025	Rationale
<p>(g) <u>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</u></p> <p>(h) <u>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.</u></p>	<p>Revised and retained as point of view is a relevant characteristic of a text contributing to comprehension; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and point of view; NRC added "culturally diverse" to broaden applicability</p> <p>Condensed reading standards from RL & RI domains to eliminate redundancy, while maintaining practice of analysis of related texts across genres; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and content; NRC added "culturally diverse" to broaden applicability</p>
<p>(5) <u>Writing standards for 11th-12th grade are that each student will be able to:</u></p> <p>(a) <u>write multifaceted arguments that support claims and counterclaims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence;</u></p> <p>(b) <u>write informative texts that examine and convey advanced ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content;</u></p> <p>(c) <u>write narratives to develop real or imagined experiences or events using effective narrative techniques, well-chosen details, and well-structured event sequences;</u></p> <p>(d) <u>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</u></p>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p> <p>Retained with explicit grade-appropriate skills</p>

Grades 11-12 Standards 2025	Rationale
(e) <u>demonstrate stylistically appropriate command of the conventions of standard English grammar and usage when writing or speaking.</u>	Combined L.1 and L.2 standards formerly within Language domain under substrand Conventions of Standard English; distinguished between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents
<p>(6) <u>Research and inquiry standards for 11th-12th grade are that each student will be able to:</u></p> <p>(a) <u>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:</u></p> <p>(b) <u>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</u></p> <p>(c) <u>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.</u></p>	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit grade-level appropriate skills</p> <p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p>(7) <u>Speaking and listening standards for 11th-12th grade are that each student will be able to:</u></p> <p>(a) <u>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:</u></p> <p>(b) <u>evaluate the credibility, accuracy, and presentation of multiple sources in a variety of formats and from multiple perspectives:</u></p>	Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy

Grades 11-12 Standards 2025	Rationale
<p>(c) <u>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</u></p> <p>(d) <u>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.</u></p>	

ARM 10.53.426: Montana English Language Arts and Literacy Standards Glossary

Proposed Action: Adopt

Summary of Proposed Changes

- Total number of definitions proposed for 2025: 18

Proposed Montana English Language Arts and Literacy Standards Glossary

Glossary 2025	Rationale
<u>10.53.426 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS GLOSSARY</u>	These definitions were created to make the rules clear to the public, as determined by the Task Force and Negotiated Rulemaking Committee. All words are found within the content standards.
(1) <u>"Automaticity" means the ability to read words quickly and effortlessly.</u>	
(2) <u>"Connotative" describes implied ideas or associations beyond the denotative meaning of a word.</u>	
(3) <u>"Decoding" means the ability to apply sound-symbol relationships to read words.</u>	
(4) <u>"Encoding" means the translation of spoken word or sounds into writing, or spelling.</u>	
(5) <u>"Etymology" means the study of the origin of words and the historical development of their meaning.</u>	
(6) <u>"Figurative" describes non-literal or metaphorical use of language.</u>	
(7) <u>"Fluency" means the ability to read a text accurately, with appropriate pace and expression; fluency includes the skills of accuracy, automaticity, and prosody.</u>	
(8) <u>"Grapheme" means a letter or group of letters that represents a</u>	

Glossary 2025	Rationale
<u>single phoneme.</u>	
(9) <u>"Morpheme" means the smallest meaningful unit of language that cannot be further divided, including affixes, prefixes, suffixes, and roots.</u>	
(10) <u>"Morphology" means the study of morphemes and how they are combined.</u>	
(11) <u>"Morphological awareness" means the recognition, understanding, and use of morphemes that strengthens word recognition and spelling.</u>	
(12) <u>"Phoneme" means an individual sound; English is made up of 44 phonemes.</u>	
(13) <u>"Phoneme-grapheme correspondence" means the ability to match a phoneme (single sound) to a grapheme (written representation) and vice versa.</u>	
(14) <u>"Phonemic awareness" means the ability to recognize and manipulate individual phonemes in spoken language</u>	
(15) <u>"Phonological awareness" means the ability to recognize and manipulate various sounds in spoken language, including word parts, syllables, rhymes, and phonemes.</u>	
(16) <u>"Prosody" means reading with appropriate expression and intonation, including pitch, tone, volume, and word emphasis.</u>	
(17) <u>"Rhetoric" means the art of effective speaking or writing.</u>	
(18) <u>"Syllabication" means the division of words into syllables.</u>	

