

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

**May 21-22, 2026
Montana School for the Deaf and Blind
3911 Central Ave
Great Falls, MT**

AGENDA

BOARD OF PUBLIC EDUCATION MEETING AGENDA

May 21-22, 2026
Montana School for the Deaf and Blind
3911 Central Ave
Great Falls, MT

Thursday, May 21, 2026
8:30AM

CALL TO ORDER

- A. Pledge of Allegiance led by MSDB Visually Impaired Students and Music Performance
- 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 #9

(Items may be pulled from Consent Agenda upon request)

- A. March 19-20, 2026 Meeting Minutes
- B. Financials

ADOPT AGENDA

❖ REPORTS – Dr. Tim Tharp (Items 1-5)

- Item 1 CHAIRPERSON REPORT – 15 Minutes, page #26
Dr. Tim Tharp
 - Welcome New Board Member
- Item 2 EXECUTIVE DIRECTOR REPORT – 15 Minutes, page #27
McCall Flynn
- Item 3 STATE SUPERINTENDENT REPORT – 1 Hour, page #28
State Superintendent Susie Hedalen
 - Content Standards Update
 - Assessment Update
 - Accreditation Update
 - Federal Update
- Item 4 COMMISSIONER OF HIGHER EDUCATION REPORT – 15 Minutes, page #41
Dr. Angela McLean

Item 5 **STUDENT REPRESENTATIVE REPORT – 15 Minutes, page #43**
Lydia Comstock

❖ **MACIE LIAISON – Julia Maxwell (Item 6)**

Item 6 **MACIE REPORT – 15 Minutes, page #44**
Jordann Lankford Forster

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

Item 7 **MSDB REPORT – 1 Hour, page #46**
Superintendent Paul Furthmyre

- **Presentation on Belt Canes**
- **Presentation on Cottage Next Year**
- **Presentation on Journey of a Learner**

ACTION ITEMS:

- **Action on Out of State Travel Request**
- **Action on Personnel Items**
- **Action on Golden Triangle Curriculum Consortium Membership**
- **Action on MHSAs Dues and Fees**

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

*******RECONVENE AT 1:00PM*******

❖ **LICENSURE COMMITTEE – Dr. Ron Slinger (Items 8-13)**

Item 8 **ACTION ON THE UNIVERSITY OF MONTANA EDUCATOR PREPARATION PROGRAM**
GOOD CAUSE EXTENSION REQUEST – 10 Minutes, page #123
Crystal Andrews

Item 9 **INFORMATION ON THE SITE VISIT AND STATE EXIT REPORT OF THE CARROLL**
COLLEGE EDUCATOR PREPARATION PROVIDER IN THE DEPARTMENT OF
EDUCATION – 10 Minutes, page #129
Crystal Andrews

Item 10 **INFORMATION ON THE EDUCATOR PREPARATION PROVIDER ACCREDITATION**
HANDBOOK – 10 Minutes, page #161
Crystal Andrews

Item 11 **INFORMATION ON PRAXIS ITEMS – 15 Minutes, page #196**
Crystal Andrews

- **Math – Middle School**
- **English Language Arts – Middle School**
- **Social Studies – Middle School**
- **Science – Middle School**
- **Physical Education**
- **Health**

Item 12 **REVIEW OF CLASS 8 LICENSURE PROPOSAL – 15 Minutes, page #204**
Dr. Ron Slinger

Item 13 **DISCUSSION ON THE DRAFT COUNCIL FOR THE ACCREDITATION OF EDUCATOR**
PREPARATION MEMORANDUM OF UNDERSTANDING – 15 Minutes, page #207
Dr. Julie Murgel and Crystal Andrews

❖ ACCREDITATION COMMITTEE – Dr. Hannah Nieskens (Items 14-15)

- Item 14 **INFORMATION ON THE ACCREDITATION STATUS FOR NEW AND REOPENING PUBLIC SCHOOLS – 15 Minutes, page #217**
Crystal Andrews
- Basin Elementary – Reinstatement
 - Creston 7-8 – Preliminary
 - Martinsdale Colony – Preliminary
 - Meadow Lane Colony – Preliminary

- Item 15 **INFORMATION ON THE PROPOSED PROCEDURES AND SCHEDULES FOR REVIEWING THE ACCREDITATION STATUS OF EACH SCHOOL – STUDENT PERFORMANCE STANDARDS – 30 Minutes, page #222**
Dr. Julie Murgel and Crystal Andrews

❖ ASSESSMENT COMMITTEE – Renee Rasmussen (Item 16)

- Item 16 **INFORMATION AND RECOMMENDATIONS ON MODIFICATIONS TO THE SINGLE SYSTEM OF STATEWIDE ASSESSMENT – MATH AND ENGLISH LANGUAGE ARTS – 30 Minutes, page #233**
Dr. Julie Murgel and Cedar Rose

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

❖ EXECUTIVE COMMITTEE – Dr. Tim Tharp (Item 17)

- Item 17 **EXECUTIVE DIRECTOR PERFORMANCE EVALUATION – 30 Minutes, page #267**
Dr. Tim Tharp

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

RECESS

❖ BOARD OF PUBLIC EDUCATION ACTIVITIES

4:00PM MSDB STUDENT COUNCIL CHALLENGE

Friday, May 22, 2026

8:30AM

CALL TO ORDER

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

❖ EXECUTIVE COMMITTEE – Dr. Tim Tharp (Item 18)

- Item 18 **ACTION ON THE K-12 SCHOOL PAYMENT SCHEDULE – 15 Minutes, page #269**
Autumn Warren

❖ CHARTER SCHOOL COMMITTEE – Lisa Schmidt (Items 19-23)

- Item 19 **UPDATE ON COMMUNITY CHOICE SCHOOLS COMMISSION – 15 Minutes, page #272**
Cathy Kincheloe

- Item 20 **UPDATE ON PUBLIC CHARTER SCHOOL SITE VISITS AND BASIC ENTITLEMENTS – 15 Minutes, page #288**
McCall Flynn

- Item 21** **REVIEW AND DISCUSSION OF PUBLIC CHARTER SCHOOL DOCUMENTS – 15 Minutes, page #290**
McCall Flynn
- Application
 - Evaluation Criteria
- Item 22** **INFORMATION AND ACTION ON PUBLIC CHARTER SCHOOL INTERVENTION PROCESS – 15 Minutes, page #302**
McCall Flynn
- Item 23** **REVIEW PUBLIC CHARTER SCHOOL ANNUAL PERFORMANCE REPORTS – 15 Minutes, page #305**
McCall Flynn
- ❖ **LICENSURE COMMITTEE – Dr. Ron Slinger (Items 24-25)**
- Item 24** **ACTION ON THE PROPOSED NOTICE OF PUBLIC HEARING AND TIMELINE PERTAINING TO RULEMAKING IN ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE STANDARDS AND AUTHORIZE FILING OF THE NOTICE WITH THE SECRETARY OF STATE FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER – 5 Minutes, page #322**
Dr. Ron Slinger
- Item 25** **ACTION ON THE SUPERINTENDENT’S RECOMMENDATION ON THE ANNUAL AND FILING FEE AMOUNTS FOR THE CLASS 9 SPECIAL EDUCATION TECHNICIAN LICENSE – 15 Minutes, page #332**
Crystal Andrews
- ❖ **ACCREDITATION COMMITTEE – Dr. Hannah Nieskens (Items 26-29)**
- Item 26** **ACTION ON WAIVING THE DEFICIENCY DEVIATION IN ARM 10.55.605 FOR NONLICENSED OR MISASSIGNED DUAL CREDIT EDUCATORS – 15 Minutes, page #335**
Dr. Julie Murgel and Crystal Andrews
- Item 27** **ACTION ON REINSTATEMENT OF ACCREDITATION STATUS FOR REOPENING BASIN ELEMENTARY SCHOOL – 5 Minutes, page #338**
Crystal Andrews
- Item 28** **ACTION ON THE PROPOSED PROCEDURES AND SCHEDULES FOR REVIEWING THE ACCREDITATION STATUS OF EACH SCHOOL – 15 Minutes, page #340**
Crystal Andrews
- Item 29** **ACTION ON THE ACCREDITATION STATUS OF ALL SCHOOLS – 15 Minutes, page #365**
Crystal Andrews
- ❖ **ASSESSMENT COMMITTEE – Renee Rasmussen (Item 30)**
- Item 30** **ACTION ON LISTING THE SUPERINTENDENT’S RECOMMENDATIONS ON MODIFICATIONS TO THE SINGLE SYSTEM OF STATEWIDE ASSESSMENT – MATH AND ENGLISH LANGUAGE ART AS AN ACTION ITEM ON THE JULY BOARD MEETING AGENDA – 15 Minutes, page #367**
Renee Rasmussen

FUTURE AGENDA ITEMS July 22-24, 2026, Helena, MT
 Joint MACIE Meeting and Tribal Consultation
 Strategic Planning Meeting
 MACIE Update

Action on MSDB/Golden Triangle Co-op
Indian Education for All Report
Assessment Update
Federal Update
OPI Staffing Report
Accreditation Report
Content Standards Revision Update

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.

*******LUNCH BREAK*******
****Lunch will be provided for Board Members****

❖ **BOARD OF PUBLIC EDUCATION STRATEGIC PLANNING – Dr. Tim Tharp**

- 12:15PM DISCUSSION ON GOALS AND INITIAL STRATEGIC PRIORITIES CONT.**
- 1:15PM DISCUSS MONITORING AND ACCOUNTABILITY**
- 2:00PM WRAP UP AND NEXT STEPS**

CALL TO ORDER

- A. Pledge of Allegiance led by
MSDB Visually Impaired
Students and Music Performance**
- B. Roll Call**
- C. Statement of Public Participation**
- D. Welcome Visitors**

CONSENT AGENDA

Items may be pulled from Consent Agenda if
requested

- A. March 19-20, 2026 Meeting Minutes**
- B. Financials**

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION MEETING AGENDA

March 19, 2026
Ronan Middle School, Library
35885 Round Butte Rd
Ronan, MT

March 20, 2026
Ronan High School, Library
130 3rd Ave NW
Ronan, MT

Thursday, March 19, 2026
Ronan Middle School
8:30AM

CALL TO ORDER – 00:00:15

Chair Tim Tharp called the meeting to order at 8:30 AM. The Chair led the Board in the Pledge of Allegiance, 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; Dr. Hannah Nieskens; Ms. Lisa Schmidt; Ms. Julia Maxwell; Ms. Renee Rasmussen; Ms. Lydia Comstock, Student Representative. Ex Officio members: State Superintendent Susie Hedalen, Office of Public Instruction (OPI); Dr. Angela McLean, Office of Commissioner of Higher Education (OCHE). Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Administrative Assistant; Ms. Lea Ann Munkres, Program Officer; Ms. Cathy Kincheloe, Director of Planning, Community Choice Schools Commission. Guests: Superintendent Mark Johnston, Ronan Public Schools (RPS); Ms. Cedar Rose, OPI; Ms. Marie Judisch, OPI; Dr. Julie Murgel, OPI; Ms. Christy Mock-Stutz, OPI; Ms. Crystal Andrews, OPI; Mr. Brenton Craggs, OPI; Ms. Krystal Smith, OPI; Ms. Chris Emerson, OPI; Ms. Kim Popham, Montana Federation of Public Employees (MFPE); Superintendent Cheryl Peterson, Creston School District; Dr. Rob Watson, School Administrators of Montana (SAM); Dr. Dan Lee, University of Montana (UM); Superintendent Rex Wertz, Helena Public Schools; Mr. Ryan Fisher, RPS; Superintendent Drea O'Donnell, Shepherd Public Schools; Representative Linda Reksten, HD 13; Ms. Kristi Steinberg, UM; Dr. Beth Durodoye, Montana State University Northern; Mr. David Larson; Dr. Melanie Reaves, Montana State University Billings; Dr. Tricia Seifert, Montana State University; Mr. Josh Illig, Ronan Charter Academy; Ms. Sandra Beal, RPS; Superintendent Heather Jarrett, Reed Point Public Schools (RPPS); Ms. Kimberly Evans, OPI; Ms. Jessie Luther, Taylor Luther Group; Ms. Isabelle Welch, American Board; Ms. Jacque Treaster, OCHE; Board Chair Bob Cornwell, RPS.

PUBLIC COMMENT – 00:02:27

Public comment from Superintendent Cheryl Peterson regarding concerns with the MAST Assessment.

Public comment from Dr. Rob Watson announcing the approval of the first school district health insurance trust.

Public comment from Superintendent Rex Wertz regarding concerns with the MAST Assessment and support for the school district health insurance trust.

Public comment from Superintendent Drea O'Donnell regarding concerns with the MAST Assessment.

CONSENT AGENDA – 00:17:35

Vice Chair Slinger moved to approve the Consent Agenda. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

ADOPT AGENDA – 00:18:11

Board member Schmidt moved to approve the Agenda as presented. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

❖ **REPORTS – Dr. Tim Tharp (Items 1-5)**

Item 1 CHAIRPERSON REPORT – 00:18:38
Dr. Tim Tharp

Superintendent Mark Johnston welcomed the Board to Ronan and expressed appreciation for the approval of the Ronan Charter Academy. Chair Tim Tharp reviewed meetings and conferences he has attended since the January Board meeting, reviewed the revised Committee List, and announced that new Board member Amanda Mills will join the May Board meeting. Dr. Angela McLean thanked the Chair for his advocacy regarding mental health.

Item 2 EXECUTIVE DIRECTOR REPORT – 00:27:27

Ms. McCall Flynn thanked the Ronan School District for their hospitality in hosting the meeting. Ms. Flynn shared highlights from recent visits to the new public charter schools and discussed updates given at the Education Interim Committee and Education Interim Budget Committee meetings.

Item 3 STATE SUPERINTENDENT REPORT – 00:33:30
State Superintendent Susie Hedalen

Superintendent Susie Hedalen updated the Board on OPI activities, including the new Strategic Plan, upcoming events, and reports presented at the Education Interim Committee and Education Interim Budget Committee meetings. Superintendent Hedalen provided an overview of the current status of the MAST Assessment before turning it over to assessment program staff.

Assessment Report: Ms. Cedar Rose presented a report on statewide testing schedules including MAST, alternative assessments, and ACT testing. Ms. Marie Judisch reviewed the MAST Science Assessment pilot program. Ms. Rose answered Board members' questions.

Federal Report: Superintendent Susie Hedalen noted she will be in Washington DC the following week to meet with Montana's congressional delegation to discuss education issues.

Content Standards Report: Ms. Marie Judisch provided an update on the Content Standards review cycle and discussed implementation of the new English Language Arts Standards.

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

Item 4 COMMISSIONER OF HIGHER EDUCATION REPORT – 01:31:43
Dr. Angela McLean

Dr. Angela McLean provided updates on Future Ready, the Grow Your Own Initiative, a partnership with the Rural Initiative Listening Lab, and presented a recent change to the American Indian Tuition Waiver program.

Item 5 STUDENT REPRESENTATIVE REPORT – 01:39:34
Lydia Comstock

Ms. Lydia Comstock provided an update on the Montana Association of Student Council Executive Board leadership changes and highlighted activities of Montana students at the national level. Ms. Comstock shared progress she has made to gather more student input in education issues and discussed student feedback and concerns related to the MAST testing.

❖ **CHARTER SCHOOL COMMITTEE – Lisa Schmidt (Items 6-7)**

Item 6 UPDATE ON COMMUNITY CHOICE SCHOOLS COMMISSION – 01:37:34
Cathy Kincheloe

Ms. Cathy Kincheloe provided an update on the Commission's recent work related to policy development and shared information on an upcoming conference Commission members will attend. Ms. Kincheloe noted the next Commission meeting will be held in April and answered Board members' questions.

**Item 7 ACTION ON THE EXECUTION OF NEW AND REVISED PUBLIC CHARTER SCHOOL CONTRACTS – 01:58:47
Lisa Schmidt**

Ms. McCall Flynn noted that Livingston Public Schools will take a planning year and will not open until 2027.

Board member Schmidt moved to approve the new and revised Public Charter School Contracts. Motion seconded by Board member Rasmussen.

Board member Rasmussen questioned whether the Public Charter School Program should work on school performance measures as the Community Choice Schools Commission has done. Ms. McCall Flynn noted that this work has already been done and will be reviewed by the Board Charter Committee and an update will be provided at the May 2026 Board meeting.

No further discussion. Motion passed unanimously.

Representative Linda Reksten reviewed recent Education Interim Committee meetings with a focus on the School Safety Study. Representative Reksten specifically noted committee work on student mental health services and relayed the ongoing concerns the Committee has with the MAST Assessment.

❖ BOARD OF PUBLIC EDUCATION TOURS & ACTIVITIES

The Board traveled to the Confederated Salish and Kootenai Tribal Complex to meet with the CSKT Tribal Council.

❖ BOARD OF PUBLIC EDUCATION STRATEGIC PLANNING – Dr. Tim Tharp

12:15PM DISCUSSION OF MISSION AND VISION CONTINUED

12:45PM DISCUSS COMMITMENTS AND INITIAL STRATEGIC PRIORITIES

1:45PM WRAP UP AND NEXT STEPS

*******TIME CERTAIN AT 2:00PM*******

❖ LICENSURE COMMITTEE – Dr. Ron Slinger (Items 8-14)

**Item 8 ACTION AND INFORMATION ON INITIAL REVIEW OF BPE CASE #2026-01, DAVIS –
00:01:38
Brenton Craggs**

Mr. Brenton Craggs reviewed the revocation request from the State Superintendent for the educator in BPE Case #2026-01 and answered Board members' questions.

Vice Chair Slinger moved to send BPE Case #2026-01, Davis, to a contested case hearing to be scheduled at the completion of the criminal proceedings. Motion seconded by Board member Schmidt.

Clarification of the motion was made by Chair Tim Tharp that the hearing will not take place until criminal proceedings are completed.

No further discussion. Motion passed unanimously.

Vice Chair Slinger moved to suspend the educator's license in BPE Case #2026-01, Davis, pending the completion of criminal proceedings or action by the Board. Motion seconded by Board member Rasmussen.

Chair Tharp explained that this will suspend the educator's license until the criminal proceedings have been completed.

Mr. Rich Batterman advised the motion should be revised to state that the Board believes there is sufficient evidence to believe that professional misconduct occurred.

Vice Chair Slinger revised the motion: The Board of Public Education has determined that there is sufficient cause to believe that professional misconduct has occurred and moved to suspend the educator's license in BPE Case #2026-01, Davis, pending the completion of the criminal proceedings or action by the Board. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

Vice Chair Slinger revised the original motion: The Board of Public Education has determined that there is sufficient cause to believe that professional misconduct has occurred and moved to send BPE Case #2026-01, Davis, to a contested case hearing to be scheduled at the completion of the criminal proceedings. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

**Item 9 ACTION AND INFORMATION ON INITIAL REVIEW OF BPE CASE #2026-02, LARSON
 – 00:17:03
 Brenton Craggs**

Mr. Brenton Craggs reviewed the revocation request from the State Superintendent for the educator in BPE Case #2026-02 and answered Board members' questions.

Mr. David Larson requested the Board defer action on the revocation request until the completion of the criminal proceedings.

Vice Chair Slinger stated that the Board of Public Education has determined there is sufficient cause to believe that professional misconduct has occurred and moved to send BPE Case #2026-02, Larson, to a contested case hearing to be heard upon the completion of the criminal proceedings. Motion seconded by Board member Schmidt.

No discussion. Motion passed unanimously.