Appendices:

Appendix A: English Language Arts and Literacy Standards Revision 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 B: English Language Arts and Literacy Standards Revision Review Team 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 C: English Language Arts and Literacy Standards Revision Reconciliation Team 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 D: 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 E: 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

Region 17 Comprehensive Center at Education Northwest Support

Jacob Williams
Erich Stiefvater
Mandy Smoker-Broadus

Appendix F: Standards Crosswalk

The following table presents a crosswalk mapping between the 2024 proposed and 2011 standards. Note that 2025 proposed standards are adapted from the 2011 standard(s) listed, and will likely not exactly match the language contained in the 2011 Standard. In many cases, 2025 standards combine multiple standards from 2011 in order to promote clarity and eliminate duplication and redundancy.

10.53.415 English Language Arts and Literacy Standards for Kindergarten	
2025 Arm Item Code	2011 Arm Item Code
10.53.415.1.a	
10.53.415.1.a.i	RF.K.1
10.53.415.1.a.ii	RF.1.1
10.53.415.1.a.iii	RF.1.1.a; RI.K.5
10.53.415.1.b	
10.53.415.1.b.i	New
10.53.415.1.b.ii	RF.1.b
10.53.415.1.b.iii	RF.1.d
10.53.415.1.c	
10.53.415.1.c.i	RF.K.3
10.53.415.1.c.ii	RF.K.3.a
10.53.415.1.c.iii	RF.K.3.b
10.53.415.1.c.iv	New
10.53.415.1.c.v	New
10.53.415.1.d	
10.53.415.1.d.i	New
10.53.415.1.d.ii	L.K.1.a

10.53.415.2	
10.53.415.2.a	L.K.4
10.53.415.2.b	L.K.6
10.53.415.2.c	RI.K.4; L.K.4
10.53.415.3	
10.53.415.3.a	New
10.53.415.4	
10.53.415.4.a	RL.K.1; RI.K.1
10.53.415.4.b	RL.K.2
10.53.415.4.c	RL.K.2; RI.K.2
10.53.415.4.d	RL.K.3; RI.K.3
10.53.415.4.e	RL.K.5; RI.K.5
10.53.415.4.f	RL.K.6; RI.K.6
10.53.415.5	
10.53.415.5.a	W.K.1
10.53.415.5.b	W.K.2
10.53.415.5.c	W.K.3
10.53.415.5.d	W.K.5
10.53.415.5.e	New
10.53.415.5.f	L.K.1; L.K.2
10.53.415.6	
10.53.415.6.a	W.K.7
10.53.415.6.b	W.K.8
10.53.415.6.c	New IEFA
10.53.415.7	

10.53.415.7.a	SL.K.1
10.53.415.7.b	L.K.1

10.53.416 English Language Arts and Literacy Standards for First Grade	
2025 Arm Item Code	2011 Arm Item Code
10.53.416.1	
10.53.416.1.a	
10.53.416.1.a.i	RF.1.2.a
10.53.416.1.a.ii	RF.1.2.b
10.53.416.1.a.iii	RF.1.2.d
10.53.416.1.b	
10.53.416.1.b.i	RF.1.3.a
10.53.416.1.b.ii	RF.1.3.c
10.53.416.1.b.iii	New
10.53.416.1.b.iv	RF.1.3.b
10.53.416.1.b.v	RF.1.3.e
10.53.416.1.b.vi	RF.1.3.f
10.53.416.1.b.vii	New
10.53.416.1.c	
10.53.416.1.c.i	New
10.53.416.1.c.ii	New
10.53.416.1.c.iii	New
10.53.416.1.c.iv	L.1.1.a
10.53.416.2	