Vice Chair Slinger stated that the Board of Public Education has determined there is sufficient cause to believe that professional misconduct has occurred and moved to suspend the educator's license in BPE Case #2026-02, Larson, pending the completion of criminal proceedings or action by the Board. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

**Item 10 ACTION ON THE NOTICE OF ADOPTION PERTAINING TO RULEMAKING IN ARM
 TITLE 10, CHAPTER 57, SPECIAL EDUCATION TECHNICIAN LICENSE, AND
 AUTHORIZE FILING OF THE NOTICE WITH THE SECRETARY OF STATE FOR
 PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER – 00:26:35
 Dr. Ron Slinger**

Vice Chair Slinger moved to approve the Notice of Adoption pertaining to rulemaking in ARM Title 10, Chapter 57, Special Education Technician License and authorize filing of the notice with the Secretary of State for publication in the Montana Administrative Register. Motion seconded by Board member Maxwell.

Ms. McCall Flynn shared information from the March 3, 2026 public hearing and noted no comments were received.

No discussion. Motion passed unanimously.

**Item 11 ACTION ON THE SITE VISIT AND ACCREDITATION STATE EXIT REPORT OF ABCTE
 FOR PROGRAM APPROVAL FOR ALTERNATIVE CREDENTIALING – 00:28:26
 Crystal Andrews**

Ms. Crystal Andrews presented the State Exit Report and answered Board members' questions.

Vice Chair Slinger moved to approve the Site Visit and Accreditation State Exit Report of ABCTE for Program approval for Alternative Credentialing as recommended by the Superintendent of Public Instruction. Motion seconded by Board member Maxwell.

No discussion. Motion passed unanimously.

**Item 12 ACTION ON THE SITE VISIT AND JOINT ACCREDITATION STATE EXIT REPORT OF MONTANA STATE UNIVERSITY BILLINGS EDUCATOR PREPARATION PROVIDER IN THE DEPARTMENT OF EDUCATION – 00:35:54
Crystal Andrews**

Ms. Crystal Andrews presented the Joint State Exit Report and noted a rejoinder submitted by the school regarding specific findings. Dr. Melanie Reaves answered Board members' questions.

Vice Chair Slinger moved to approve the Site Visit and Joint Accreditation State Exit Report of Montana State University Billings Educator Preparation Provider in the Department of Education as recommended by the Superintendent of Public Instruction. Motion seconded by Board member Schmidt.

Chair Tharp thanked Dr. Reaves for her work.

No further discussion. Motion passed unanimously.

**Item 13 ACTION ON MONTANA STATE UNIVERSITY NORTHERN GOOD CAUSE EXTENSION REQUEST – 00:42:41
Crystal Andrews**

Ms. Crystal Andrews reviewed the rationale for the one-semester Good Cause Extension request from Montana State University Northern. Dr. Beth Durodoye expressed her appreciation for the Board's support of the request.

Vice Chair Slinger moved to approve the request for a Good Cause Extension for Montana State University Northern Educator Preparation Provider in the Department of Education as recommended by the Superintendent of Public Instruction. Motion seconded by Board member Schmidt.

No discussion. Motion passed unanimously.

**Item 14 INFORMATION AND DISCUSSION ON CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE – 00:46:51
Dr. Julie Murgel, Crystal Andrews**

Ms. Crystal Andrews and Dr. Julie Murgel reviewed the Class 8 Dual Credit Postsecondary Faculty License, specifically barriers to licensure in administrative rule and the decline of applicants. Vice Chair Ron Slinger provided additional context from the postsecondary level.

❖ ACCREDITATION COMMITTEE – Dr. Hannah Nieskens (Items 15-17)

**Item 15 ACTION ON PROVISIONAL ACCREDITATION STATUS FOR PUBLIC CHARTER SCHOOLS – 01:15:30
Crystal Andrews**

Ms. Crystal Andrews reviewed the information provided in the agenda packet and answered Board members' questions.

Dr. Hannah Nieskens moved to approve the Provisional Accreditation Status for Public Charter Schools as recommended by the Superintendent of Public Instruction. Motion seconded by Board member Maxwell.

No discussion. Motion passed unanimously.

Item 16 ACTION ON THE SUPERINTENDENT'S RECOMMENDATION ON THE INTENSIVE ASSISTANCE PROCESS FOR ACCREDITATION – 01:19:39

Dr. Julie Murgel, Christy Mock-Stutz

Dr. Julie Murgel and Ms. Christy Mock-Stutz presented the Superintendent’s recommendation for the Intensive Assistance Process for Accreditation, reviewed the steps of the process, and the corrective actions required for schools to resolve deviations. Dr. Murgel and Ms. Mock-Stutz answered Board members’ questions.

Dr. Hannah Nieskens moved to approve the Superintendent of Public Instruction’s recommendation on the Intensive Assistance Process for Accreditation. Motion seconded by Vice Chair Slinger.

No discussion. Motion passed unanimously.

**Item 17 INFORMATION ON THE PROPOSED PROCEDURES AND SCHEDULES FOR REVIEWING THE ACCREDITATION STATUS OF EACH SCHOOL – ASSURANCE STANDARDS – 01:54:04
Crystal Andrews**

Ms. Crystal Andrews presented the proposed accreditation procedures and schedules for Assurance Standards. Vice Chair Ron Slinger thanked Ms. Andrews and the Accreditation Think Tank for their work.

❖ EXECUTIVE COMMITTEE – Dr. Tim Tharp (Item 18)

**Item 18 ACTION ON MONTANA ADVANCED OPPORTUNITY GRANT APPLICATION FOR LAME DEER – 02:00:11
Krystal Smith**

Ms. Krystal Smith reviewed the Lame Deer Public School application and noted the reason for the late request.

Board member Maxwell moved to approve the Montana Advanced Opportunity Grant Application from Lame Deer Public Schools. Motion seconded by Vice Chair Slinger.

No discussion. Motion passed unanimously.

❖ ASSESSMENT COMMITTEE – Renee Rasmussen (Item 19)

**Item 19 ACTION ON THE APPROVED LIST OF SCREENING TOOLS PERTAINING TO TITLE 10, CHAPTER 54, EARLY NUMERACY TARGETED INTERVENTION STANDARDS – 02:03:06
Renee Rasmussen**

Board member Maxwell moved to approve the Approved List of Screening Tools Pertaining to Title 10, Chapter 54, Early Numeracy Targeted Intervention Standards. Motion seconded by Vice Chair Slinger.

Ms. McCall Flynn reviewed the Early Numeracy Advisory Council’s recommended screening tools and the process used to select them.

No discussion. Motion passed unanimously.

**Ronan High School, Library
130 3rd Ave NW
Ronan, MT**

**Friday, March 20, 2026
Ronan High School
8:30AM**

CALL TO ORDER – 00:00:00

Chair Tim Tharp called the meeting to order at 8:30 AM. The Chair led the Board in the Pledge of Allegiance, 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; Dr. Hannah Nieskens; Ms. Lisa Schmidt; Ms. Julia Maxwell; Ms. Renee Rasmussen. Ex Officio members: State Superintendent Susie Hedalen, OPI; Dr. Angela McLean, OCHE. Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Administrative Assistant; Ms. Lea Ann Munkres, Program Officer. Guests: Superintendent Paul Furthmyre, Montana School for the Deaf and Blind (MSDB); Ms. Jordann Lankford Forster Montana Advisory Council on Indian Education (MACIE); Superintendent Heather Jarrett, RPPS; Superintendent Dan Rispens, East Helena Public Schools; Ms. Lisa Bloom, Whitefish School District; Mr. Josh Illig, Ronan Charter Academy; Ms. Sandra Beal, RPS; Ms. Kim Popham, MFPE; Dr. Rob Watson, SAM; Ms. Tyler Capece, OPI; Ms. Christy Mock-Stutz, OPI; Dr. Julie Murgel, OPI.

PUBLIC COMMENT – 00:03:05

Public comment from Superintendent Heather Jarrett regarding concerns with the MAST Assessment.

❖ **MACIE LIAISON – Julia Maxwell (Item 20)**

Item 20 **MACIE REPORT – 00:05:48**
Jordann Lankford Forster

Ms. Jordann Lankford Forster reviewed the March 4, 2026 MACIE meeting and highlighted the new Position Statement advocating for the display of Montana Tribal Flags in public spaces. Ms. Lankford Forster discussed a presentation she made at the National Education Association conference, thanked the Board for the approval of the Intensive Assistance Process, and summarized her participation in an Indian Education for All panel at the Education Interim Committee meeting.

❖ **MSDB COMMITTEE – Lisa Schmidt (Item 21)**

Item 21 **MSDB REPORT – 00:11:47**
Superintendent Paul Furthmyre

Superintendent Paul Furthmyre reviewed the MSDB Report and action items included in the agenda packet before requesting Board approval. Superintendent Furthmyre answered Board members' questions.

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 and corrected the name from Alissa Terry to Alissa Kline. Motion seconded by Board member Maxwell.

No discussion. Motion passed unanimously.

Board member Schmidt moved to approve the 2026-2027 MSDB Calendar as listed in the agenda packet. Motion seconded by Board member Maxwell.

Superintendent Furthmyre noted that the calendar will remain the same regardless of the status of the Cottages.

No discussion. Motion passed unanimously.

Superintendent Furthmyre noted that he will present information on new MSDB online course offerings at the May 2026 Board meeting

PUBLIC COMMENT – 00:44:29

Public comment from Dr. Rob Watson regarding concerns with the MAST Assessment and the vendor administering the assessment.

Public comment from Superintendent Dan Rispens regarding concerns with the MAST Assessment.

Public comment from Ms. Lisa Bloom regarding concerns with the MAST Assessment.

Ms. McCall Flynn reviewed the agenda items for the upcoming meeting in Great Falls in May.

FUTURE AGENDA ITEMS May 21-22, 2026, Great Falls, MT

MACIE Update

Review Public Charter School Performance Reports

Action on K-12 Schools Payment Schedule

Assessment Update

Federal Update

Content Standards Revision Update

Accreditation Update – Student Performance Standards

Action on Accreditation Procedures and Schedules

Action on Accreditation Status of All Schools

Review Draft CAEP MOU

Executive Director Performance Evaluation

ADJOURN

Meeting adjourned at 9:30 AM.

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

- 9:15AM** **RONAN CHARTER ACADEMY HIGH SCHOOL TOUR – AUTOMOTIVE SHOP**
130 3RD AVE NW
- 10:00AM** **RONAN CHARTER ACADEMY MIDDLE SCHOOL TOUR – AG/GARDENING**
35885 ROUND BUTTE RD
- 10:30AM** **RONAN CHARTER ACADEMY MIDDLE SCHOOL TOUR – SMALL ENGINES**
35885 ROUND BUTTE RD
- 11:00AM** **RONAN CHARTER ACADEMY ROUNDTABLE DISCUSSION**
130 3RD AVE NW

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.

Assessment Concerns: Teacher and Test Administrator Perspective
Dr. Cheryl Peterson
Creston School District ~ cpeterson@csd9.org

As we continue implementing Montana's current assessment system (MAST), several consistent concerns have emerged from both teachers and test administrators. These issues affect instructional time, student well-being, test reliability, data accuracy, and overall feasibility—particularly in small and rural schools with limited staffing and aging technology. The following document summarizes these concerns and provides supporting data so we can move toward more effective, realistic, and developmentally appropriate assessment practices.

1. Over-Testing and Loss of Instructional Time

Teachers are being asked to administer four or more assessments in an eight-week window, creating substantial instructional strain.

- Although described as short, the testlets frequently take a full instructional day or longer to administer.
- Make-ups for absent or slower-paced students quickly compound lost time.
- Teachers are often rushing instruction because testing windows do not reflect developmental growth considerations. Students are often tested before they have mastered or adequately practiced concepts.
- Math content cannot be taught in a connected, spiraled manner because testing schedules dictate pacing rather than learning.
- The system provides no opportunity for retesting to show growth later in the year.

2. Student Impact: Fatigue, Frustration, and Lower Motivation

Excessive testing is reducing student engagement and confidence.

- Many students are fatigued by the frequency of testlets and begin guessing to finish quickly.
- Students receive “non-proficient” results on content that only one question of the testlet may be wrong.
- Many items are higher-order or overly complex for first exposure, breaking confidence—particularly among younger learners - it is developmentally inappropriate.

3. Student Survey Concerns & Misalignment With Growth-Based Assessments

The required student survey presents additional challenges:

- Students are asked whether teachers have reviewed their test results and discussed improvement strategies.
- This is misleading because the results are not indicative of the student's learning given the validity and calibration results of the assessment as compared to our school's MAPS testing.

***Conflict With MAP (Measures of Academic Progress) Growth Data (North West Evaluation Association)

Our long-standing MAP Growth assessments consistently show our students performing above the national average. This aligns with classroom performance and instructional data.

In contrast, the MAST results present a conflicting picture. For example, in ELA, both the state and Creston show extremely low proficiency in Grades 3–6—ranging from 0% to 11% proficient. In math, Grade 3 shows 14% proficient at both state and Creston, while Grade 4 drops to 19% at Creston vs. 29% statewide. These results stand in sharp contrast to MAP Growth’s pattern of above-average achievement, calling into question the validity and calibration of the new state assessment (MAST testing and MAPS)

4. Data Limitations and Reporting Barriers

Educators lack access to meaningful, actionable data.

- Results are only available at the classroom or individual student level—not school-wide, grade-wide, or subgroup level.
- This prevents identifying patterns, intervention needs, or systemic concerns.
- Performance levels do not recognize students working above grade level.
- The assessment does not support concept building or reteaching as originally promised.
- The testlets were not provided in the order our school requested, creating inconsistencies in instructional alignment. We requested a change, but this was not permitted as the date for changes had passed even though the first window was not open. This appears to be a New Meridian problem.

5. Lack of Clear Teacher Resources and Difficult Navigation

Teachers report widespread difficulty accessing necessary information:

- Standards aligned to each testlet are hard to find.
- Curriculum does not reliably align with assessment expectations.
- Teachers must navigate multiple platforms for results, testlets, and prior data.
- Codes and logins are time-consuming.
- No available sample items exist to help students understand the test structure.
- Performance tasks unlock only after other components, complicating planning.
- Rural schools—without dedicated testing coordinators—face significant barriers due to limited staffing.

6. Technology Barriers Affecting Test Quality and Equity

Technology limitations disproportionately affect rural schools:

- The testing system does not run on Macs that are only three years old; COVID-era devices fare even worse.
- iPads require constant scrolling, which many students struggle with.
- The system performs inconsistently in Chrome and often requires switching to Safari to load codes or reports.
- Schools without the budget to replace devices cannot reliably implement the assessment.

7. Broader System Concerns: Montana’s Reliance on the Former PARCC Assessment

- In 2017, management of PARCC’s item bank shifted to New Meridian, and Montana’s version draws from this inherited bank.
- Significant financial investments in PARCC content and the KITE platform limit flexibility in addressing systemic issues.

- These sunk costs risk overshadowing what is best for students.

Potential Solutions

A. Reduce Testing Load and Increase Flexibility

- Reduce the number of required tests per cycle.
- Allow schools to adjust windows based on pacing and mastery.
- Permit retesting to demonstrate growth.

B. Align Testing With Instruction

- Redesign assessments to reflect Montana’s actual standards and pacing.
- Ensure developmental appropriateness when assessing new concepts.
- Provide clear alignment documents.

C. Improve Data Access

- Provide school-wide, grade-wide, and subgroup reports.
- Streamline dashboards to reduce platform overload.
- Add growth measures.

D. Strengthen Support and Transparency

- Create a centralized hub of resources, standards, sample items, and scoring guides.
- Improve communication around updates, survey questions, and test sequencing.
- Provide targeted support for rural schools.

E. Modernize Technology Requirements

- Ensure compatibility with older devices.
- Reduce scrolling on iPads.
- Guarantee stability across browsers.
- Offer device-refresh grants.

F. Reevaluate Long-Term Assessment Strategy

- Consider a Montana-designed assessment.
- ***Prioritize student outcomes over sunk costs.***

Summary

The current system disrupts instruction, reduces student motivation, limits data usability, and creates broad technological and logistical barriers. The Creston vs. State data—combined with MAP Growth’s well-validated results—demonstrate that the assessment does not accurately measure our students’ abilities or progress. Only by reducing testing load, improving alignment, increasing transparency, modernizing technology, and rethinking our long-term strategy can Montana develop an assessment system that truly supports learning and growth.

Public Comment
March Board Meeting

Cori Krick
Helena, MT

I teach 8th grade ELA at CR Anderson Middle School in Helena. I've had grave concerns about the test for several years, its earliest development and iterations and even still after tweaks. I'd like to share my experience and concerns with you (attached). I started this document several years ago and have been updating it ever since.

In short, I want you to know **MAST is the most onerous, time consuming, problematic, and disruptive standardized test I've seen in my 30 years of teaching in three states.** I've helped develop and score standardized tests for Washington state (HSPE & CoE), and I've also worked on item development, scoring, and feedback committees for the Smarter Balanced Assessment. Additionally, I have worked with Montana's OPI on many committees and work groups to improve instruction, alignment, and items including MAST.

My abbreviated concerns are below, but I am happy to speak in depth with you in person:

1. Time requirement:
 - a. Best-case scenario, 8-10 hours of lost instructional time for ELA if administered inside their regular classroom (best practice for assessments)
 - a. Worse-case scenario, even more because we have to get 95% completion rate for ESEA federal requirements. When students are absent, all teaching must stop to administer tests within the class period. This creates a revolving door of testing for a weeks until we meet our 95% threshold.
 - a. OPI published data that claims each testlet takes 20-30 minutes (perhaps revised recently). If some students, or even most students complete in 20 minutes, I cannot move forward in that class period until ALL students have completed the testlets for that window because each student deserves to have the same testing environment as the others who finished sooner. Additionally, 504/IEP students who need small testing rooms have to be placed and it is incredibly difficult in a building with 1000 students.
 - a. This year, our school has moved to a testing schedule so that ALL 6-8 grade students take the MAST assessments at the same time, thus "spreading the burden" throughout the building, but we are still trying to figure out if this will benefit students to take the testlets outside their regular ELA classroom. The time required for completion has not changed, and getting make-ups completed is incredibly difficult.
 - a. In addition our school must complete 4 iReady tests for both ELA & math. Typically, most schools have other standardized assessments in addition to our ESEA requirements because MAST doesn't meet the growth-test requirement from the feds.
 - a. Additionally, 1/3 of our 8th grade students will be required to take the NAEP
 - a. All 5th and 8th graders take the Montana Science Assessment
 - a. All students must also complete the RBHI twice, YRBS survey once, and Montana Needs Assessment, all of which take TIME from our regular-day instruction/learning.
2. Data:
 - a. We are unsure what the formula is to establish proficiency. Are the testlets cumulative scores to establish proficiency? Are they weighted? I've asked OPI and New Meridian multiple times, but I've yet to get a complete answer. Additionally, students who are deemed proficient in the fall

STILL take the same test, over and over again because it is not computer adaptive to allow for their own growth.

- b. The "performance task" writing scores do NOT comport with classroom based writing assessment scores or other standardized test scores, not mine nor any other teacher in my building or those I've talked to in other districts. There is something seriously wrong with this part of the test, and I voiced concerns about it from its inception several years ago when I worked on item development with New Meridian.

From OPI website: <https://opi.mt.gov/Leadership/Assessment-Accountability/Montana-Aligned-to-Standards-Through-Year>

*“The **Through-Year Assessment** design benefits students, teachers, parents, and administrators by providing actionable data at the beginning of the school year and by providing a meaningful model of student growth over the academic school year (i.e., with-in year so teachers can act as opposed to between years). Another goal for the design feature is to allow districts to **flexibly align testing with local scope and sequence** offering coherence with the taught curriculum.”*

- MAST is a burden on ELA & Math: overall, this is an incredible, unprecedented burden and stress on ELA and math teachers. It is inequitable and unfair, especially for 6-8th grade middle school staff. Our job has changed dramatically because of this assessment. I feel as though I’m a testing coordinator, not an English teacher.
- ELA does NOT get to “flexibly align testing with local scope and sequence” despite what OPI advertises
- ELA testing is the same blueprint three times (Reading Info & Lit)
- The MATH tests are not repeated, so there’s no GROWTH for that data. One and done

Thank you for your time and attention to this issue. It is a serious, immediate, and ongoing problem for schools, staff, and students across Montana. Please, don't hesitate to reach out if you'd like more information on our experience in the classroom, or better yet, come for a visit during a testing window. We have SEVERAL to choose from in May...

28	29	30	May 1
2:15 PM MAST ELA Make-Ups in Advisor			
MAST Reading Lit in ELA			
5	6	7	8
1:45 PM MAST Math Testing (Long)	1:45 PM MAST Math Testing (Long)	1:45 PM MAST Math Testing (Long)	2:15 PM Math MAST Make-up in Adv
12	13	14	15
19	20	21	22
i-Ready Reading--Block Schedule	i-Ready Math--Block Schedule	2:15 PM i-Ready Make-Ups in Adv	2:15 PM i-Ready Make-Ups in Adv

CONSENT AGENDA

FINANCIALS

51010 Board of Public Education
ORG Budget Summary by OBPP Prog, Subclass, Fund

Data Selected for Month/FY: 01 (Jul)/2026 through 11 (May)/2026

OBPP Program	Subclass	Fund	Org	Acct Lvl 1	Acct Lvl 2	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION						620,517.00	440,412.21	0.00	180,104.79
	235F5	FY 2025 CARRYFORWARD				43,589.00	43,589.00	0.00	0.00
		01100 General Fund				43,589.00	43,589.00	0.00	0.00
			1 BOARD OF PUBLIC EDUCATION			43,589.00	43,589.00	0.00	0.00
				62000 Operating Expenses		43,589.00	43,589.00	0.00	0.00
				62000 Operating Expenses		43,589.00	0.00	0.00	43,589.00
				62100 Other Services		0.00	10,237.60	0.00	(10,237.60)
				62200 Supplies & Materials		0.00	8,474.53	0.00	(8,474.53)
				62300 Communications		0.00	51.80	0.00	(51.80)
				62400 Travel		0.00	17,365.66	0.00	(17,365.66)
				62500 Rent		0.00	6,979.41	0.00	(6,979.41)
				62800 Other Expenses		0.00	480.00	0.00	(480.00)
	235H1	ADMINISTRATION				556,579.00	385,300.42	0.00	171,278.58
		01100 General Fund				556,579.00	385,300.42	0.00	171,278.58
			1 BOARD OF PUBLIC EDUCATION			556,579.00	385,300.42	0.00	171,278.58
				61000 Personal Services		371,691.00	284,287.92	0.00	87,403.08
				61000 Personal Services		371,691.00	0.00	0.00	371,691.00
				61100 Salaries		0.00	201,463.93	0.00	(201,463.93)
				61300 Other Compensation		0.00	4,800.00	0.00	(4,800.00)
				61400 Employee Benefits		0.00	78,023.99	0.00	(78,023.99)
				62000 Operating Expenses		184,888.00	101,012.50	0.00	83,875.50
				62000 Operating Expenses		184,888.00	0.00	0.00	184,888.00
				62100 Other Services		0.00	24,485.94	0.00	(24,485.94)
				62200 Supplies & Materials		0.00	8,689.78	0.00	(8,689.78)
				62300 Communications		0.00	4,018.98	0.00	(4,018.98)
				62400 Travel		0.00	18,238.40	0.00	(18,238.40)
				62500 Rent		0.00	12,917.40	0.00	(12,917.40)
				62800 Other Expenses		0.00	32,662.00	0.00	(32,662.00)
	235H4	STATE ITSD/RST				20,342.00	11,522.79	0.00	8,819.21
		01100 General Fund				20,342.00	11,522.79	0.00	8,819.21
			1 BOARD OF PUBLIC EDUCATION			20,342.00	11,522.79	0.00	8,819.21
				62000 Operating Expenses		20,342.00	11,522.79	0.00	8,819.21
				62000 Operating Expenses		20,342.00	0.00	0.00	20,342.00
				62100 Other Services		0.00	4,986.78	0.00	(4,986.78)
				62200 Supplies & Materials		0.00	2,939.69	0.00	(2,939.69)
				62300 Communications		0.00	3,596.32	0.00	(3,596.32)
	235Z1	WORKERS COMP. REDUCTION				7.00	0.00	0.00	7.00
		01100 General Fund				7.00	0.00	0.00	7.00
			1 BOARD OF PUBLIC EDUCATION			7.00	0.00	0.00	7.00
				61000 Personal Services		7.00	0.00	0.00	7.00
				61000 Personal Services		7.00	0.00	0.00	7.00
Grand Total						620,517.00	440,412.21	0.00	180,104.79

❖ **REPORTS – (Items 1-5)**

Dr. Tim Tharp

ITEM 1

CHAIRPERSON REPORT

- **Welcome New Board Member**

Dr. Tim Tharp

ITEM 2

EXECUTIVE DIRECTOR REPORT

McCall Flynn

ITEM 3

STATE SUPERINTENDENT REPORT

- **Content Standards Update**
- **Assessment Update**
- **Accreditation Update**
- **Federal Update**

State Superintendent Susie Hedalen



May 2026 BPE Content Standards Update

General Update:

The Regional Standards Implementation Road Show is an OPI-led professional learning initiative designed to support statewide implementation of Montana’s revised Math and ELA standards. This model brings full-day, in-person professional learning directly to regional educators and provides ongoing virtual support to sustain implementation work.

Road Show Goals

- Provide equitable access to high-quality professional learning across regions
- Support implementation of revised Math and ELA standards
- Strengthen teacher clarity and instructional alignment
- Build district and cross-district collaboration
- Expand regional professional networks and coherence

Professional Learning Structure

- Full-day (6 PD hours) in-person session
- Parallel Math/ELA foundations, followed by cross-content synthesis
- Deep analysis of standards shifts
- Curriculum and instructional planning using OPI-developed tools
- Context-specific implementation and action planning
- Follow-up support including virtual sessions, coaching, and PLC facilitation guides

Yearly Rotation Model

- Year 1: Pilot and refine the regional format; focus on building momentum and testing implementation structures
- Year 2: Expand into central-west hubs that support surrounding rural districts
- Year 3: Extend into central and eastern regions to broaden statewide reach
- Year 4: Reach far-eastern and high-line hubs to ensure full statewide access

This phased approach ensures sustainable statewide implementation, broad participation, and improved instructional coherence across Montana’s districts.

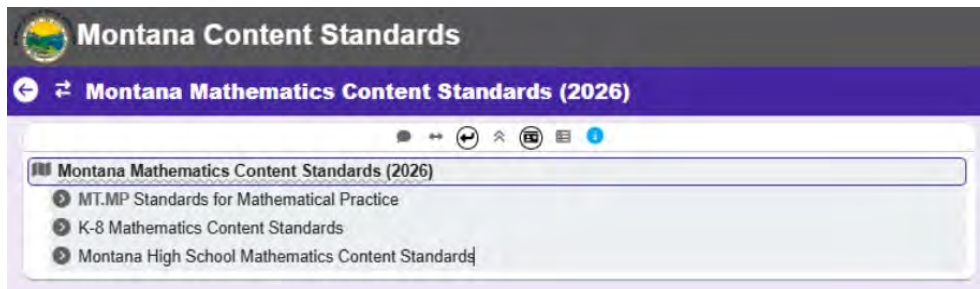
Professional Learning Sessions – OPI Summer Institute/STEM Summer Institute/MFPE

- MATH: Are We Implementing the Standards... or Just Saying We Are?
- Fluency in Action: Taking Students from Procedures to Flexible Thinking
- An Introduction to Montana's 2027 ELA and Literacy Content Standards
- Implementing Montana’s New ELA Standards with Clarity & Purpose

Mathematics Content Standards Implementation

Resources for Educators

- [P-12 Mathematics Content Standards Guidance Document](#)
- [Kindergarten Expanded Guidance Document](#)
- [First Grade Expanded Guidance Document](#)
- Second Grade is in accessibility review for posting
- [Satchel](#) - Standards Housing Platform



- [Recommended High School Math Pathways](#)
- [High School Math Course Recommendations](#)

Math Standards Implementation Professional Learning Series

- August: [Why the Change? Understanding the New Math Standards](#)
- September: [Exploring the Changes and Structure: Navigating the Standards Document](#)
- October: [Mathematical Practices: What They Are & Why They Matter](#)
- November: [From Fluency to Flexibility: Understanding Mathematical Proficiency](#)
- December: [Aligning Your Curriculum: Where Do We Stand?](#)
- January: [Assessment & Standards: What Needs to Change?](#)
- February: [Differentiation & Access: Supporting All Learners](#)
- March: [IEFA & Cultural Relevance: Making Math Meaningful for Montana Students](#)
- April: [Next Steps: Identifying District/School Needs for Implementation](#)

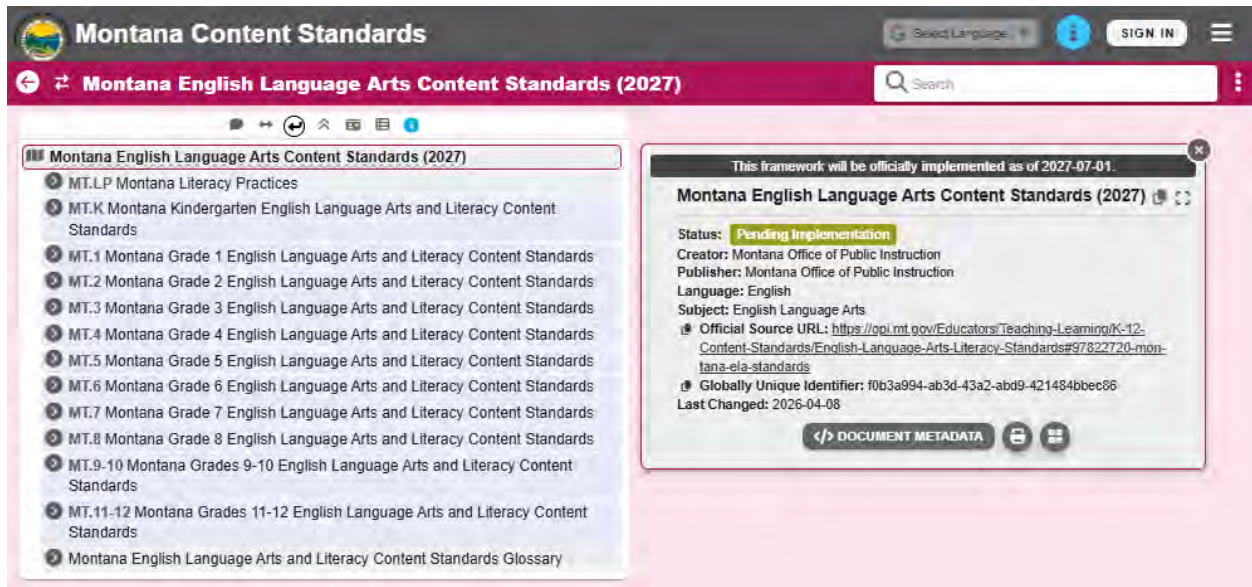
Montana ELA & Literacy Content Standards Revisions

ELA Standards Implementation Webinars [Calendar and Topics](#)

- August 26, 2026: Why the Change? Understanding the ELA Standards
- September 23, 2026: Literacy Practices: What They Are and Why They Matter
- October 21, 2026: Expanding on the Foundational Standards: Elementary
- November 18, 2026: Expanding on the Foundational Standards: Secondary
- December 16, 2026: Aligning Your Curriculum: Where Do You Stand?
- January 20, 2027: Assessment and Standards: What Needs to Change?

- February 17, 2027: Differentiation and Access: Supporting All Learners
- March 17, 2027: IEFA and Cultural Relevance: Making Meaning for Montana Students
- April 21, 2027: Next Steps: Identifying District and School Needs for Implementation
 - [Registration](#)

Updated standards on [Satchel](#):



- [MT ELA Standards and Coding](#)
- [PK-12 Standards Basic Guidance](#)
 - **In Development:**PK-12 Expanded Guidance Document
- **Drafted Resources for Educators:**
 - [Summary of ELA & Literacy Content Standards Revisions](#)
 - [Montana Content Standards Revision – Alignment with the Science of Reading](#)

Content Standards Team:

[Katrina Engeldrum](#), Math Instructional Coordinator
[Claire Mikeson](#), ELA and Literacy Instructional Coordinator
[Aimee Konzen](#), Professional Learning Manager
[Marie Judisch](#), Senior Manager of Teaching and Learning



May 2026 BPE Assessment Update

2026-2027 Statewide Testing Windows

	Anticipated SY2026-27 Test Windows	Required Subjects	Student Group	Grades Tested	Window Period
Montana Aligned to Standards Through-Year (MAST)	<u>Window 1</u> October 19-December 11	Math and ELA	General	Grades 3–8	3 windows: 8 weeks each
	<u>Window 2</u> January 11-March 5				
	<u>Window 3</u> March 29-May 21				
Dynamic Learning Maps (DLM) Alternate ELA and Math	<u>Fall Window</u> September 14- December 18	Math and ELA	SwSCDs	Grades 3-8, 11	2 windows: 15 weeks each
	<u>Spring Window</u> February 1- May 21				
WIDA ACCESS Alt ACCESS	January 4-March 5	English Language Proficiency	English Learners	Grades K–12	9 weeks
Montana Science Assessment (MSA)	March 1-May 21	Science	General	Grades 5, 8	8 weeks
Dynamic Learning Maps (DLM) Alternate Science	February 1- May 21	Science	SwSCDs	Grades 5, 8, 11	15 weeks
ACT with Writing	<u>Window 1</u> March 23-April 2	Math, ELA, and Science	General	Grade 11	3 windows: 2 weeks each
	<u>Window 2</u> April 6-16				
	<u>Window 3</u> April 20-30				
Updated by the Office of Public Instruction on May 4, 2026.			Note: Dates and information listed in this schedule are subject to change at any time or without notice.		

General Updates

The Montana Technical Advisory Committee met April 28 and 29 at the University of Montana facilitated by the National Center for Assessment. Discussions centered on MAST Math, ELA, and Science including item development, field testing, reporting, growth metric development, and program improvement.

ACT

ACT Testing concluded on April 30.

In the Spring 2027 administration, ACT will transition to the Pearson ADAM platform, consolidating separate administration, accommodation, and reporting systems into a singular access point. Training on the new platform begins in the fall.

DLM

Spring window closes May 15 with flexible math and ELA blueprints in grades 3-8 and 11 and fixed science blueprints for grades 5, 8, and 11.

MAST

On April 30, Dr. Lee from the University of Montana's Phyllis J. Washington College of Education convened a statewide group to focus on the ongoing implementation and refinement of MAST.

Representatives from the Education Commission of the States, the Montana Board of Public Education, the Office of Public Instruction, School Administrators of Montana, MFPE, institutions across the Montana University System, the National Center for Assessment, and voices spanning district, school, and classroom levels came together to surface challenges, highlight what's working, and translate emerging patterns into actionable next steps.

The convening produced a clear roadmap for program improvements, professional learning, resources, and ongoing support.

Special thanks to Erin Ellis, Curriculum and Assessment Director at Hellgate Elementary, for skillfully facilitating the event.



MAST Window 3 closes May 22.

At the close of window 3, data reconciliation for through-year score report begins.

Through-year report release is slated for early fall with public release of all math, ELA, and science assessment results.

MAST Teacher Leader Cohort

The MAST Teacher Leader Cohort is a select group of 3rd-8th Grade Montana educators who will engage in advanced professional learning to support effective, data-driven instructional practices aligned with MAST and Montana content standards. The cohort is designed to build instructional leadership capacity and create a sustainable network of educators who can model, support, and facilitate high-quality professional learning across the state. The primary focus of this cohort is to apply MAST assessment data to strengthen classroom instruction and improve student learning outcomes. Meetings for the MAST Teacher Leader Cohort begin May 6, 2026, through June 2027.

Key Areas of Work:

- **Advanced Professional Learning:** Participate in specialized professional learning focused on proficiency-based learning, acceleration, remediation, instructional strategies, and effective use of MAST assessment data.
- **Data-Informed Instructional Practice:** Develop expertise in interpreting MAST score reports and using assessment data to inform instructional decisions and respond to student learning needs.
- **Modeling and Implementation:** Apply and model best practices in participants' own classrooms and schools, supporting effective implementation of professional learning content and HUB courses.
- **Facilitation and Mentorship:** Build capacity to facilitate professional learning communities, mentor peers, and guide colleagues in using data to improve instruction.
- **Sustainability and Scale:** Transition from participants to facilitators, helping to extend the reach of professional learning and ensure consistent, high-quality instructional practices across Montana schools.

The graphic features a map of Montana with icons of three people placed over various counties. To the left of the map is a list of names. The map is titled "MAST Teacher Leader Cohort" and includes the Montana Department of Education logo on both sides.

Aileen Alde	Emily Jones
Bobbie Anderson	Sheryl Kohl
Darlene Bacon	Erin Lynch
Mandi Bauer	Ellen McKern
Ashlee Bell	Andrea Meiers
Rose Bement	Maggie Melvin
Lyn Bitney	Mary Jane Morales
Christopher Bosshardt	Valerie Nauman
McKayla Batsford	Courtney Oresman
Jennifer Brackney	Nichole Pieper
Sheena Cain	Jodi Pierce
Connie Calanday	Amber Podobnik
Rosel Joy Dalisay	Katy Reddy
Danele Dyer	Ashley Riddle
Brenda Fowler	Severena Samuelson
Hillary Gnerer	Megan Schillinger
Tara Gray	Shila Schreiner
Katlyn Greenwood	Shockley Shockley
Hailey Haan	Melissa Steele
Kristin Hersel	Kathryn Vergara
Jamie Holte	Sara Walters
Jami Humphrey	Sandy Whatman
Haddy Johnson	

MSA

MSA closes for grades 5 and 8 on May 22.

All students participated in MSA during the administration of the MAST Science Pilot.

MAST Science

Spring 2026 Pilot Participation

34 schools; 1,515 students; 2,490 testlets completed this spring.

2026–27 Pilot Plan

Progressive availability of testlets for grades 6–8.

Windows aligned to MAST math/ELA administration windows.

New testlets released after Montana educator item review.

MAST Science Testlets Availability by Admin Window				
Spring SY25-26	Fall SY26-27	Winter SY26-27	Spring SY26-27	Fall SY27-28
Forces and Interactions				
	Energy			
		Waves and Electromagnetic Radiation		
			Structure and Properties of Matter	
				Chemical Reactions
Physical Science Topics				
Growth, Development, and Reproduction of Organisms				
	Interdependent Relationships in Ecosystems			
		Natural Selection and Adaptations		
			Structure, Function, and Information Processing	
				Matter and Energy in Organisms and Ecosystems
Life Science Topics				
Earth's Systems				
	Space Systems			
		Human Impacts		
			History of Earth	
				Weather and Climate
Earth & Space Science Topics				

Professional Learning RFP

- Focus on strengthening three-dimensional middle school science instruction.
- Key professional learning activities will support educators in:
 - Deepening understanding of DCIs, SEPs, and CCCs
 - Using MAST Science data to inform instructional decisions
 - Integrating Indigenous science and IEFA principles into instruction
- Professional learning will include:
 - Communities of practice and teacher-leader cohort collaboration
 - Online and in-person courses through the Teacher Learning Hub
 - Schools Participating in the Expanded Pilot will be invited to join the professional learning cohort.

If you have any questions, please contact:

Cedar Rose, Assessment Director

cedar.rose@mt.gov



Negotiated Rulemaking Committee-ARM 10.55 Update

Rationale:

Role Definitions and Supervision Protocols for New Class 9 Special Education Technicians

The introduction of Class 9 Special Education Technician licensure requirements under ARM 10.57.439, recently approved by the Board of Public Education, necessitates updates to ARM 10.55. These revisions must establish clear qualifications and supervision protocols for technicians working under a Supervising Special Education Teacher, while also formally defining both roles.