10.53.416.2.a	L.1.4
10.53.416.2.b	L.1.6
10.53.416.2.c	RI.1.4; L.1.4
10.53.416.3	
10.53.416.3.a	RF.1.4
10.53.416.3.b	New
10.53.416.4	
10.53.416.4.a	RL.1.1; RI.1.1
10.53.416.4.b	RL.1.2
10.53.416.4.c	RL.1.2; RI.1.2
10.53.416.4.d	RL.1.3; RI.1.3
10.53.416.4.e	RL.1.5; RI.1.5
10.53.416.4.f	RL.1.6
10.53.416.5	
10.53.416.5.a	W.1.1
10.53.416.5.b	W.1.2
10.53.416.5.c	W.1.3
10.53.416.5.d	W.1.5
10.53.416.5.e	New
10.53.416.5.f	L.1.1; L.1.2
10.53.416.6	
10.53.416.6.a	W.1.7
10.53.416.6.b	W.1.8
10.53.416.6.c	New IEFA
10.53.416.7	
10.53.416.7.a	SL.1.1

10.53.416.7.b	L.1.1

10.53.417 English Language Arts and Literacy Standards for Second Grade	
2025 Arm Item Code	2011 Arm Item Code
10.53.417.1	
10.53.417.1.a	
10.53.417.1.a.i	New
10.53.417.1.a.ii	RF.2.3.c
10.53.417.1.a.iii	RF.2.3.d
10.53.417.1.b	
10.53.417.1.b.i	New
10.53.417.1.b.ii	New
10.53.417.1.b.iii	New
10.53.417.1.b.iv	New
10.53.417.2	
10.53.417.2.a	L.2.4
10.53.417.2.b	L.2.6
10.53.417.2.c	RI.2.4; L.2.4
10.53.417.3	
10.53.417.3.a	RF.2.4
10.53.417.b	New
10.53.417.4	
10.53.417.4.a	RL.2.1; RI.2.1
10.53.417.4.b	RL.2.2; RI.2.2

10.53.417.4.c	RL.2.2; RI.2.2
10.53.417.4.d	RL.2.3; RI.2.3
10.53.417.4.e	RL.2.5; RI.2.5
10.53.417.4.f	RL.2.6
10.53.417.5	
10.53.417.5.a	W.2.1
10.53.417.5.b	W.2.2
10.53.417.5.c	W.2.3
10.53.417.5.d	W.2.5
10.53.417.5.e	New
10.53.417.5.f	L.2.1; L.2.2
10.53.417.6	
10.53.417.6.a	W.2.7
10.53.417.6.b	W.2.8
10.53.417.6.c	New IEFA
10.53.417.7	
10.53.417.7.a	SL.2.1
10.53.417.7.b	L.2.1

10.53.418 English Language Arts and Literacy Standards for Third Grade	
2025 Arm Item Code	2011 Arm Item Code
10.53.418.1	
10.53.418.1.a	
10.53.418.1.a.i	RF.3.3.c

10.53.418.1.a.ii	RF.3.3.a
10.53.418.1.b	
10.53.418.1.b.i	New
10.53.418.1.b.ii	New
10.53.418.1.b.iii	New
10.53.418.1.b.iv	New
10.53.418.2	
10.53.418.2.a	L.3.6
10.53.418.2.b	RI.3.4; L.3.4
10.53.418.3	
10.53.418.3.a	RF.3.4
10.53.418.4	
10.53.418.4.a	RL.3.1; RI.3.1
10.53.418.4.b	RL.3.2; RI.3.2
10.53.418.4.c	RL.3.2; RI.3.2
10.53.418.4.d	RL.3.3; RI.3.3
10.53.418.4.e	RL.3.4
10.53.418.4.f	RL.3.5
10.53.418.4.g	RL.3.6; RI.3.6
10.53.418.5	
10.53.418.5.a	W.3.1
10.53.418.5.b	W.3.2
10.53.418.5.c	W.3.3
10.53.418.5.d	W.3.5
10.53.418.5.e	New
10.53.418.5.f	L.3.1; L.3.2

10.53.418.6	
10.53.418.6.a	W.3.7
10.53.418.6.b	W.3.8
10.53.418.6.c	New IEFA
10.53.418.7	
10.53.418.7.a	SL.3.1
10.53.418.7.b	SL.3.2
10.53.418.7.b	SL.3.4

10.53.419 English Language Arts and Literacy Standards for Fourth Grade	
2025 Arm Item Code	2011 Arm Item Code
10.53.419.1	
10.53.419.1.a	RF.4.3; RF.4.3.a
10.53.419.1.b	New
10.53.419.2	
10.53.419.2.a	L.4.6
10.53.419.2.b	RI.4.4; L.4.4
10.53.419.3	
10.53.419.3.a	RF.4.4
10.53.419.4	
10.53.419.4.a	RL.4.1; RI.4.1
10.53.419.4.b	RL.4.2; RI.4.2
10.53.419.4.c	RL.4.2; RI.4.2

10.53.419.4.d	RL.4.3; RI.4.3
10.53.419.4.e	RL.4.4
10.53.419.4.f	RL.4.5; RI.4.5
10.53.419.4.g	RL.4.6; RI.4.6
10.53.419.5	
10.53.419.5.a	W.4.1
10.53.419.5.b	W.4.2
10.53.419.5.c	W.4.3
10.53.419.5.d	W.4.5
10.53.419.5.e	New
10.53.419.5.f	L.4.1; L.4.2
10.53.419.6	
10.53.419.6.a	W.4.7
10.53.419.6.b	W.4.8
10.53.419.6.c	New IEFA
10.53.419.7	
10.53.419.7.a	SL.4.1
10.53.419.7.b	SL.4.2
10.53.419.7.c	SL.4.4

10.53.420 English Language Arts and Literacy Standards for Fifth Grade	
2025 Arm Item Code	2011 Arm Item Code
10.53.420.1	
10.53.420.1.a	RF.5.3; RF.5.3.a

10.53.420.1.b	New
10.53.420.2	
10.53.420.2.a	L.5.6
10.53.420.2.b	RI.5.4; L.5.4
10.53.420.3	
10.53.420.3.a	RF.5.4
10.53.420.4	
10.53.420.4.a	RL.5.1; RI.5.1
10.53.420.4.b	RL.5.2; RI.5.2
10.53.420.4.c	RL.5.2; RI.5.2
10.53.420.4.d	RL.5.3; RI.5.3
10.53.420.4.e	RL.5.4
10.53.420.4.f	RL.5.5; RI.5.5
10.53.420.4.g	RL.5.6; RI.5.6
10.53.420.4.h	RL.5.9; RI.5.6
10.53.420.5	
10.53.420.5.a	W.5.1
10.53.420.5.b	W.5.2
10.53.420.5.c	W.5.3
10.53.420.5.d	W.5.5
10.53.420.5.e	New
10.53.420.5.f	L.5.1; L.5.2
10.53.420.6	
10.53.420.6.a	W.5.7
10.53.420.6.b	W.5.8
10.53.420.6.c	New IEFA

10.53.420.7	
10.53.420.7.a	SL.5.1
10.53.420.7.b	SL.5.2; SL.5.3
10.53.420.7.c	SL.5.4

10.53.421 English Language Arts and Literacy Standards for Sixth Grade	
2025 Arm Item Code	2011 Arm Item Code
10.53.421.1	
10.53.421.1.a	New
10.53.421.2	
10.53.421.2.a	L.6.4
10.53.421.3	
10.53.421.3.a	New
10.53.421.4	
10.53.421.4.a	RL.6.1; RI.6.1
10.53.421.4.b	RL.6.2; RI.6.2
10.53.421.4.c	RL.6.2; RI.6.2
10.53.421.4.d	RL.6.3; RI.6.3
10.53.421.4.e	RL.6.4; RI.6.4
10.53.421.4.f	RL.6.5; RI.6.5
10.53.421.4.g	RL.6.6; RI.6.6
10.53.421.4.h	RL.6.7; RL.6.9; RI.6.7; RI.6.9
10.53.421.5	

10.53.421.5.a	W.6.1
10.53.421.5.b	W.6.2
10.53.421.5.c	W.6.3
10.53.421.5.d	W.6.5
10.53.421.5.e	New
10.53.421.5.f	L.6.1; L.6.2
10.53.421.6	
10.53.421.6.a	W.6.7
10.53.421.6.b	W.6.8
10.53.421.6.c	New IEFA
10.53.421.7	
10.53.421.7.a	SL.6.1
10.53.421.7.b	SL.6.2
10.53.421.7.c	SL.6.3
10.53.421.7.d	SL.6.4