The primary objective of the Special Education Technician certification is to enhance the capacity of Montana's paraprofessionals, allowing them to offer more robust support to students with disabilities. Specifically, this certification identifies qualified individuals capable of providing technical services under the supervision of a special education teacher within a structured framework of oversight and defined roles and responsibilities.

Update ARM 10.55.805 Special Education

Remove 10.55.805 section 4 based on [August 13, 2025 Order](#) from the United States District Court for District of Montana. Updated [graduation guidance and information](#) can be located on the OPI website [here](#).

(4) A student eligible to receive special education services as identified under IDEA and who has successfully completed the goals identified on an individualized education program for high school completion shall be awarded a diploma.

FAQ's

- 1. What is a special education technician?** "Special education technician" means an individual who is certified to provide services to students receiving special education, works under the direction of the supervising special education teacher, and meets established requirements.

2. **Who can supervise a special education technician?** A supervising special education teacher can supervise a special education technician. “Supervising special education teacher” means an individual who holds a Class 1 professional license or Class 2 standard license with a special education (PK-12) endorsement as outlined in 10.57.410 and 10.57.411 and has a minimum of one year of teaching experience as a special education teacher specified in 10.57.102(19).

3. **What services may a special education technician provide?** Special education technician under the direction of a supervising special education teacher may:

- schedule and coordinate special education meetings;
- collect, prepare and organize student specific data and information;
- deliver instruction in 1:1 and small group settings; and
- conduct mandatory statewide assessments.

4. **What services may a special education technician NOT provide?**

- conduct or interpret formalized and standardized special education evaluations unless otherwise qualified to do so;
- access the Student Information System (SIS) for purposes of creating and the development of documents related to the special education record with the exception of the access/contact log.
- make independent decisions of implementing the student’s IEP; or
- convene and conduct a special education meeting.

Next Steps:

Orientation-Virtual: May 12, 2026 4:00- 5:00 pm

NRC Virtual Session #1: May 19, 2026 3:30-5:00 pm

NRC Virtual Session #2: June 2, 2026 3:30-5:00 pm

Negotiated Rule Making Committee Members:

Appointed Member	NRC Role	Location
Kristen Ketola	K-12 Teacher	Laurel
Kristie Matule	Parent	Butte
tbd	School District Business Official	
Dixie Seleg	School Administrator	Forsyth
Paul Furthmyre	School Administrator	Great Falls
Rickielynn Hughes	Montana Tribe Representative	Brockton
tbd	School District Trustee	

Kathy Gilboy	Higher Education	Helena
Mary DiBiase	Taxpayer	Conrad
Patrick Cates	OPI	Belgrade
Julie Murgel	OPI	Helena
McCall Flynn	BPE	Helena

Proposed timeline:

Presentation to BPE to open Chapter 57 and 55:	November 19-21, 2025
Board Approval of Timeline Revision:	November 19-21, 2025
Research and Development:	November 2025 – June 2026
Adoption Phase	July 2026 to September 2026
Adoption	September 2026
Implementation	October 1, 2026

Contact Information:

Patrick Cates, Senior Manager of Safety and Student Supports: patrick.cates@mt.gov

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



Phone: 406.444.3680
opi.mt.gov

Federal Update- as of May 6th, 2026

National History Rocks! Tour Visit

In April, officials from the Department of Education visited Montana for their stop on the National History Rocks! tour. Superintendent Hedalen, as well as the Montana 250th Commission, visited with high school students in Billings on the importance of civics education and engagement. Students played civics games and student speakers spoke on the importance of learning about the nation's history during the 250th anniversary of the founding of the nation.





Department of Education Assessment and Accountability Gathering

Officials from the Office of Public Instruction attended the Department of Education's gathering on assessment and accountability in Washington DC last month. There they focused on collaborating with other State Education Agencies on innovation regarding accountability system measures and priorities on assessment. Over 40 states attended the gathering and the OPI is grateful to have a seat at the table during these important conversations.

Ed-Flex Webinars

The OPI Federal Programs teams hosted webinars this month regarding Local Education Agency applications for the district level ed-flex waivers. Through the waiver application, districts can request a waiver for the Title I 15% carryover rule, the 40% poverty requirement to apply as a Schoolwide Program, and the minimum expenditure categories for districts receiving over \$30,000 in Title IV A funds.

Applications for the waiver are due by June 1, 2026.

If there are any questions regarding the application or waiver please contact:

Zach Hawkins, Title I and Federal Programs Director, 406-444-3083, zachariah.hawkins@mt.gov

Preliminary Allocations

The Office of Public Instruction has received preliminary allocations for Title I-VB, 21st Century programs, and IDEA. At this time all preliminary allocations are close to level funding, but the OPI will be able to provide more information in the future regarding other federal allocations.

ITEM 4

COMMISSIONER OF HIGHER EDUCATION
REPORT

Dr. Angela McLean



Montana University System Report
Montana Board of Public Education
May 2026

- **Montana University System-Rural Talent Development and Attraction Lab Rural Montana Listening Sessions**
 - **Tuesday, June 16** **9:30 am Colstrip** **Business Innovation Center**
 - **Wednesday, June 17** **9:30 am Glasgow** **Rundle Suites**
 - **Thursday, June 18** **1:30 pm Thompson Falls** **High School**

- **Traffic Education in Miles City Summer 2026**

ITEM 5

STUDENT REPRESENTATIVE REPORT

Lydia Comstock

❖ **MACIE LIAISON – (Item 6)**

Julia Maxwell

ITEM 6

MACIE REPORT

Jordann Lankford Forster



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

Montana Board of Public Education
MACIE Summary
May 2026

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)	April MACIE Meeting May MACIE Meeting NEA's American Indian Student Bill of Rights
Recommendations	None

❖ **MSDB LIAISON – (Item 7)**

Lisa Schmidt

ITEM 7

MSDB REPORT

- **Presentation on Belt Canes**
- **Presentation on Cottage Next Year**
- **Presentation on Journey of a Learner**

Action Items:

- **Action on Out of State Travel Request**
- **Action on Personnel Items**
- **Action on Golden Triangle Curriculum Consortium Membership**
- **Action on MHSA Dues and Fees**

Superintendent Paul Furthmyre

**Montana School for the Deaf and the Blind
Board of Public Education Report
May 2026**

Agenda Action Items:

1. [Personnel Action Plan](#)
6 Hires
5 Resignations
2 Retirements
2. Out of State Travel Requests
 - a. [American Printing House Annual Meeting](#)
 - b. [Northern AER](#)
3. [Golden Triangle Curriculum Agreement](#)
4. [MHSA 2026-2027 Dues and Insurance](#)

Attached Documents:

- [MSDB Committee Bi-Monthly Meeting Agenda](#)
- [MSDB Committee Bi-Monthly Meeting Minutes](#)
- [Local #4027 MOU Grant Pay](#)
- [HB 5 Long Range Building Plan](#)
- [26-27 PIR Schedule](#)
- [25-26 MHSA Participation Report](#)
- [MSDB Foundation Budget Status April](#)
- [MSDB Foundation 26-27 Adopted Budget](#)
- [PPE 4-3-26 Financial Report](#)
- [PPE 4-3-26 Expenditures only](#)
- [PPE 4-3-26 Payroll & Benefits only](#)
- [PPE 4-3-26 Payroll Forecast](#)
- [March Cottage Newsletter](#)
- [April Current Enrollment](#) + 3 LEAP Students
- [2025 - 2026 Inquiry Report](#)
- [2026 - 2027 Inquiry Report](#)
- Journey of a Learner Presentations
 - [March PPT](#)
 - [April PPT](#)
- Science Fair Pictures
 - [Group](#)
 - Pic #1 [student](#)
 - Pic #2 [student](#)
- ELVS Pictures
 - Pic #1 [students](#)
 - Pic #2 [student](#)
 - [Group](#)
- [January - March 2026 Walk Through Data for Outreach](#)

**MSDB Personnel Action for BPE Meeting
May Meeting 2026**

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

Hire

Lynda Kohut – Payroll Technician
Andria Schmidt – Scheduling Administrative Assistant
Kendra Andreason – School Psychologist
Jacqueline Fogerty – HR General
Kerri Wilkins - Family Advisor
Aryn Kientz - Family Advisor

Resignation

Melissa Fisher – DHH Outreach Consultant
Jillian Sharfe Young – DHH Preschool Teacher
Adeline Waskow – LPN
Jennifer Norlander – VI Outreach Consultant
Heather Hill – VI Outreach Consultant

Retirement

Susan Davis – VI Outreach Consultant
Donna Buska – Business Manager (April 2027)

Probationary Layoff

Nonrenewal of Nontenure Teacher

Positions currently advertised

1 - Teacher of the Visually Impaired
1 - Teacher of the Deaf Hard / Hearing
1 - Workplace and Lifeskills Teacher

Positions to be advertised

3 - Residential Advisor 1
4 - Teacher of the Visually Impaired Consultant
2 - Teacher of the Deaf Outreach Consultant

STATE OF MONTANA

**REQUEST AND JUSTIFICATION
FOR OUT-OF-STATE TRAVEL**

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

5) Justification

Attendance at the annual meeting of the American Printing House for the Blind is required as part of the responsibilities of serving as an ex officio trustee. Participation ensures the trustee remains informed about organizational priorities, financial and programmatic updates, accessibility initiatives, and national developments affecting individuals who are blind or visually impaired. The meeting also provides opportunities to collaborate with other trustees and stakeholders, represent the interests of the constituency served, and contribute to discussions that support effective governance and continued advancement of accessible educational resources and services.

Attending the COSB Meeting in Louisville provides a valuable opportunity to collaborate with peers, learn about current industry developments, and share best practices that can improve organizational effectiveness. The meeting offers direct access to expert insights, networking opportunities, and discussions on emerging challenges and solutions relevant to our work. Participation will help strengthen professional relationships, support informed decision-making, and bring back actionable knowledge that benefits both individual professional growth and the organization as a whole.

6) Itinerary

Destination: Louisville, Kentucky

Travel Dates: October 26 - 31

7) Estimated Costs

Transportation \$ 3000 Meals \$ 756 Lodging \$ 3000 Other \$ 4600

Total estimated cost \$ 11,356

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

COSB Registration / \$350 (\$700)	Meals / \$378 (\$756)
APH Registration / \$350 (\$700)	Ground Transportation / \$100 (\$200)
Airfare / \$1500 (\$3000)	Lodging / \$1500 (\$3000)

8) Submitted By	Title	Date
<i>Paul Furthmyre</i>	Superintendent	5/11/26

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.

1) Agency Number/Name MSDB		2) Division Education.Outreach	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Miranda Briggs, Michelle Cross, Kerri Norrick, Kacie Wilmot, Amy Tangen		

5) Justification

Consultants from the Montana School for the Deaf and the Blind will meet with Idaho and Wyoming consultants and vision specialists for several days of training. The training will include opportunities to learn and opportunities to collaborate with other states. They will gain skills to support students of Montana with Cerebral Visual Impairments and attend classes taught by CVI Scotland, CVI babies and more.

6) Itinerary

Destination: Boise, Idaho

Travel Dates: October 12-16.

7) Estimated Costs

Transportation \$ 500 Meals \$ 1260 Lodging \$ 2040 Other \$ 900

Total estimated cost \$ 4,700

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

Other: registration \$180x5

8) Submitted By	Title	Date
<i>Miranda Briggs</i>	Outreach Director	5/7/26

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.



Golden Triangle Curriculum Cooperative Cooperative Agreement

2026 - 2027 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 21, 2026, 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 2026 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 Seven Hundred Sixty-Six and 75/100 dollars (\$3,766.75) as itemized on the attached statement no later than October 1, 2026.
- 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@gtecmt.org
www.gtecmt.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 2026

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

FROM: BRIAN MICHELOTTI, EXECUTIVE DIRECTOR

RE: ANNUAL MEMBERSHIP DUES FOR 2026-27
CATASTROPHIC LIABILITY INSURANCE FOR 2026-27
CONCUSSION INSURANCE FOR 2026-27

This email contains items which need to be addressed for the 2026-27 school year.

- **Annual Membership Dues** will be selected using the Arbiter platform. This will take place of the paper application used in previous years. School administrators it is important you select **every** sport/activity you plan to offer for the upcoming academic year. The fee per activity/sport remains \$250.00. **This payment is due by July 15, 2026.**
- **Catastrophic Liability Insurance** for 2026-27 is summarized on the following pages. This will also be selected using the Arbiter Platform and will be automatically added for you. Your premium is determined by using your high school's (grades 9-12) *FALL, 2025* enrollment as reported to OPI or for private schools, your enrollment as of November 1, 2025. **This payment is due by July 15, 2026.**
- **Concussion Insurance** for 2026-27 is summarized on the following pages. This will also be selected using the Arbiter Platform and will be automatically added for you. Your premium is determined by using your high school's (grades 9-12) *FALL, 2025* enrollment as reported to OPI or for private schools, your enrollment as of November 1, 2025. **This payment is due by July 15, 2026.**

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

Schools are required by MHSAA 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 school 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 MHSAA By-Laws; Section 17 of the MHSAA Rules and Regulations]

Again, all the above registrations and payments need to be completed using the Arbiter Platform. Each school can pay using ArbiterPay, credit card or with a traditional check. Instructions for completing the task in Arbiter are found on the last page of this document.

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

Attachments



MONTANA HIGH SCHOOL ASSOCIATION

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AND EVERYWHERE ELSE UNDER THE BIG SKY SINCE 1921**

TO: MHSAA MEMBER SCHOOL ADMINISTRATORS

FROM: BRIAN MICHELOTTI, EXECUTIVE DIRECTOR

RE: CONCUSSION INSURANCE

The MHSAA, through negotiations with our insurance broker, HUB International, can continue offering concussion insurance for all MHSAA 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 MHSAA sports (including cheerleading).
- Covered Activities – participating in practice or play of sports sponsored by the MHSAA (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 MHSAA 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 proactive in the event of litigation.



MONTANA HIGH SCHOOL ASSOCIATION

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AND EVERYWHERE ELSE UNDER THE BIG SKY SINCE 1921

TO: MHSAA MEMBER SCHOOL ADMINISTRATORS
FROM: BRIAN MICHELOTTI, EXECUTIVE DIRECTOR
RE: CATASTROPHIC LIABILITY INSURANCE

The MHSAA, through negotiations with our insurance broker, HUB International, can continue offering catastrophic liability insurance through Mutual of Omaha for all MHSAA athletic participants and cheerleaders at only \$6.65 per student. The coverage includes:

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.

<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



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ANNUAL MEMBERSHIP DUES AND CATASTROPHIC & CONCUSSION INSURANCE REGISTRATION

Membership Dues and Insurance applications will be accessed via Arbiter starting the 2026-27 academic year. This takes the place of paper applications that have, in the past, required a school board chair to sign. You will fill out the sports/activities portion by checking the box of each offered sport/activity just like you did with the paper form. The catastrophic dues and concussion insurance premiums will auto calculate based upon your fall enrollment for the previous year. **You will have the option to pay using ArbiterPay, credit card or print an invoice and send in a check.** To access the new registration feature, please follow the steps below:

1. Under the Eligibility Tab, click the School Registration Sub-tab
2. Choose 2026-27 MHSAA Annual Dues and Insurance Application
3. Click on Blue Box that says 'Register'
4. Read Welcome, Click 'Next'
5. Choose **ANY and ALL** school sports and activities you will be offering to your students in the 2026-27 academic year. If you offer the program, check the box! In the event you do not have participation, you are eligible for a refund if you notify the MHSAA prior to the first day of competition.
6. When you have checked all offered programs, click 'Next'
7. Read through the Insurance Information page and check the box titled 'I agree' and Click 'Complete Consent'. You will see the option to print this information at the bottom of the page.
8. Review your fees calculations and choose payment method. You have the option to pay using ArbiterPay, credit card or mail in a check.
9. If you choose:
 1. 'ArbiterPay' it will pull from your school account and be directly deposited into MHSAA ArbiterPay account
 2. 'Pay by Check' then please print an invoice and mail a copy along with your check to 631 N. Last Chance Gulch, Helena, MT 59601 – Attn: Jenise Cockhill
 3. 'Pay by Credit Card' it will navigate to a credit card vendor called RapideFund to enter your card information.
10. Click 'Finish'

A confirmation email that you have completed registration will be delivered.

Please contact Jenise Cockhill at jcockhill@mhsa.org or 406-442-6010, option 1 with any questions.

Annual Dues	\$500.00
Softball	\$250.00
Volleyball	\$250.00
Catastrophic Liability Enrollment 0-40	\$206.00
Concussion Insurance Enrollment 0-40	\$41.00
TOTAL	\$747.00

MSDB / BOPE Bi-Monthly Meeting Agenda
3:00 PM - 4:30 PM

Date: 4/27/2026

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 Requests <ul style="list-style-type: none"> ○ American Printing House Annual Meeting ○ Northern AER ● Golden Triangle Curriculum Agreement ● MHSA 2026-2027 Dues and Insurance ● Reclassification of Positions <ul style="list-style-type: none"> ○ LPN to RN - Completed ○ RA 1 to Para ○ Others that have been doing the job ● MFPE MOUs <ul style="list-style-type: none"> ○ Grant Pay ○ Nursing Pay ● 2027 Legislative Session <ul style="list-style-type: none"> ○ HB 5 Long Range Building <ul style="list-style-type: none"> ■ 6 Year Plan ■ Session Asks ○ HB 2 EPP Requests <ul style="list-style-type: none"> ■ Human Resource Generalist ■ Math Curriculum ■ Technology Rotation Fund 	<ul style="list-style-type: none"> ● Action Items Needed <ul style="list-style-type: none"> ○ Personnel Action ○ Out of State Travel Requests ○ Golden Triangle Curriculum Agreement ○ MHSA

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Maintenance Truck ○ HB 10 Request ■ Outreach Database ● Cottage Restructure Proposal <ul style="list-style-type: none"> ○ Motor Pool Request ● 26 / 27 PIR Schedule <ul style="list-style-type: none"> ○ PIR Week ○ Literacy Grant Days ○ MTSS Pyramid Days ○ Competency Based Education Days ● Summer Camps ● MHSA Participation Report ● Foundation Update <ul style="list-style-type: none"> ○ Current Year Budget ○ Next Year Adopted Budget ○ Projects <ul style="list-style-type: none"> ■ Cottage Refresh Project ■ MSDB Museum 	
Business Office	<ul style="list-style-type: none"> ● Travel & Expenditure Project - Live now <ul style="list-style-type: none"> ○ Travel Expense vouchers ○ USB card charges ● PPE 4-3-26 Financial Report ● PPE 4-3-26 Expenditures only ● PPE 4-3-26 Payroll & Benefits only ● PPE 4-3-26 Payroll Forecast ● FY26 - Requests & Purchase Orders ● Retirement Payouts Included in Payroll Forecast 	
Residential	<ul style="list-style-type: none"> ● March Cottage Newsletter ● May travel coming up ● Sunday Meals ● 	

<p>Education: School</p>	<ul style="list-style-type: none"> ● April Current Enrollment ● April Inquiry Report <ul style="list-style-type: none"> ○ 2025-2026 SY ○ 2026-2027 SY ● Distance Classes <ul style="list-style-type: none"> ○ Braille- 555 Instructional minutes in March ○ ASL - 330 instructional minutes in March ● Journey of Learner Staff Presentations <ul style="list-style-type: none"> ○ March PPT ○ April PPT ● MT Reads Grant - Stephanie Lester <ul style="list-style-type: none"> ○ Mar 16-17 ○ May 21-22 ● MSU Special Education Students Campus Experience - April 15-18 ● Campus Enrichment Days (CED) ● Easter Festival - MAFB ● Science Fair <ul style="list-style-type: none"> ○ Group ○ Pic #1 student ○ Pic #2 student ● ELVS - Life in Bloom <ul style="list-style-type: none"> ○ Pic #1 students ○ Pic #2 student ○ Group ● Close-up May 4-8 ● Senior Trip ● Graduation - May 29 @ 2PM ● Adventure Day - June 2 	
<p>Education: Outreach</p>	<ul style="list-style-type: none"> ● January - March Walk Through Data ● 815 students ● American Printing House for the Blind (APH) Phase 2 submitted ● Campus Enrichment Days (CED) ● Virtual Braille and ASL Classes 	

	<ul style="list-style-type: none">● Regional ASL classes● Regional Braille Transcribers● Consultants presented at<ul style="list-style-type: none">○ MT Council for Exceptional Children (MCEC),○ School Nurses Association,○ Early Childhood Summit● MT Deaf Blind Project Annual Census● Babies count● NW CATT training and Assistive Technology Assessment Lending Library	
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Board of Public Ed Meeting

BOPE Meeting - Summary- April 27, 2026

Those in attendance - Paul Furthmyre, Tim Tharp, Lisa Schmidt, Donna Schmidt, Alissa Kline, Jim Kelly, Miranda Briggs, Julie-Dee, McCall Flynn

Absent: Julia Maxwell

Note Taker – Paula Mix

Meeting Objectives:

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

- **Action Items Needed**
 - Personnel Action
 - Out of State Travel Requests
 - Calendar 2nd Reading

Administration - Paul Furthmyre

- Paul introduced the new Director of Student Life. New hires were presented as payroll technician, scheduling admin asst.. Some positions are still in recruitment or final approval stages, including HR and instructional roles, with anticipation of imminent hiring decisions. We have a number of resignations due to family relocation, caregiving responsibilities, and professional transitions or career changes. Asking the Board's approval.
- Reclassification of positions, including moving LPNs to RN classifications and converting Residential Advisor 1 roles to paraprofessional positions. This aligns staffing with actual duties and legislative requirements.
- Several out-of-state Travel requests include participation in the Northern Rockies Association of Rehabilitation conference in Boise and annual meetings in Louisville. Asking for the Board's approval.
- Legislative and Long-Range Planning -Major funding requests include a campus-wide security and door access system, roof replacements for aging buildings, fire alarm system upgrades, and extensive renovations to the Mustang Center gym, HVAC, and electrical systems. Additional proposals include establishing a permanent HR Generalist position, aligning math curriculum with regional districts, and addressing high-cost instructional materials such as Braille and large-print books. A technology rotation plan, maintenance vehicle purchase, and statewide database development were also discussed as key operational priorities.
- The governor's office and State Motor Pool have approved two additional Type E school buses, which will bring the school's total to four buses by next year.
- Paul shared that the Admin is finalizing the PIR schedule for next year - excited to have Dr. Smanatha Mullins, Stephanie Lester and Dr. Maria Alcock on our campus next year. We will be having three Summer Camps- Transition Camp, Deaf Camp, Sensibility Camp for Blind Students
- Foundation reports progress on fundraising efforts for residential facility improvements and outlines a new initiative to develop a museum highlighting institutional history. The goal is to preserve stories and artifacts before they are lost and to make historical materials more accessible through interactive displays and exhibits.

Business Office - Donna Schmidt

- Donna reported progress on implementing the state Travel and Expenditure system, though staff continue to experience technical challenges with access credentials and remote login tools. Financial reports indicated mixed program performance, with some areas operating within budget while others, particularly administration, are overextended. Maintenance-related costs included unexpected expenses tied to outdated systems, highlighting the need for planned infrastructure replacement. Budget adjustments were made using unspent personnel service funds to offset current shortages, and retirement payouts were included in forecasting. Staff were instructed to complete all purchase orders by early May to ensure proper fiscal year closing and accurate financial reporting.

Residential - Jim Kelly

- Jim shared the Cottage News letter- Student life in the cottages included activities such as snowshoeing, 4-H projects, cooking, woodworking, and student council fundraising events. Seniors are preparing for graduation, and end-of-year travel and enrichment activities are underway. A major initiative is the Cottage Refresh Project, which includes new beds, updated furniture, and redesigned student and guest spaces to improve comfort and personalization. Staff are also participating in Cottage Vision Meetings to redefine residential culture and long-term programming. A proposed restructuring plan would allow students to travel home most weekends, to allow parents more time with their children, requiring significant staffing and scheduling adjustments, negotiations with the UFCW union while maintaining LEAP program support for athletics and extracurricular activities. Academic scheduling changes are also being developed to align with accreditation requirements.

Education: School - Julie-Dee

- Julie-Dee shared enrollment currently stands at 39 students, with additional students in referral and evaluation processes that may affect future counts. Early inquiry data shows continued interest from families for the upcoming school year. Instructional programming continues to meet required service minutes in Braille and ASL, despite some technical challenges with online platforms. Staff development initiatives focus on integrating "I CAN" learning statements into instruction and student experiences. Campus-wide student experiences included MSU special education student placements, science fairs, Easter and enrichment festivals, and hands-on learning experiences such as floral design, vocational training, and adaptive recreation. Students also participated in campus enrichment days that combined educational, residential, and outreach programming into coordinated weekend activities. Upcoming events include travel experiences to Washington, D.C., senior trips, graduation ceremonies, and end-of-year enrichment activities designed to provide meaningful closure to the school year.

Education: Outreach - Miranda Briggs

- Miranda reported Outreach staff reported strong engagement across Montana, with most time spent supporting public schools and early childhood services, followed by family consultation for infants and toddlers. Data systems are being cleaned and updated, with approximately 815 active students currently tracked. Staff continue to provide training, evaluations, and technical assistance statewide, contributing to improved district satisfaction. Additional initiatives include participation in national data collection programs such as Babies Count, as well as collaboration with assistive technology training programs to expand Braille instruction capacity. Outreach staff also participated in statewide conferences and census reporting activities.

Upcoming Dates:

- Key upcoming events include graduation on May 29 at 2:00 PM

MEMORANDUM OF UNDERSTANDING
between
THE STATE OF MONTANA, BOARD OF PUBLIC EDUCATION,
MONTANA SCHOOL FOR THE DEAF AND THE BLIND
and
MSDB Federation of Teachers, Local #4027, MFPE, NEA, AFT, AFL-CIO

Section 1: Purpose. This Memorandum of Understanding (MOU) is entered into by the State of Montana, Board of Public Education, Montana School for the Deaf and the Blind (“Employer”), and the MSDB Federation of Teachers, Local #4027 (“Union”). The purpose of this MOU is to establish the terms and compensation for staff performing voluntary work associated with federal, state, and local grants that are funded independently of the State of Montana General Fund (HB2).

Section 2: Recitals.

- **WHEREAS**, the Employer actively seeks external grant funding to enhance educational services and opportunities; and
- **WHEREAS**, eligible employees may elect to participate in such opportunities; and
- **WHEREAS**, certain grant-funded activities require work to be performed outside of the Board-adopted school calendar and/or the standard contract school day; and
- **WHEREAS**, the parties agree that such additional work should be compensated at a rate commensurate with the employee’s professional standing, provided funding is available.

Section 3: Terms of Agreement. The parties hereby agree to the following:

1. **Compensation Rate:** This MOU applies to employees in the bargaining unit represented by MSDB Federation of Teachers, Local #4027 performing authorized work on federal, state, or local grants outside of their regular contract hours and/or contract days shall be compensated at their true hourly rate. For the purposes of this MOU, the "true hourly rate" is defined as the employee’s current annual base salary divided by the number of contract days, and then divided by the contracted daily hours.
2. **Prior Authorization:** To be eligible for compensation under this MOU, all grant-related work must receive written authorization from the Superintendent or their designee prior to the work being performed. The authorization shall specify the scope of work and the maximum number of hours approved. Employees who are authorized and choose to perform grant-funded work under this MOU will be

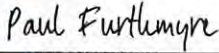
compensated for all approved hours worked in accordance with Section 3.1 of this MOU and applicable overtime provisions.

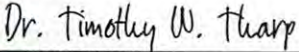
3. **Non-Overlap of Hours:** Grant-funded compensation shall only be paid for hours worked in excess of, and strictly outside of, the employee's regular contract obligations. Employees may not receive grant compensation for work performed during the standard contract school day or during hours for which they are already receiving their regular salary, or during paid leave time. Employees performing grant-funded work shall record such time separately on timesheets or the Employer's approved time-tracking system, noting the specific grant and activity. The Employer retains sole discretion to verify and approve submitted hours for payment.
4. **Funding Contingency:** The parties expressly acknowledge that compensation under this MOU is strictly contingent upon the availability of grant funds and the allowable cost parameters of the respective grant. If grant funding is exhausted, discontinued, or if the granting agency disallows the expenditure, the Employer is under no obligation to provide compensation from the General Fund or any other funding source. The Employer may discontinue grant-funded opportunities at any time upon written notice to the Union, without obligation to bargain, if grant funding ceases or is reallocated. This MOU shall not be cited as precedent, past practice, or evidence of custom for any other compensation, extra-duty pay, or professional development arrangement.
5. **Status of Labor Agreement:** This MOU specifically amends the Labor Agreement with Local #4027 only as it pertains to grant-funded activities described herein. In all other respects, the labor agreement remains unchanged and in full force and effect. This MOU does not alter any employee's classification, work schedule, benefits, or FLSA exemption status. Compensation under this MOU is in lieu of, and not in addition to, any other extra duty, stipend, or overtime provisions in the Labor Agreement for the same hours of work. Grievances alleging violations of this MOU shall be processed under the grievance procedure in the Labor Agreement, except that decisions regarding the continuation or discontinuation of grant-funded programs, selection of employees for grant-funded opportunities (absent alleged discrimination), and the maximum hours approved are within the Employer's sole discretion and are not subject to the grievance procedure.

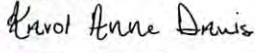
Section 4: Duration. This MOU shall become effective upon the date of final signature and shall remain in effect until the expiration of Labor Agreement #4027 or the conclusion of the grant cycle, whichever occurs first. This MOU may be extended or modified only by the mutual written agreement of both parties.

THIS AGREEMENT is signed and dated this 3/31/2026.


THE STATE OF MONTANA:

DocuSigned by:

20B099996720493...
Paul Furthmyre, Superintendent
MSDB

Signed by:

9745828B1867465...
Dr. Tim Tharp, Chairman
Montana Board of Public Education

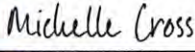
Signed by:

38283999E2BE4DB...
Karol Anne Davis, Chief Negotiator
State Office of Labor Relations

THE FEDERATION:

DocuSigned by:

AC11C0F8470L444...
Shelli Lavinder Schwalk
MFPE Field Consultant

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FFD309A182384F8...
Denise Rutledge, MFPE Local #4027

Signed by:

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Michelle Cross, MFPE Local #4027



MSDB – Executive Summary of Proposed 6-Year Plan

Biennium 1 (2027–2028)

- **Selected M.E.P. System Upgrades** – \$2,000,000: Critical upgrades including electrical panel replacements, Mustang Center pool HVAC improvements, and domestic water system repairs.
- **Mustang Center Gymnasium Updates & Flex Space Addition** – \$2,200,000: Modernization of gym finishes and construction of a flex-space for safe equipment storage.
- **Fire Alarm & Panel Updates – Phase 1** – \$200,000: Replacement of life-safety fire alarm systems beginning with residential cottages.
- **Campus Roofing Replacements** – \$850,000: Roof replacement for Boiler House, Aspen, and Mustang Center to prevent water intrusion and prolong building life.
- **Campus-Wide Door Access Control System – Phase 1** – \$360,000: Upgrade to electronic external swipe-card access for improved campus security in all buildings.

Biennium 2 (2029–2030)

- **Fire Alarm & Panel Updates – Phase 2** – \$220,000: Continuation of campus wide fire alarm modernization.
- **Campus-Wide Door Access Control System – Phase 2** – \$1,000,000: Upgrade to electronic internal swipe-card access for improved campus security in cottage buildings.
- **Residential Unit Renovation – Phase 1** – Yellowstone Cottage – \$250,000: Renovations including bathroom upgrades, glazing, interior finishes, accessibility upgrades, and system improvements.
- **Site Security, ADA Upgrades & Wayfinding** – \$1,500,000: New fencing, ADA sidewalks, signage updates, and security camera expansion.

Biennium 3 (2031–2032)

- **Campus-Wide Door Access Control System – Phase 3** – \$840,000: Upgrade to electronic internal swipe-card access for improved campus security in all educational and maintenance buildings.
- **Residential Unit Renovation – Phase 2** – \$270,000: Continuation of cottage modernization with improved safety and accessibility.
- **Academic Building Renovation – Phase 1** (Bitterroot) – \$1,200,000: Classroom system upgrades, plumbing fixtures, and fire alarm monitoring improvements.
- **New Maintenance & Shop Garage Facility** – \$1,500,000: New purpose-built maintenance and equipment building.
- **Security Camera Updates & Additions** – \$300,000: Expansion of campus monitoring infrastructure.



Montana School for the Deaf & Blind (MSDB) Proposed 6-Year LRBP Plan

Biennium 1: 2027–2028

Priority 1 – “Selected M.E.P. (mechanical, electrical, plumbing) System Upgrades”

Project Budget: \$2,000,000

Priority: MR- Major Repair

Project Highlights

- Campus-wide electrical infrastructure upgrades, including replacement of aging panelboards.
- Replacement of Mustang Center pool mechanical, HVAC, and heating systems.
- Domestic water system improvements and replacement of failing cast-iron sanitary lines per FCA findings.
- Improvements address safety, system reliability, and overall campus quality of life.

Project Description

This project will add comprehensive, code-compliant M.E.P. system to the campus facilities. The upgrades will bring the campus into compliance with current building codes and significantly improve the quality of life for residents and staff.

Proposed Solution

MSDB will implement targeted mechanical, electrical, and plumbing upgrades to address aging infrastructure and safety concerns. Work includes replacing outdated electrical panelboards, modernizing the Mustang Center’s pool HVAC and heating systems, and repairing failing cast-iron sanitary lines and domestic water components. These improvements will enhance system reliability, ensure code compliance, reduce maintenance demands, and improve comfort and safety for students and staff across campus.

Funding Breakdown

- **Construction Costs:** \$1,650,000
- **Engineering Services:** \$150,000
- **Non-Construction Costs:** \$200,000



- **Total:** \$2,000,000 (LRBP Cash)

Priority 2 – “Mustang Center - Gymnasium Updates / Flex Space addition”

Project Budget: \$2,200,000

Priority: MR- Major Repair

Project Highlights:

- Modernization of aging gymnasium systems, including replacement of worn flooring, outdated backboards, and divider systems.
- Improved student safety through updated wall padding and removal of hazardous equipment storage conditions.
- Construction of a small flex-space addition to create secure, dedicated storage for athletic and adaptive equipment.
- Enhanced functionality of the Mustang Center to better support physical education, student activities, and campus programs.
- Utilization of a preliminarily identified location near the main entrance for the addition, allowing efficient integration with the existing building.

Project Description: The Mustang Center requires modernization due to aging gym flooring, outdated equipment, and inadequate storage identified across past biennia. The project will replace worn finishes, upgrade backboards and divider systems, and improve overall safety within the gym. A small flex-space addition will create secure, dedicated storage to eliminate current hazards caused by equipment stored in circulation areas. These improvements will restore functionality, enhance safety, and better support MSDB’s physical education and student activity programs.

Proposed Solution : MSDB will modernize the Mustang Center by upgrading the aging gym flooring, outdated equipment, and safety padding while constructing a small flex-space addition for secure, dedicated equipment storage. These improvements eliminate long-standing safety hazards, restore full functionality of the gym, and better support physical-education and student-activity programs.

Funding Breakdown

- **Construction Costs:** \$1,736,000
- **Consultant Services:** \$264,000
- **Non-Construction Costs:** \$200,000
- **Total:** \$2,200,000 (LRBP Cash)



Priority 3 – “Fire Alarm & Panel Updates - Phase 1 “

Project Budget: \$200,000 (A&E get cost estimate)

Priority: MR- Major Repair

Project Highlights:

- **Existing fire alarm systems are past end-of-life**, with multiple buildings still operating decades-old equipment that no longer meets current code or reliability standards.
- **Life-safety risks have been repeatedly identified** in the Facility Condition Assessment, including fire alarm monitoring failures in buildings such as the Mustang Center, Bitterroot Academic Building, and Food Service Building.
- **Obsolete panels, outdated devices, and recurring system faults**—including failing sensors—compromise early-warning capability and emergency response.
- **Phase 1 targets the highest-risk areas**, beginning with residential cottages, where outdated systems pose the greatest vulnerability to students during overnight occupancy.
- **Upgrades support campuswide code compliance**, improving detection, notification, and monitoring performance as required under modern NFPA and state standards.

Project Description:

MSDB will begin a phased replacement of its aging, unreliable, and non-compliant fire alarm systems, starting with the highest-risk residential cottages. Many panels and devices are decades old, with recurring faults and documented FCA-identified deficiencies. Phase 1 will install modern, code-compliant panels and detection equipment to restore system reliability, improve emergency response, and establish the foundation for campus wide upgrades planned in future biennia.

Proposed Solution :

MSDB will initiate a phased replacement of outdated fire alarm systems by installing new, code-compliant fire alarm panels and detection devices in the highest-priority buildings, beginning with the residential cottages. These locations were selected due to their continuous occupancy and the elevated life-safety risk posed by aging, deteriorated equipment. Phase 1 will remove obsolete panels, replace unreliable sensors, and upgrade notification components to restore dependable early-warning capability. The new systems will improve monitoring accuracy, meet current code requirements, and establish standardized infrastructure for subsequent campuswide upgrades planned in future biennia.

Funding Breakdown

- **Construction Costs:** \$180,000
- **Consultant Services:** \$15,000
- **Total:** \$200,000 (LRBP Cash)



Priority 4 – Campus Roofing Replacement

Project Budget: \$850,000 (A&E get cost estimate)

Priority: MR- Major Repair

Project Highlights:

- Replacement of aging roofing systems that are past their service life and contributing to moisture intrusion and energy loss.
- Installation of new, insulated roofing assemblies to improve durability, weather protection, and long-term performance across multiple campus buildings.
- Repairs to parapets, drainage crickets, and related roof-edge conditions to correct water-management issues and prevent further building-envelope deterioration.
- Flexible project scope enabling MSDB to address the most critical roof sections first, including the Boiler House, Aspen Classroom Building, and Mustang Center.
- Enhances building longevity, reduces maintenance burden, and protects interior educational spaces from water damage.

Project Description:

MSDB's campus includes several buildings with roofing systems that have surpassed their intended service life and now exhibit leaks, deteriorating membranes, damaged parapets, and insufficient insulation. These conditions contribute to moisture intrusion, energy inefficiency, and increased maintenance demands. The Facility Condition Assessment and on-site evaluations identified the Boiler House, Aspen Classroom Building, and Mustang Center as priority structures requiring near-term replacement to prevent further envelope deterioration and avoid more costly structural repairs.

This project provides a flexible funding approach to address multiple roof sections based on severity and readiness, allowing MSDB to tackle the highest-risk areas first. Work will include full removal of failing roofing materials, installation of new insulated roofing systems, repairs to parapets and drainage crickets, and restoration of weather-proofing components to bring each building back into reliable service. Completing these upgrades will protect interior spaces, extend building lifespan, and improve overall campus resilience by ensuring critical facilities remain dry, safe, and energy efficient.

Proposed Solution :

MSDB will replace aging and deteriorated roofing systems across multiple campus buildings, focusing first on the highest-risk areas such as the Boiler House, Aspen Classroom Building, and Mustang Center. Work will remove failing roof materials, install new insulated roofing assemblies, and repair parapets and drainage features to improve weather protection and energy efficiency. This phased approach restores building integrity, prevents water intrusion, and extends the service life of critical educational and support facilities.