10.53.422 English Language Arts and Literacy Standards for Seventh Grade	
2025 Arm Item Code	2011 Arm Item Code
10.53.422.1	
10.53.422.1.a	New
10.53.422.2	
10.53.422.2.a	L.7.4; L.7.5; RL.7.4; RI.7.4
10.53.422.3	
10.53.422.3.a	New

10.53.422.4	
10.53.422.4.a	RL.7.1; RI.7.1
10.53.422.4.b	RL.7.2; RI.7.2
10.53.422.4.c	RL.7.2; RI.7.2
10.53.422.4.d	RL.7.3; RI.7.3
10.53.422.4.e	RL.7.4; RI.7.4
10.53.422.4.f	RL.7.5; RI.7.5
10.53.422.4.g	RL.7.6; RI.7.6
10.53.422.4.h	RL.7.7; RL.7.9; RI.7.7; RI.7.9
10.53.422.5	
10.53.422.5.a	W.7.1
10.53.422.5.b	W.7.2
10.53.422.5.c	W.7.3
10.53.422.5.d	W.7.5
10.53.422.5.e	New
10.53.422.5.f	L.7.1; L.7.2
10.53.422.6	
10.53.422.6.a	W.7.7
10.53.422.6.b	W.7.8
10.53.422.6.c	New IEFA
10.53.422.7	
10.53.422.7.a	SL.7.1
10.53.422.7.b	SL.7.2
10.53.422.7.c	SL.7.3
10.53.422.7.d	SL.7.4

10.53.423 English Language Arts and Literacy Standards for Eighth Grade	
2025 Arm Item Code	2011 Arm Item Code
10.53.423.1	
10.53.423.1.a	New
10.53.423.2	
10.53.423.2.a	L.8.4; L.8.5; RL.8.4; RI.8.4
10.53.423.3	
10.53.423.3.a	New
10.53.423.4	
10.53.423.4.a	RL.8.1; RI.8.1
10.53.423.4.b	RL.8.2; RI.8.2
10.53.423.4.c	RL.8.2; RI.8.2
10.53.423.4.d	RL.8.3; RI.8.3
10.53.423.4.e	RL.8.4; RI.8.4
10.53.423.4.f	RL.8.5; RI.8.5
10.53.423.4.g	RL.8.6; RI.8.6
10.53.423.4.h	RL.8.7; RL.8.9; RI.8.7; RI.8.9
10.53.423.5	
10.53.423.5.a	W.8.1
10.53.423.5.b	W.8.2
10.53.423.5.c	W.8.3
10.53.423.5.d	W.8.5
10.53.423.5.e	New
10.53.423.5.f	L.8.1; L.8.2

10.53.423.6	
10.53.423.6.a	W.8.7
10.53.423.6.b	W.8.8
10.53.423.6.c	New IEFA
10.53.423.7	
10.53.423.7.a	SL.8.1
10.53.423.7.b	SL.8.2
10.53.423.7.c	SL.8.3
10.53.423.7.d	SL.8.4

10.53.424 English Language Arts and Literacy Standards for 9th-10th Grade	
2025 Arm Item Code	2011 Arm Item Code
10.53.424.1	
10.53.424.1.a	New
10.53.424.2	
10.53.424.2.a	L.9-10.3; L.9-10.4; L.9-10.5
10.53.424.2.b	L.9-10.4.c
10.53.424.3	
10.53.424.3.a	New
10.53.424.4	
10.53.424.4.a	RL.9-10.1; RI.9-10.1
10.53.424.4.b	RL.9-10.2; RI.9-10.2
10.53.424.4.c	RL.9-10.2; RI.9-10.2

10.53.424.4.d	RL.9-10.3; RI.9-10.3
10.53.424.4.e	RL.9-10.4; RI.9-10.4
10.53.424.4.f	RL.9-10.5; RI.9-10.5
10.53.424.4.g	RL.9-10.6; RI.9-10.6
10.53.424.4.h	RL.9-10.9; RI.9-10.9
10.53.424.5	
10.53.424.5.a	W.9-10.1
10.53.424.5.b	W.9-10.2
10.53.424.5.c	W.9-10.3
10.53.424.5.d	W.9-10.5
10.53.424.5.e	L.9-10.1; L.9-10.2
10.53.424.6	
10.53.424.6.a	W.9-10.7
10.53.424.6.b	W.9-10.8
10.53.424.6.c	New IEFA
10.53.424.7	
10.53.424.7.a	SL.9-10.1
10.53.424.7.b	SL.9-10.2
10.53.424.7.c	SL.9-10.3
10.53.424.7.d	SL.9-10.4