Funding Breakdown

- **Construction Costs:** \$850,000
- **Consultant Services:** \$60,000
- **Non- Construction Costs** \$70,000
- **Total:** \$850,000 (LRBP Cash)

Priority 5 – Campus-Wide Door Access Control System – Phase 1

Project Budget: \$360,000 (A&E get cost estimate)

Priority: MR- Major Repair

Project Highlights:

- Eliminates outdated keyed locks campus-wide and replaces them with a secure electronic swipe-card system for all external doors on campus.
- Provides **24/7 monitored entry points** for improved campus security and incident response.
- Enables **automated locking** and centralized control of building access schedules.
- Allows **immediate deactivation** of lost, stolen, or compromised access cards, removing ongoing security vulnerabilities.
- Improves safety through **tracked and controlled access** to sensitive spaces such as mechanical rooms, storage areas, and administrative offices.
- Reduces long-term operating costs by minimizing rekeying and manual lock-change needs.

Project Description:

MSDB's current keyed-entry system is outdated, difficult to manage, and does not provide the safety, monitoring, or access-control capabilities required for a modern educational campus. Lost or copied keys create ongoing security vulnerabilities, and mechanical lock changes are costly and time-consuming. Several buildings lack controlled entry points altogether, limiting MSDB's ability to restrict access to sensitive areas such as mechanical rooms, storage spaces, and administrative offices.

This project will replace traditional keyed locks with a unified, campus-wide swipe-card access control system. The system will standardize security across all buildings, allowing MSDB to centrally manage permissions, immediately deactivate lost cards, automate door locking schedules, and track authorized access events. These improvements will significantly enhance campus safety for students and staff while reducing long-term maintenance and rekeying costs.



The upgraded system will support 24/7 monitored entry, secure perimeters, and responsive control over who enters each building and when. Implementing this system ensures MSDB aligns with best practices for school safety and provides the flexibility needed to adapt to evolving operational and emergency-response requirements.

Key System Features

- 24/7 monitored entry points.
- Automated door locking with tracked and controlled access.
- Restrictable access to sensitive areas (mechanical rooms, storage areas, etc.).
- Immediate deactivation of lost or compromised cards.
- Reduced maintenance and rekeying costs.

Benefits

- **Security:** Increases security and improves safety for students, faculty, and staff.
- **Efficiency:** Reduces the need for rekeying and manual lock changes.
- **Control:** Allows for immediate response to lost or stolen cards.
- **Monitoring:** Enables tracking of who enters which buildings and when.

Funding Breakdown

- **Construction Costs:** \$345,000
- **Consultant Services:** \$15,000
- **Total:** \$360,000 (LRBP Cash)



Biennium 2: 2029–2030

Priority 1 – Fire alarm & Panel Updates - Phase 2

- Continuation of phased replacement of aging and non-compliant fire alarm systems campus-wide.
- **Construction Costs:** \$220,000

Priority 2 – Campus-Wide Door Access Control System – Phase 2

- Continuation of phased replacement of aging and nonworking door access controlled system. Phase 2 will look include updating all interior doors inside the cottage buildings with access control.
- **Construction Costs:** \$1,000,000

Priority 3 – Residential Unit Renovation – Phase 1 (Yellowstone)

Comprehensive renovation addressing aging systems and building envelope concerns, including:

- Window seal and glazing replacement
- Wall and Floor finish repairs
- Interior door replacement
- Electrical and Plumbing , fixture upgrades
- Residential Bathroom upgrades
- ADA-compliant upgrades throughout the cottage
- **Construction Costs:** \$250,000

Priority 4 – Site Security, ADA Upgrades & Wayfinding /

- Enhanced perimeter fencing / security along 2nd Avenue and the eastern campus boundary



- Updated, ADA-compliant sidewalk replacement and circulation improvements
- Updated campus signage and wayfinding following A&E design standards
- Additional security cameras for site.

- **Construction Costs:** \$1,500,000

Biennium 3: 2031–2032

Priority 1 – Campus-Wide Door Access Control System – Phase 3

- Continuation of phased replacement of aging and nonworking door access controlled system. Phase 3 will look include updating all interior doors inside the all classroom and maintenance buildings with access control.

- **Construction Costs:** \$840,000

Priority 2 – Residential Unit Renovation – Phase II

Comprehensive renovation addressing aging systems and building envelope concerns, including:

- Window seal and glazing replacement
- Wall and Floor finish repairs
- Interior door replacement
- Electrical and Plumbing , fixture upgrades
- Residential Bathroom upgrades
- ADA-compliant upgrades throughout the cottage

- **Construction Costs:** \$270,000 (adjusted for inflation)



Priority 3 – Academic Building Renovation – Phase 1, (Bitterroot)

Modernization of classroom and building systems, including:

- Updated classroom systems and technology
- Plumbing fixture replacements and drinking fountain upgrades
- Addition of sectional shut-off valves for maintenance efficiency
- Ensuring continued integrity of fire alarm monitoring infrastructure

- **Construction Costs:** \$1,200,000

Priority 4 – New Maintenance & Shop Garage Facility

Construction of a purpose-built facility for tractors, equipment, and tools, including overhead doors and heating systems. A&E support will include pre-design and final design development.

Construction Costs: \$1,500,000

Priority 5 – Security Camera Updates & Addition

Expansion and modernization of security camera systems to enhance campus monitoring and safety.

Construction Costs: \$ 300,000

August						2026
SU	M	TU	W	TH	F	SA
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30	31					

September						2026
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October						2026
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November						2026
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February						2027
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March						2027
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April						2027
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June						2027
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July						2027
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MT Reads
Stephanie Lester

MTSS Systems
Dr. Samantha Mullins

Competency Based Ed
Dr. Marie Alcock



MONTANA SCHOOL
for the Deaf & the Blind



Montana High School Association

Counts of student participation for the school year: 2025-2026

Mont Sch for Deaf Blind

MT Sch For Deaf & Blind HS

Activity	Total Participants	Male Participants	Female Participants
Band			
Chorus			
Dance	1		
Drama			
Drill			
Orchestra			
Other			
Speech: Individual Events			
Speech: Legislative Debate			
Speech: Lincoln-Douglas Debate			
Speech: Public Forum Debate			
Speech: Duo Interpretation			
Speech: Policy Debate			
Spirit			
Athletic			
Baseball			
Basketball			
Cross Country			
Football 11-person	1	1	
Football 6-person			
Football 8-person			
Golf			
Soccer			
Softball Fast Pitch	1		1
Swimming			
Tennis			
Track - Outdoor			
Volleyball	1		1
Wrestling			
Organization			
BPA – Business Professionals of America			
DECA – (Marketing Education)			
FCCLA – Family, Career, and Community Leaders of America			
FFA – Agricultural Education			
HOSA – Future Health Professionals			
SkillsUSA – Industrial, Trades, and Technology Education			
TSA – Technology Students of America			

These will be checked if the school reported - No Activity Participants: No Athletic Participants: No Organization Participants:

Montana School for the Deaf and Blind Foundation, Inc

Budget vs. Actuals: April 20, 2026

July 2025 - June 2026

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
Revenue				
40000 Contributions		0.00	0.00	
41100 Contributions Temporarily Restricted	240,631.40	15,500.00	225,131.40	1,552.46 %
41400 Individual Contributions	61,266.55	60,000.00	1,266.55	102.11 %
41410 Business Contributions	2,036.60	26,000.00	-23,963.40	7.83 %
41415 Memorial & Trust Contributions	34,040.00	31,000.00	3,040.00	109.81 %
Total 40000 Contributions	337,974.55	132,500.00	205,474.55	255.08 %
41600 Fundraising Event Income		15,000.00	-15,000.00	
41700 Investment Income				
41710 Investment Interest	3.24	405.00	-401.76	0.80 %
41720 Investment Dividends	92,437.03	80,000.00	12,437.03	115.55 %
41740 Investment Unrealized Gain (Loss)	197,691.20		197,691.20	
41750 Investment Management Fee	-18,385.95	-15,000.00	-3,385.95	122.57 %
Total 41700 Investment Income	271,745.52	65,405.00	206,340.52	415.48 %
Total Revenue	\$609,720.07	\$212,905.00	\$396,815.07	286.38 %
GROSS PROFIT	\$609,720.07	\$212,905.00	\$396,815.07	286.38 %
Expenditures				
51000 Office/General Administrative Expenditures	0.00		0.00	
51100 Office/General Administrative Expenditures	245.35	1,200.00	-954.65	20.45 %
51200 Office Equipment & Supplies	310.62	2,500.00	-2,189.38	12.42 %
51500 Postage	30.45		30.45	
51600 Quickbooks	2,475.00	2,820.00	-345.00	87.77 %
51700 Foundation Staff Development		0.00	0.00	
51800 Foundation Travel & Meeting Expense	342.12	4,000.00	-3,657.88	8.55 %
51910 Insurance	803.00	805.00	-2.00	99.75 %
Total 51000 Office/General Administrative Expenditures	4,206.54	11,325.00	-7,118.46	37.14 %
52000 Salaries & Wages				
52100 Salaries & Wages	10,735.55	25,376.00	-14,640.45	42.31 %
52400 Payroll / Taxes Fed / FICA	2,627.82	4,300.00	-1,672.18	61.11 %
52500 SUTA Expense		950.00	-950.00	
52600 Workman's Comp.	429.26		429.26	
53200 ADP Fee	932.67	1,060.00	-127.33	87.99 %
Total 52000 Salaries & Wages	14,725.30	31,686.00	-16,960.70	46.47 %
53000 Legal & Professional Services		0.00	0.00	
53100 Accounting Fees		5,300.00	-5,300.00	
53300 Audit Fee	24,000.00	25,500.00	-1,500.00	94.12 %
Total 53000 Legal & Professional Services	24,000.00	30,800.00	-6,800.00	77.92 %
56000 Fundraising & Development		0.00	0.00	
56100 Express Magazine	9,854.64	24,000.00	-14,145.36	41.06 %
56200 Fundraising Expense	645.40	8,000.00	-7,354.60	8.07 %
56400 Public Relations & Development	5,489.63	2,500.00	2,989.63	219.59 %
56410 Bloomerang Subscription		4,327.00	-4,327.00	

Montana School for the Deaf and Blind Foundation, Inc

Budget vs. Actuals: April 20, 2026

July 2025 - June 2026

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
56420 HG Consulting Contract	22,500.00	30,000.00	-7,500.00	75.00 %
Total 56000 Fundraising & Development	38,489.67	68,827.00	-30,337.33	55.92 %
57000 MSDB Direct Support		0.00	0.00	
57100 Accreditation	9,011.51	8,000.00	1,011.51	112.64 %
57200 Cottage Support	4,393.06	4,000.00	393.06	109.83 %
57250 Cottager Remodel		4,000.00	-4,000.00	
57280 Special Equipment & Grant Expenditures	52,099.13	15,000.00	37,099.13	347.33 %
57300 Hearing Molds & Evaluations	2,408.69	5,000.00	-2,591.31	48.17 %
57350 Northwest Association of Blind Athletes		11,500.00	-11,500.00	
57399 Professional Development Funding Contract		5,000.00	-5,000.00	
57400 Staff Professional Development	4,950.00	20,000.00	-15,050.00	24.75 %
57500 Staff Awards	1,153.51	7,000.00	-5,846.49	16.48 %
57550 Student Support	3,608.93	4,500.00	-891.07	80.20 %
57650 Yearbook	751.01	700.00	51.01	107.29 %
57700 Technology & Equipment	3,992.13	5,000.00	-1,007.87	79.84 %
Total 57000 MSDB Direct Support	82,367.97	89,700.00	-7,332.03	91.83 %
58000 Student Activities				
58020 Academic Bowl	7,313.35	9,000.00	-1,686.65	81.26 %
58030 Arbor Day		500.00	-500.00	
58050 Student Awards	421.25	2,000.00	-1,578.75	21.06 %
58051 Braille Challenge	170.00	300.00	-130.00	56.67 %
58070 Christmas	230.21	500.00	-269.79	46.04 %
58080 Easter		300.00	-300.00	
58090 Expressions of Silence		1,500.00	-1,500.00	
58091 Fall Celebration	2,051.80	2,000.00	51.80	102.59 %
58092 Spring Celebration		3,500.00	-3,500.00	
58100 Family Learning Weekend - Blind		8,000.00	-8,000.00	
58110 Family Learning Weekend - Deaf		8,000.00	-8,000.00	
58120 Flying Hooves Club	160.02	1,000.00	-839.98	16.00 %
58140 Goalball	68.19	2,500.00	-2,431.81	2.73 %
58150 Graduation	156.95	750.00	-593.05	20.93 %
58160 Halloween		250.00	-250.00	
58180 Prom	294.54	300.00	-5.46	98.18 %
58190 Moving Mustangs / Red Ribbon PTHA		200.00	-200.00	
58200 Senior Trip		6,000.00	-6,000.00	
58210 Ski Trip	4,212.22	4,500.00	-287.78	93.60 %
58211 Student Ambassador Program		200.00	-200.00	
58220 Summer Camp - Blind		4,000.00	-4,000.00	
58230 Summer Camp - Deaf		4,000.00	-4,000.00	
58240 Visually Impaired Performers (VIP)		250.00	-250.00	
Total 58000 Student Activities	15,078.53	59,550.00	-44,471.47	25.32 %
Total Expenditures	\$178,868.01	\$291,888.00	\$-113,019.99	61.28 %

Montana School for the Deaf and Blind Foundation, Inc

Budget vs. Actuals: April 20, 2026

July 2025 - June 2026

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
NET OPERATING REVENUE	\$436,852.06	\$-78,983.00	\$509,835.06	-545.50 %
Other Revenue				
70110 Dividend Revenue	100.00		100.00	
71020 Interest Earned	1,138.45	250.00	888.45	455.38 %
Total Other Revenue	\$1,238.45	\$250.00	\$988.45	495.38 %
NET OTHER REVENUE	\$1,238.45	\$250.00	\$988.45	495.38 %
NET REVENUE	\$432,090.51	\$-78,733.00	\$510,823.51	-548.80 %

MSDB Foundation
Budget
FYE June 30, 2027

BUDGET ITEM	FYE Budget June 30, 2027	4/20/2026 Actual	FYE Budget June 30, 2026	FYE 2025 Actual	
Revenue:					
41100 Contributions Temporary Restricted	52,148.00	240,631.40	15,500.00	110,002.94	Budget 2027: \$37,148(cottage) \$15,000 Misc
41400 Individual Contributions	60,000.00	61,266.55	60,000.00	46,629.14	
41410 Business Contributions	26,000.00	2,036.60	26,000.00	45,571.10	FYE 2023 Browning Kimball \$25,000 (Gym Equipment)
41415 Memorial & Trust Contributions	31,000.00	34,040.00	31,000.00	199,591.40	
41600 Fundraising			15,000.00	318.00	Bowling Alley (135) Stage(236)
41300 Grant Income			0.00	0.00	
Total Contributions	169,148.00	337,974.55	147,500.00	402,112.58	
Investment Income					
41710 Investment Income - Interest	50.00	3.24	250.00	30.16	
41720 Investment Income - Dividends	110,000.00	92,437.03	80,000.00	114,301.33	
41730 Investment Income - Realized Gain	0.00	0	0.00	0.00	
41740 Investment Income - Unrealized Gains	0.00	197,691.20			
41750 Less: Investment Management Fee	(30,000.00)	(18,385.95)	(18,000.00)	(23,376.00)	Managed Investment Account 0.95%
Total Investment Income	90,050.00	271,745.52	65,250.00	91,955.49	
Other Income					
70100 Dividend Revenue		100		100.00	
71020 Interest Earned	1200	1138.45	250.00	684.97	
Total Other	1,200.00	1,238.45	250.00	784.97	
Total Revenue:	260,398.00	610,958.52	213,000.00	494,853.04	
Operating Budget:					
Administrative Expense					
51100 General And Administrative	1,000.00	245.35	1,200.00	49.99	
51200 Office Equipment and Supplies	2,500.00	310.62	2,500.00	2,893.48	Office equipment and supplies - \$5,000 onetime website update(FYE 2022)
51300 Bank Charges	0.00	0	0.00	1.08	
51500 Postage	0.00	30.45		938.33	
51600 QuickBooks	3,384.00	2,475.00	2,820.00	2,100.32	Monthly charge \$90 / mo.- QuickBooks online
51700 Foundation Staff Development	0.00	342.12	0.00	0.00	
51800 Foundation Travel & Meeting Expense	3,000.00	0.00	4,000.00	1,553.39	Transportation cost for out of town board members / per diem
51910 Insurance	805.00	803.00	805.00	803.00	
Total Office / General	10,689.00	4,206.54	11,325.00	8,339.59	
Salaries & Wages					
52100 Salaries & Wages	25,376.00	10,735.55	25,376.00	18,281.11	Bookkeeper (Shirley), Administrative services director (Carmen)
52400 Payroll / Taxes / FICA	4,300.00	2,627.82	4,300.00	4,164.41	
52600 Workman's Comp SUTA	950.00	429.26	950.00	430.53	Hourly and exempt employees
53200 ADP Fees	1,060.00	932.67	1,060.00	1,167.51	
Total Salaries & Wages	31,686.00	14,725.30	31,686.00	24,043.56	
Legal & Professional					
53100 Accounting Fees	5,300.00	0.00	5,300.00	1,915.00	Douglas Wilson
53300 Audit Fees	15,500.00	24,000.00	25,500.00	12,000.00	Annual Audit / Review
Total Legal & Professional	20,800.00	24,000.00	30,800.00	13,915.00	
Fundraising & Development					
56100 Express Magazine	24,000.00	9,854.64	24,000.00	18,768.36	Express Magazine (\$6,000 per Print - three or four times per year) MSDB Annual Report
56200 Fundraising Expense	0.00	645.40	8,000.00	867.81	Prior Fundraising included HG Consulting hourly expense-
56400 Public Relations & Development	6,000.00	5,489.63	2,500.00	3,137.25	Fundraising
56410 Bloomerang Software	4,327.00	0.00	4,327.00	3,989.38	
56420 HG Consulting / Heidi Gibson Contract	30,000.00	22,500.00	30,000.00	30,000.00	Heidi Gibson \$2,500/ mo.
Total Fundraising & Development	64,327.00	38,489.67	68,827.00	56,762.80	
MSDB Direct Support					
57100 Accreditation	8,000.00	9,011.51	8,000.00	11,463.00	Various Accreditation
57200 Cottage Support - Cottage Activities	2,000.00	4,393.06	4,000.00	5,423.90	Support activities in cottages such as students going movies or other special events
57250 Cottage Remodel	212,852.00	30,056.00	4,000.00	2,400.00	Two cottage wings being renovated - one time expense
57280 Temporary Restricted Expenditures	15,000.00	22,043.13	15,000.00	91,371.28	Cottage (FYE 2026) / Temporary Restricted Donations
57300 Hearing Molds & Evaluations	5,000.00	2,408.59	5,000.00	3,557.39	Funding hearing molds & examinations
57350 Northwest Association of Blind Athletes	11,500.00	0.00	11,500.00	11,500.00	Fixed Charge- provides staffing from NWABA to provide events on campus and though the state
57399 Professional Development Funding Contract	5,000.00	0.00	5,000.00	0.00	\$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	4,950.00	20,000.00	17,518.00	Funds to send teachers and staff to conferences and trainings
57500 Staff Awards	7,000.00	1,153.51	7,000.00	5,307.32	Staff Awards - most valuable peer etc., gift cards at Christmas and teacher appreciation
57550 Student Support - Student Activities	2,000.00	3,608.93	4,500.00	3,013.43	Catch all - various student expenses could include event activities
57600 Visual Evaluations	0.00	0.00	0.00	0.00	Eye exams
57650 Yearbook	700.00	751.01	700.00	850.00	Funds yearbook expense
57700 Technology / Equipment	5,000.00	3,992.13	5,000.00	4,802.76	Assisting with purchasing and improving equipment
Total MSDB Direct Support	289,052.00	82,367.87	84,700.00	152,404.32	
Student Activities					
58020 Academic Bowl	9,000.00	7,313.35	9,000.00	6,178.22	Jeopardy format - Involves travel for a 2-3 day academic competition
58030 Arbor Day	500.00		500.00	376.45	Celebration - Spring Music Program / Plant to honor retirees
58050 Student Awards	2,000.00	421.25	2,000.00	1,450.82	Student Awards - various
58051 Braille Challenge	200.00	170.00	300.00	0.00	
58070 Christmas	300.00	230.21	500.00	291.68	Gift bags from Santa / various Christmas activities
58080 Easter	200.00	0.00	300.00	0.00	Easter Activities for students
58090 Expressions of Silence	1,000.00	0.00	1,500.00	0.00	Sign Language club - supplement student fundraising
58091 Fall Celebration	2,000.00	2,051.80	2,000.00	2,010.00	
58092 Spring Celebration	3,500.00	0.00	3,500.00	0.00	
58100 Family Learning weekend - Deaf/ Blind	16,000.00	0.00	8,000.00	3,548.56	Weekend event - Weekend activity - provides mileage, material, crafts, t-shirts and bags. State pays wages for staff.
58110 Family Learning weekend - Deaf	0.00	0.00	8,000.00	3,563.93	Weekend event - Weekend activity - provides mileage, material, crafts, t-shirts and bags. State pays wages for staff.
Family Resource Day	0.00	0.00	0.00	0.00	

58120	Flying Hooves Club	1,000.00	160.02	1,000.00	406.54	After school club - helps support completion academic completion trip
58130	Games Visually Impaired	0.00	0.00	0.00	2,111.29	Spring Event - students compete in activities cost include t-shirts, food and misc.
58140	Goalball	2,500.00	68.19	2,500.00	8,832.29	Games - travel, uniforms snacks etc. Club formed Spring of 2022
58150	Graduation	750.00	156.95	750.00	504.77	Pays for flowers , cakes cost for caps and gown, speaker, diplomas
	Griz Game: (Montana 23 / Montana State 48)	4,500.00	0.00			
58160	Halloween	250.00	0.00	250.00	0.00	Provide money for treats, decorations for parties etc.
58180	Prom	300.00	294.54	300.00	263.81	Provide funds for decorations, foods, DJ
58190	Moving Mustangs	200.00	0.00	200.00	0.00	Moving Mustang / Parent Teacher House Parent Assoc.
58200	Senior Trip	6,000.00	0.00	6,000.00	2,054.50	Provides funds sponsors, typically \$300 per student. Students also fundraise to supplement.
58210	Ski Trip	4,500.00	4,212.22	4,500.00	1,923.20	Provides funds for student activity (2 or 3 trips to Showdown, rental cost learn to ski program)
	Student Ambassador Program	200.00	0.00	200.00	0.00	
58220	Summer Camp - Blind	0.00	0.00	4,000.00	2,037.74	pays wages for staff.
58230	Summer Camp - Deaf / Blind	8,000.00	0.00	4,000.00	0.00	pays wages for staff.
	Visually Impaired Performers (VIP)	200.00	0.00	250.00	0.00	After School Activity - purchase t-shirts, equipment
58240	Other Student Activities					
	Total	63,100.00	15,078.53	59,550.00	35,553.80	
	Other Equipment			5,000.00	4,802.76	
Total Expenses		479,654.00	178,867.91	291,888.00	295,821.83	
Net income / Loss		(219,256.00)	432,090.61	(78,888.00)	199,031.21	

Statement of Cash Flow - Operations

Beginning Cash 4-20-2026	\$408,254
Revenue	\$260,398
Expense	(5479,054)
Ending Cash	\$188,998

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

Data Selected for Month/FY: 01 (Jul)/2026 through 10 (Apr)/2026

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

Business Unit	(All)
Program Year	2026
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			892,187.25	709,612.82	182,574.43
01100 General Fund			874,435.00	699,894.37	174,540.63
	300H1 ADMINISTRATION		616,838.00	492,353.85	124,484.15
		61000 Personal Services	589,857.00	472,306.75	117,550.25
		62000 Operating Expenses	26,981.00	20,047.10	6,933.90
	300H5 STATE ITSD (RST)		257,597.00	207,540.52	50,056.48
		62000 Operating Expenses	257,597.00	207,540.52	50,056.48
02050 School Trust Interest/Income			3,394.00	3,394.00	0.00
	300H1 ADMINISTRATION		3,394.00	3,394.00	0.00
		61000 Personal Services	3,394.00	3,394.00	0.00
02259 MSDB MISC MOUS			14,358.25	6,324.45	8,033.80
	300A1 DIGITAL ACADEMY		14,358.25	6,324.45	8,033.80
		61000 Personal Services	13,895.08	6,120.44	7,774.64
		62000 Operating Expenses	463.17	204.01	259.16

02 GENERAL SERVICES		727,434.91	551,497.17	175,937.74
01100 General Fund		727,434.91	551,497.17	175,937.74
305F4 FY2024 CARRYFORWARD		1,060.91	1,039.76	21.15
	62000 Operating Expenses	10.41	1,039.76	(1,029.35)
	63000 Equipment & Intangible Assets	1,050.50	0.00	1,050.50
305H1 GENERAL SERVICES		726,374.00	550,457.41	175,916.59
	61000 Personal Services	392,182.00	287,051.08	105,130.92
	62000 Operating Expenses	271,577.00	263,406.33	8,170.67
	68000 Transfers-out	1,000.00	0.00	1,000.00
	69000 Debt Service	61,615.00	0.00	61,615.00
03 STUDENT SERVICES		2,290,049.00	1,645,703.56	644,345.44
01100 General Fund		2,255,320.00	1,626,892.24	628,427.76
310H1 STUDENT SERVICES		2,255,320.00	1,626,892.24	628,427.76
	61000 Personal Services	2,053,236.00	1,501,916.52	551,319.48
	62000 Operating Expenses	202,084.00	124,975.72	77,108.28
03167 National School Lunch		34,729.00	18,811.32	15,917.68
310H1 STUDENT SERVICES		34,729.00	18,811.32	15,917.68
	62000 Operating Expenses	34,729.00	18,811.32	15,917.68
04 EDUCATION		7,497,661.00	5,079,562.90	2,418,098.10
01100 General Fund		6,548,740.00	4,824,998.36	1,723,741.64
315H1 EDUCATION		6,485,607.00	4,807,792.41	1,677,814.59
	61000 Personal Services	6,219,317.00	4,538,165.76	1,681,151.24
	62000 Operating Expenses	266,290.00	269,626.65	(3,336.65)
315H8 INTERPRETER PROF DEV (OTO)		61,000.00	17,205.95	43,794.05
	62000 Operating Expenses	61,000.00	17,205.95	43,794.05
315Z1 WORKERS COMP. REDUCTION		2,133.00	0.00	2,133.00
	61000 Personal Services	2,133.00	0.00	2,133.00
02050 School Trust Interest/Income		302,341.00	126,528.49	175,812.51
315H1 EDUCATION		302,341.00	126,528.49	175,812.51
	61000 Personal Services	302,341.00	126,528.49	175,812.51
03012 E.C.I.A. Chapter I		52,861.00	50,466.01	2,394.99

315H1 EDUCATION		52,861.00	50,466.01	2,394.99
	: 61000 Personal Services	52,861.00	50,466.01	2,394.99
03064 EHA, Part B		119,219.00	5,934.70	113,284.30
315H1 EDUCATION		119,202.00	5,934.70	113,267.30
	: 61000 Personal Services	49,202.00	0.00	49,202.00
	: 62000 Operating Expenses	70,000.00	5,934.70	64,065.30
315Z1 WORKERS COMP. REDUCTION		17.00	0.00	17.00
	: 61000 Personal Services	17.00	0.00	17.00
03235 DPHHS Grant		28,500.00	3,310.19	25,189.81
315AS PRE-ETS		28,500.00	3,310.19	25,189.81
	: 62000 Operating Expenses	28,500.00	3,310.19	25,189.81
03396 DPHHS Grand - Newborn Hearing		35,000.00	13,026.88	21,973.12
315AT NEWBORN HEARING		35,000.00	13,026.88	21,973.12
	: 61000 Personal Services	22,000.00	6,630.00	15,370.00
	: 62000 Operating Expenses	13,000.00	6,396.88	6,603.12
03590 Federal Literacy Grant		411,000.00	55,298.27	355,701.73
315AU MT READS GRANT 9/30/26		411,000.00	55,298.27	355,701.73
	: 61000 Personal Services	2,720.00	0.00	2,720.00
	: 62000 Operating Expenses	408,280.00	55,298.27	352,981.73
Grand Total		11,407,332.16	7,986,376.45	3,420,955.71

51130 School for the Deaf & Blind

ORG Budget Summary - No A Accruals

Data Selected for Month/FY: 01 (Jul)/2026 through 10 (Apr)/2026

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

Business Unit	(All)
Program Year	2026
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			285,041.17	227,791.63	57,249.54
01100 General Fund			284,578.00	227,587.62	56,990.38
300H1 ADMINISTRATION			26,981.00	20,047.10	6,933.90
:62000 Operating Expenses			26,981.00	20,047.10	6,933.90
300H5 STATE ITSD (RST)			257,597.00	207,540.52	50,056.48
:62000 Operating Expenses			257,597.00	207,540.52	50,056.48
02259 MSDB MISC MOUS			463.17	204.01	259.16
300A1 DIGITAL ACADEMY			463.17	204.01	259.16
:62000 Operating Expenses			463.17	204.01	259.16
02 GENERAL SERVICES			335,252.91	264,446.09	70,806.82
01100 General Fund			335,252.91	264,446.09	70,806.82
305F4 FY2024 CARRYFORWARD			1,060.91	1,039.76	21.15
:62000 Operating Expenses			10.41	1,039.76	(1,029.35)

	63000 Equipment & Intangible Assets	1,050.50	0.00	1,050.50
305H1 GENERAL SERVICES		334,192.00	263,406.33	70,785.67
	62000 Operating Expenses	271,577.00	263,406.33	8,170.67
	68000 Transfers-out	1,000.00	0.00	1,000.00
	69000 Debt Service	61,615.00	0.00	61,615.00
03 STUDENT SERVICES		236,813.00	143,787.04	93,025.96
01100 General Fund		202,084.00	124,975.72	77,108.28
310H1 STUDENT SERVICES		202,084.00	124,975.72	77,108.28
	62000 Operating Expenses	202,084.00	124,975.72	77,108.28
03167 National School Lunch		34,729.00	18,811.32	15,917.68
310H1 STUDENT SERVICES		34,729.00	18,811.32	15,917.68
	62000 Operating Expenses	34,729.00	18,811.32	15,917.68
04 EDUCATION		847,070.00	357,772.64	489,297.36
01100 General Fund		327,290.00	286,832.60	40,457.40
315H1 EDUCATION		266,290.00	269,626.65	(3,336.65)
	62000 Operating Expenses	266,290.00	269,626.65	(3,336.65)
315H8 INTERPRETER PROF DEV (OTO)		61,000.00	17,205.95	43,794.05
	62000 Operating Expenses	61,000.00	17,205.95	43,794.05
03064 EHA, Part B		70,000.00	5,934.70	64,065.30
315H1 EDUCATION		70,000.00	5,934.70	64,065.30
	62000 Operating Expenses	70,000.00	5,934.70	64,065.30
03235 DPHHS Grant		28,500.00	3,310.19	25,189.81
315AS PRE-ETS		28,500.00	3,310.19	25,189.81
	62000 Operating Expenses	28,500.00	3,310.19	25,189.81
03396 DPHHS Grand - Newborn Hearing		13,000.00	6,396.88	6,603.12
315AT NEWBORN HEARING		13,000.00	6,396.88	6,603.12
	62000 Operating Expenses	13,000.00	6,396.88	6,603.12
03590 Federal Literacy Grant		408,280.00	55,298.27	352,981.73
315AU MT READS GRANT 9/30/26		408,280.00	55,298.27	352,981.73

:62000 Operating Expenses	408,280.00	55,298.27	352,981.73
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Grand Total	1,704,177.08	993,797.40	710,379.68
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51130 School for the Deaf & Blind

ORG Budget Summary - No A Accruals

Data Selected for Month/FY: 01 (Jul)/2026 through 10 (Apr)/2026

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

Business Unit	(All)
Program Year	2026
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)

[Menu!A1](#)

[Menu!A1](#)

OBPP Program Fund	Subclass	Acct Lvl 1	ORG Budget	Actuals Amt	Balance
01 ADMINISTRATION PROGRAM			607,146.08	481,821.19	125,324.89
01100 General Fund			589,857.00	472,306.75	117,550.25
	300H1 ADMINISTRATION		589,857.00	472,306.75	117,550.25
		:61000 Personal Services	589,857.00	472,306.75	117,550.25
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			13,895.08	6,120.44	7,774.64
	300A1 DIGITAL ACADEMY		13,895.08	6,120.44	7,774.64
		:61000 Personal Services	13,895.08	6,120.44	7,774.64
02 GENERAL SERVICES			392,182.00	287,051.08	105,130.92
01100 General Fund			392,182.00	287,051.08	105,130.92
	305H1 GENERAL SERVICES		392,182.00	287,051.08	105,130.92

	:61000 Personal Services	392,182.00	287,051.08	105,130.92
03 STUDENT SERVICES		2,053,236.00	1,501,916.52	551,319.48
01100 General Fund		2,053,236.00	1,501,916.52	551,319.48
310H1 STUDENT SERVICES		2,053,236.00	1,501,916.52	551,319.48
	:61000 Personal Services	2,053,236.00	1,501,916.52	551,319.48
04 EDUCATION		6,650,591.00	4,721,790.26	1,928,800.74
01100 General Fund		6,221,450.00	4,538,165.76	1,683,284.24
315H1 EDUCATION		6,219,317.00	4,538,165.76	1,681,151.24
	:61000 Personal Services	6,219,317.00	4,538,165.76	1,681,151.24
315Z1 WORKERS COMP. REDUCTION		2,133.00	0.00	2,133.00
	:61000 Personal Services	2,133.00	0.00	2,133.00
02050 School Trust Interest/Income		302,341.00	126,528.49	175,812.51
315H1 EDUCATION		302,341.00	126,528.49	175,812.51
	:61000 Personal Services	302,341.00	126,528.49	175,812.51
03012 E.C.I.A. Chapter I		52,861.00	50,466.01	2,394.99
315H1 EDUCATION		52,861.00	50,466.01	2,394.99
	:61000 Personal Services	52,861.00	50,466.01	2,394.99
03064 EHA, Part B		49,219.00	0.00	49,219.00
315H1 EDUCATION		49,202.00	0.00	49,202.00
	:61000 Personal Services	49,202.00	0.00	49,202.00
315Z1 WORKERS COMP. REDUCTION		17.00	0.00	17.00
	:61000 Personal Services	17.00	0.00	17.00
03396 DPHHS Grand - Newborn Hearing		22,000.00	6,630.00	15,370.00
315AT NEWBORN HEARING		22,000.00	6,630.00	15,370.00
	:61000 Personal Services	22,000.00	6,630.00	15,370.00
03590 Federal Literacy Grant		2,720.00	0.00	2,720.00
315AU MT READS GRANT 9/30/26		2,720.00	0.00	2,720.00
	:61000 Personal Services	2,720.00	0.00	2,720.00

Grand Total

9,703,155.08 6,992,579.05 2,710,576.03

PAYROLL TOTALS

	General Fund	School Trust	MSDB misc MOU's	General Fund	General Fund	General Fund	School Trust	IDEA Pre-school & Part B	IDEA Outreach	Newborn Hearing	MT Reads Grant	
	PGM 1 01100	PGM 1 02050	PGM 1 02259	PGM 2 01100	PGM 3 01100	PGM 4 01100	PGM 4 02050	PGM 4 03012	PGM 4 03064	PGM 4 03396	PGM 4 03590	
Budget	\$589,857.00	\$3,394.00	\$13,895.08	\$392,182.00	\$2,053,236.00	\$6,221,450.00	\$302,341.00	\$52,861.00	\$49,219.00	\$22,000.00	\$2,720.00	\$9,703,155.08
PPE:												
6/27/2025	(\$2,635.00)			(\$2,635.00)	(\$14,231.82)	(\$30,563.18)						(\$50,065.00)
1 7/11/2025	(\$20,205.98)			(\$13,172.42)	(\$55,389.98)	(\$181,366.78)						(\$270,135.16)
2 7/25/2025	(\$23,497.47)			(\$14,903.77)	(\$55,959.52)	(\$207,299.12)						(\$301,659.88)
3 8/8/2025	(\$23,458.35)			(\$14,252.82)	(\$57,458.76)	(\$228,646.23)						(\$323,816.16)
4 8/22/2025	(\$20,738.78)			(\$14,309.61)	(\$64,336.61)	(\$345,710.37)						(\$445,095.37)
5 9/5/2025	(\$24,085.66)			(\$15,452.61)	(\$83,595.58)	(\$248,327.44)						(\$371,461.29)
6 9/19/2025	(\$23,427.26)			(\$14,241.47)	(\$76,804.09)	(\$239,199.09)						(\$353,671.91)
7 10/3/2025	(\$23,425.31)			(\$14,269.86)	(\$81,207.78)	(\$236,975.32)						(\$355,878.27)
8 10/17/2025	(\$20,318.09)			(\$20,318.09)	(\$64,412.75)	(\$203,564.86)						(\$299,950.87)
9 10/31/2025	(\$26,877.40)			(\$14,264.16)	(\$80,066.58)	(\$238,793.06)						(\$360,001.20)
10 11/14/2025	(\$25,837.34)			(\$14,241.47)	(\$83,894.36)	(\$232,359.75)						(\$356,332.92)
11 11/28/2025	(\$23,425.35)			(\$14,326.65)	(\$76,681.05)	(\$231,626.23)						(\$346,059.28)
12 12/12/2025	(\$23,209.23)			(\$18,850.02)	(\$81,156.02)	(\$237,165.85)						(\$360,381.12)
13 12/26/2025	(\$23,505.49)	(\$3,394.00)		(\$14,325.63)	(\$75,639.95)	(\$163,034.07)	(\$58,061.02)			(\$6,630.00)		(\$344,590.16)
14 1/9/2026	(\$23,505.47)			(\$13,252.15)	(\$70,869.30)	(\$231,604.25)						(\$339,231.17)
15 1/23/2026	(\$25,972.62)			(\$13,795.88)	(\$81,441.78)	(\$237,879.03)						(\$359,089.31)
16 2/6/2026	(\$22,188.23)			(\$13,851.14)	(\$82,943.01)	(\$163,920.05)	(\$68,467.47)					(\$351,369.90)
17 2/20/2026	(\$24,714.53)			(\$13,822.74)	(\$78,288.87)	(\$182,982.38)		(\$50,466.01)				(\$350,274.53)
18 3/6/2026	(\$24,215.75)			(\$13,828.42)	(\$82,310.56)	(\$228,532.39)						(\$348,887.12)
19 3/20/2026	(\$25,409.30)		(\$6,120.44)	(\$13,783.03)	(\$78,861.25)	(\$230,504.24)						(\$354,678.26)
20 4/3/2026	(\$21,654.13)			(\$13,817.06)	(\$76,366.90)	(\$238,112.07)						(\$349,950.16)
21 4/17/2026												\$0.00
22 5/1/2026												\$0.00
23 5/16/2026												\$0.00
24 5/29/2026												\$0.00
25 6/12/2026												\$0.00
26 6/26/2026												\$0.00
TOTAL PAYROLL:	(\$472,306.74)	(\$3,394.00)	(\$6,120.44)	(\$287,051.08)	(\$1,501,916.52)	(\$4,538,165.76)	(\$126,528.49)	(\$50,466.01)	\$0.00	(\$6,630.00)	\$0.00	(\$6,992,579.05)
BALANCE	\$117,550.26	\$0.00	\$7,774.64	\$105,130.92	\$551,319.48	\$1,683,284.24	\$175,812.51	\$2,394.99	\$49,219.00	\$15,370.00	\$2,720.00	\$2,710,576.03 * TIES TO GL
20 AVERAGE PAYROLL	(\$23,615.34)	(\$169.70)	(\$306.02)	(\$14,352.55)	(\$75,095.83)	(\$226,908.29)	(\$6,326.42)	(\$2,523.30)	\$0.00	(\$331.50)	\$0.00	(\$349,628.95) Average payroll
6 ESTIMATED PAYROLL	(\$141,692.02)	(\$1,018.20)	(\$1,836.13)	(\$86,115.32)	(\$450,574.96)	(\$1,361,449.73)	(\$37,958.55)	\$0.00	\$0.00	(\$1,989.00)	\$0.00	(\$2,097,773.72)
Retirement payouts:	\$0.00	\$0.00	\$0.00	(\$38,428.00)	\$0.00	(\$1,440.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$39,868.00)
PROJECTED FYE BAL:	(\$24,141.76)	(\$1,018.20)	\$5,938.51	\$19,015.60	\$100,744.52	\$321,834.51	\$137,853.96	\$2,394.99	\$49,219.00	\$13,381.00	\$2,720.00	\$572,934.32 Total with Grants

FOUR PROGRAM TOTAL \$417,452.87 Estimated balance left in 4 programs



THE MSDB STUDENT LIFE NEWSLETTER



MARCH 2026

VOLUME 5, NO. 4

A huge thank you to Madison, Angelina and cottage staff for providing all the stunning visuals for this edition!