10.53.425 English Language Arts and Literacy Standards for 11th-12th Grade	
2025 Arm Item Code	2011 Arm Item Code
10.53.425.1	

10.53.425.1.a	New
10.53.425.2	
10.53.425.2.a	L.11-12.3; L.11-12.4; L.11-12.5
10.53.425.2.b	L.11-12.4.c
10.53.425.3	
10.53.425.3.a	New
10.53.425.4	
10.53.425.4.a	RL.11-12.1; RI.11-12.1
10.53.425.4.b	RL.11-12.2; RI.11-12.2
10.53.425.4.c	RL.11-12.2; RI.11-12.2
10.53.425.4.d	RL.11-12.3; RI.11-12.3
10.53.425.4.e	RL.11-12.4; RI.11-12.4
10.53.425.4.f	RL.11-12.5; RI.11-12.5
10.53.425.4.g	RL.11-12.6; RI.11-12.6
10.53.425.4.h	RL.11-12.9; RI.11-12.9
10.53.425.5	
10.53.425.5.a	W.11-12.1
10.53.425.5.b	W.11-12.2
10.53.425.5.c	W.11-12.3
10.53.425.5.d	W.11-12.5
10.53.425.5.e	L.11-12.1; L.11-12.2
10.53.425.6	
10.53.425.6.a	W.11-12.7
10.53.425.6.b	W.11-12.8
10.53.425.6.c	New IEFA

10.53.425.7	
10.53.425.7.a	SL.11-12.1
10.53.425.7.b	SL.11-12.2
10.53.425.7.c	SL.11-12.3
10.53.425.7.d	SL.11-12.4

Appendix G: Guidance Documents

Summary

Each party participating in the English standards revisions agree—guidance is necessary. Therefore, the work has begun to develop these documents and will continue to progress as needs arise. Many documents have been proposed, from guidance on IEFA integration to definitions and examples. It is the current intention to create documents that support every partner group in the instruction of Montana English Language Arts and Literacy students, including families, support staff, educators, and administrators. As documents are created, they will be added to the list below.

Guidance Documents List

Please note that, as of February, 2025 the revisions have not been approved by the Board of Public Education. Therefore, the types of documents that can be created at this time are limited. This list is not representative of the robust list that is in planning.

As the Board of Public Education considers the proposed standards, it may be helpful to know what types of guidance documents are being considered for creation. The list provided below gives some insight into the documents being discussed at this time. Each has been proposed at one point or another by the Task Force, NRC members, OPI Staff, or the Superintendent.

Examples of proposed guidance include:

1. Understanding the Literacy Practices, including inclusion of ISTE standards
2. Resources for IEP/504 writing and accommodations
3. Attention to language changes from 2011 standards (i.e. central ideas and themes)
4. English Language Arts and Literacy Standards Guidance Documents

5. Oral practice strategies as scaffold for relevant standards
6. Decoding and Encoding: instructional strategies, list of graphemes, defining accuracy at grade level
7. Vocabulary tiers and word-learning strategies at grade level
8. Defining features and expectations across relevant standards at grade level
9. Examples of multiple sources and diverse media
10. References to relevant Library Media Standards
11. Crosswalk from 2011 standards
12. Cultural Connections Guidance - IEFA, Essential Understandings, and Community
13. Connecting ELA to Home
14. Vertical Alignment Documents
15. Examples and Elaborations - Standard by Standard
16. Grade-Appropriate Expectations
17. Example Lessons
18. And More

ITEM 21

**INFORMATION ON THE RESOLUTION TO
SUPPORT INCREASING PK-12
ATTAINMENT IN READING AND READING
PROFICIENCY**

McCall Flynn



Board of Public Education

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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 XX, 2025.

Dr. Tim Tharp
Chairperson
Board of Public Education

FUTURE AGENDA ITEMS July 16-18, 2025

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