Photo by Madison

UPDATE FROM THE DIRECTOR OF STUDENT LIFE

Happy March! Students are traveling home today. We have had fantastic weather and have been enjoying the outside. In February, we started having the students make lunch and dinner on Sunday. We have been starting with the basics (grilled cheese, tacos, etc.) and teaching the students skills to make the meals. The students have been doing an awesome job! Our students continue to be involved in many of the afterschool activities and seem to be enjoying the fun that is being offered. Hope you all have an enjoyable weekend with your students and families. As always, don't hesitate to contact me if you have questions, suggestions or concerns for your child!

Jim Kelly II, Director of Student Life



Gym Games

By Carter



We played capture the flag. We split up into two teams of four. We had one guard and three runners. My team was behind by 3 points in the beginning. I was chosen as one of the runners and David was the guard. We gained 4 points fast. The game ended in a tie. We then played the chicken game. The ball was the chicken. One team had to grab the chicken before the other team. When you have the chicken, you can only take three steps. Then you want to pass it to another teammate who can then take three steps. The goal is to get it across the court to score. Davids team won.



11/16



Snowshoeing at Giant Springs Park

By Madison



Hello, my name is Madison. I had a lot of fun walking with snowshoes at Giant Spring Park. The scenery was beautiful, and I really enjoyed the experience!

Thank you for reading my story and sharing it with me!



4-H Archery Wraps Up While Cooking Begins

By Megan DeSilva

This 4-H year is flying by! Archery members had their last practice on March 9th. They now have shooting targets that they are welcome to enter into the fair. Last year, we had five members submit their targets. They earned ribbons and a check as a reward for turning them in to display at the fair.

With archery wrapping up, our Cooking 101 project is just now beginning. We've had two meetings since the beginning of March. So far, the members have learned safety basics, made pocket sandwiches, and they got to choose a quick bread, main dish, and side dish to make. This has been made possible by the nurses at the infirmary, who are volunteering their time to help the members cook. Thank you to the infirmary!

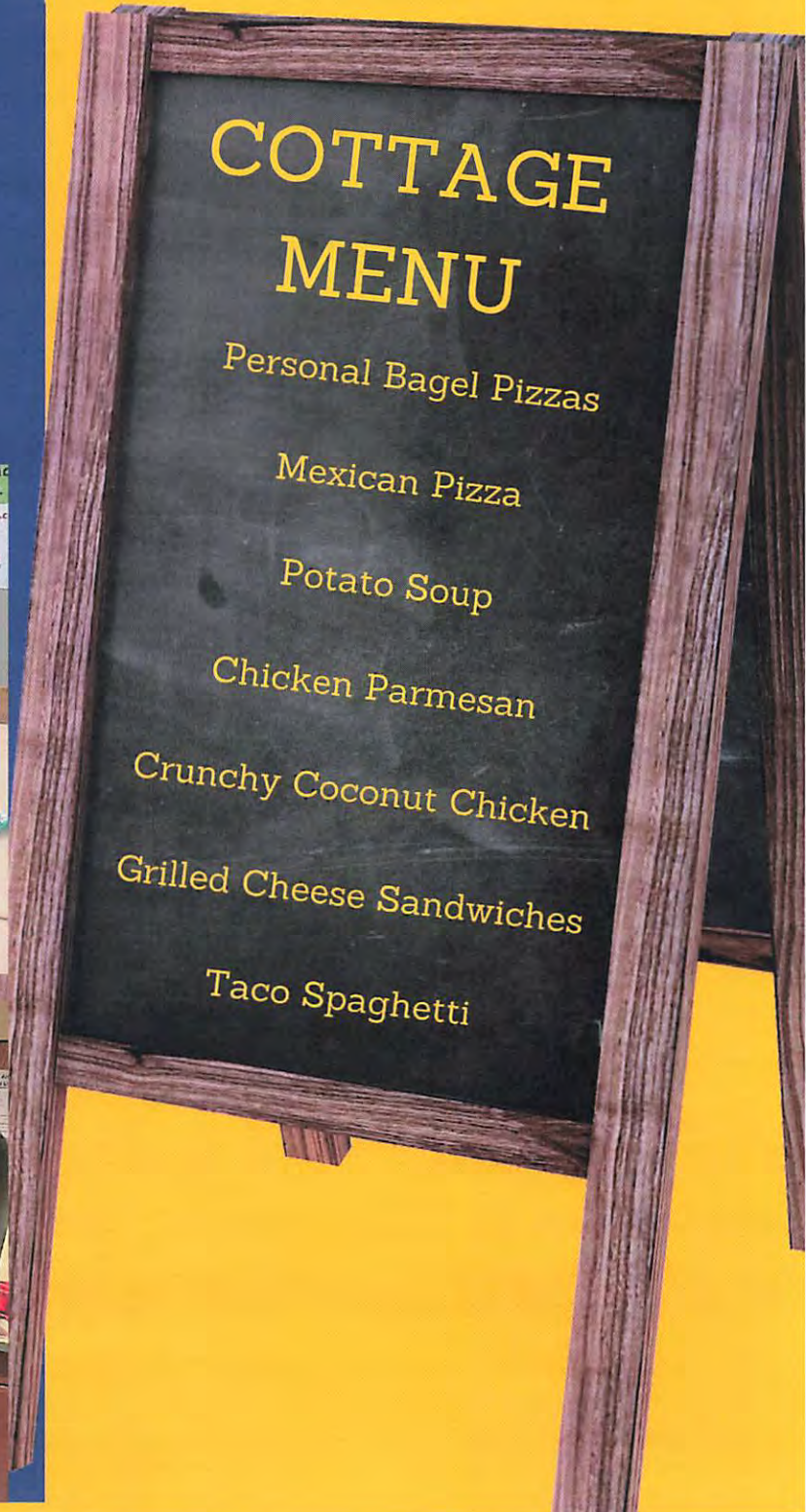


Cooking Chicken Parmesan

By Morris



We started cooking at 4 PM for dinner. It was parmesan chicken, noodles and salad. We turned on the oven and waited for it to be warm enough. We set the temperature to 425 degrees. We put tin foil on the pans then put the chicken on and put it in the oven. When the chicken was done cooking, we put the sauce and the cheese on the chicken and put it back into the oven for a few minutes to melt the cheese. We cleaned up the cooking mess and then we set the table and put green toppings on the chicken. The girls made the salad, and David made the butter pasta. We ate all of it completely. It was very good, and the girls ate the leftovers of the chicken.



Spotlight on Cottage Seniors

By Megan & Cottage Students

CONGRATULATIONS!

How long have you been going to MSDB?

•**David: For almost 13 years**

•**Marias: 6 years**

•**Ayvia: 8 years**

What do you like to do?

•**David: I like to hang out with my friends and play games with them.**

•**Marias: Play video games.**

•**Ayvia: I like to keep myself busy when I'm bored.**

What are your hobbies?

•**David: My hobbies are to play videogames, play pool in the Activity Room, and socialize.**

•**Marias: Video games.**

•**Ayvia: My hobbies are sleeping, listening to music, hanging out with friends, keeping busy and going to the spa.**

What do you want to do after you graduate?

•**David: I'll stay at LEAP and have a job.**

•**Marias: Go to Japan and meet my real dad.**

•**Ayvia: I'll work, maybe go to college, and go to LEAP.**

If you have a job, what do you do?

•**David: I'll save some money and put in retirement and investment stock.**

•**Marias: Work lots and earn money.**

•**Ayvia: I'm a daycare worker because it was my wish—my dream job when I was younger.**



Weekly Student Life Activities

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

Upcoming Spring Campus Enrichment Days (CED)

By Alissa Kline

Kerry Washington said, "Your life is your story and the adventure ahead of you is the journey to fulfill your purpose and potential." MSDB has a great adventure ahead as we "Saddle Up For Success" with our Spring Campus Enrichment Days (CED). We are inviting students from across Montana to join us at MSDB on April 17-18 for CED. On Friday during the day, our visitors will join their peers in classes for enriching activities, each designed by our dynamic teachers. Our amazing Cottage staff are planning a fun-filled evening, packed with our typical Cottage happenings such as swimming and bowling as well as rodeo-themed activities. Saturday morning will be led by our fantastic Outreach team as they focus on rodeo-themed Expanded Core Curriculum (ECC) skills. It is an event you won't want to miss! Please use the QR Code on our flyer to register before April 1.



Fall CED 2025



Student Council Saint Patrick's Day Fundraiser

By Megan DeSilva

Student Council had a Saint Patrick's Day Fundraiser to raise money for our End-of-the-Year Trip. We sold wooden, decorated clovers with candy and a message from the sender. These gifts could come from a known or secret sender. Gifts will be delivered on March 17th throughout the day by Student Council members. Every year, Student Council takes an End-of-the-Year Trip. Last year in Helena, we went swimming at the hot springs, spinning on the carousel with ice cream afterward, and gaming at Pizza Ranch. The year before, we went to Billings where we enjoyed Olive Garden and went swimming at the Reef, an indoor water park. We hope this year's trip will be just as memorable as those in the past. We look forward to using our funds earned for our trip!



Fun Saint Patrick's Day
Messages:

Irish I may, Irish I might

We're LUCKY to have you!

I'm clover the rainbow for you!

You're my lucky pot of gold!

Irish you were here

You're the life of the Paddy

Keep calm, Leprechaun

Saint Patrick's Day Fundraiser

By Marissa

Saint Patrick's Day gifts will be fun to hand out to the people that ordered for their friends or family. I think it is a good idea to get something for your loved ones. Have a good Saint Patrick's Day!



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

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

Effective Date: 04/27/2026 Enrollment Types: P, S, N
Total Race/Ethnicities: 5 of 7 Total Schools: 2
Race/Ethnicity Source: Federal Male/Female/Total: 21/18/39

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
01	-	-	-	-	-	1/1/2	-	1/1/2
03	-	-	-	-	-	2/1/3	-	2/1/3
05	-	-	-	-	-	2/3/5	0/1/1	2/4/6
06	-	-	-	-	-	1/0/1	1/0/1	2/0/2
07	-	-	-	-	-	0/1/1	-	0/1/1
08	-	-	1/0/1	-	-	0/2/2	-	1/2/3
KG	-	0/1/1	-	-	-	-	-	0/1/1
PK	1/0/1	-	-	-	-	3/2/5	-	4/2/6
PS	0/1/1	-	-	-	-	-	-	0/1/1
All Grades	1/1/2	0/1/1	1/0/1	-	-	9/10/19	1/1/2	12/13/25

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	-	-	1/0/1	-	2/0/2
10	-	2/0/2	-	-	-	0/2/2	-	2/2/4
11	-	1/0/1	-	-	-	1/1/2	-	2/1/3
12	-	1/0/1	-	-	-	2/2/4	-	3/2/5
All Grades	-	4/0/4	1/0/1	-	-	4/5/9	-	9/5/14

Student Population Excluding White not of Hispanic Origin

School	Total	Percentage
MT Sch For Deaf & Blind EI	6	24.00%
MT Sch For Deaf & Blind HS	5	35.71%
Total	11	28.21%

Admissions Funnel & Current Counts 2025-2026

Total numbers and current counts for each stage of the admissions process

Filter options >



Admissions

INQUIRY	APPLICANT	APPLICATION COMPLETE	ACCEPTED
Inquiry	Applicant	Application Complete	Accepted
Inquiry Completed	Application Withdrawn By Parent	Review In Progress	Did Not Enroll
Inactive Inquiry	Collecting Educational Documents	Waitlisted	Enrollment Date Selected
Inquiry Referred To Outreach	Collecting Medical Documents	Applicant Ineligible For Services	Parent Declined
		Current Ten Day In Process	
		Document Review In Progress	
		Ten Day Observation Scheduled	

Admissions Funnel & Current Counts **2026-2027**

Total numbers and current counts for each stage of the admissions process

Filter options >



Admissions

INQUIRY	APPLICANT	APPLICATION COMPLETE	ACCEPTED
Inquiry 3	Applicant 0	Application Complete 0	Accepted 0
Inquiry Completed 4	Application Withdrawn By Parent 0	Review In Progress 0	Did Not Enroll 0
Inactive Inquiry 0	Collecting Educational Documents 0	Waitlisted 0	Enrollment Date Selected 0
Inquiry Referred To Outreach 5	Collecting Medical Documents 0	Applicant Ineligible For Services 0	Parent Declined 0
		Current Ten Day In Process 0	
		Document Review In Progress 0	
		Ten Day Observation Scheduled 0	

Admissions Funnel & Current Counts **2026-2027**

Total numbers and current counts for each stage of the admissions process

Filter options



Admissions

INQUIRY	APPLICANT	APPLICATION COMPLETE	ACCEPTED
Inquiry: 3	Applicant: 0	Application Complete: 0	Accepted: 0
Inquiry Completed: 4	Application Withdrawn By Parent: 0	Review In Progress: 0	Did Not Enroll: 0
Inactive Inquiry: 0	Collecting Educational Documents: 0	Waitlisted: 0	Enrollment Date Selected: 0
Inquiry Referred To Outreach: 5	Collecting Medical Documents: 0	Applicant Ineligible For Services: 0	Parent Declined: 0
		Current Ten Day In Process: 0	
		Document Review In Progress: 0	
		Ten Day Observation Scheduled: 0	



MSDB Journey of a Learner

Domains puzzler

At your table:

Match the domains puzzle pieces to the correct descriptors

PRIZES!!

We have more posters!

JOURNEY of a LEARNER

EFFECTIVE COMMUNICATOR
 RESPONSIBLE LEARNER
 INDEPENDENT PERSON
 FLEXIBLE THINKER
 PROBLEM SOLVER
 DIGITAL CITIZEN

Montana School for the Deaf & the Blind

JOURNEY of a LEARNER

Montana School for the Deaf & the Blind

EFFECTIVE COMMUNICATOR

- Expresses thoughts and ideas effectively across environments
- Seeks to empathetically understand and collaborate with communication partners
- Uses communication skills to successfully interact with others over a range of purposes and audiences

RESPONSIBLE LEARNER

- Honors commitments, obligations and promises
- Accepts accountability for decisions and actions
- Demonstrates an awareness of how personal actions affect others

INDEPENDENT PERSON

- Demonstrates the ability to self-advocate in a variety of situations
- Defines a purpose of own future and goals
- Takes initiative in completion of tasks
- Builds a trusted support network

FLEXIBLE THINKER

- Demonstrates open-mindedness in thoughts and actions
- Adapts and works effectively amidst constantly changing demands
- Acknowledges biases and alters opinions based on knowledge, education and experience

PROBLEM SOLVER

- Identifies, evaluates and determines solutions to complex situations
- Reflects and responds critically to feedback and/or setbacks
- Approaches problems objectively and considers various perspectives
- Collaborates to produce a shared outcome

DIGITAL CITIZEN

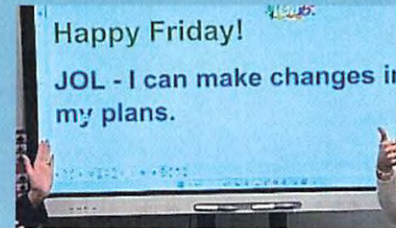
- Proficiently advocates for, explains and uses digital tools that maximize access to opportunities and learning
- Uses social networking tools safely, ethically, and efficiently
- Critically analyzes and evaluates digital information to make informed decisions

Domains and Descriptors

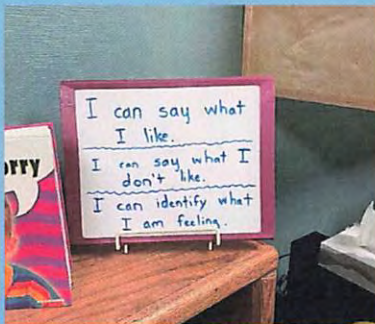
March/April Bundles

Lower Elementary	March/April	Bundle 4			
Effective Communicator	Responsible Learner	Flexible Thinker	Independent Person	Problem Solver	Digital Citizen
<p>What: I can ask questions for clarification.</p> <p><i>I can follow one- to two-step directions.</i></p>	<p>What: I can identify simple learning goals.</p> <p>I can participate in simple learning goals.</p> <p>I can identify different tools that support my learning.</p> <p>I can identify the traits of a responsible learner.</p> <p>I can describe an improvement I could make based on feedback.</p>	<p>What: I can explain why respect is important to me.</p> <p>I can switch tasks or activities.</p>	<p>What: I can define reflection.</p> <p>I can define a joke.</p> <p>I can pick a strategy to help me meet my goal.</p> <p>I can partner with an adult to help me understand what I need to do differently.</p> <p>I can team with an adult or peer and ask a question.</p>	<p>What: I can identify more than one solution to a problem.</p> <p>I can determine how well the solution worked.</p> <p>I can share my ideas on a solution to a problem with someone else.</p>	<p>What: I can recognize suspicious information.</p> <p>I can recognize AI software.</p>

JOL in Action

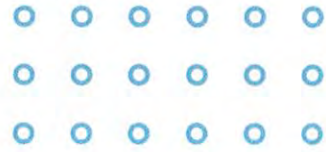


JOL in Action



JOL in Action

- At your table:
 - Discuss with your tablemates what you did with JOL learning targets this month.
 - Review the March/April Bundles and discuss with your tablemates which "I can" statements you will be working on first.



To Do List:

**Use your idea for
MArch/April Bundles!**

**Quiz yourself on the
domains.**

Go be awesome!



Marie Alcock's Boot Camps 2026

Initial Foundations Boot Camp:

August 3rd - 7th

Continuing Boot Camp:

August 10th - 14th

**If you attended this years
boot camp you are still
welcome to attend both
sessions.**





MSDB Journey of a Learner

Domains puzzler

At your table:

Match the domains puzzle pieces to the correct descriptors and icons

PRIZES!! - I promise!!

We have more posters!

JOURNEY of a LEARNER

EFFECTIVE COMMUNICATOR
 RESPONSIBLE LEARNER
 INDEPENDENT PERSON
 FLEXIBLE THINKER
 PROBLEM SOLVER
 DIGITAL CITIZEN

Montana School for the Deaf & the Blind

JOURNEY of a LEARNER

Montana School for the Deaf & the Blind

INDEPENDENT PERSON
 • Demonstrates the ability to self-advocate in a variety of situations
 • Defines a purpose of own future and goals
 • Takes initiative in completion of tasks
 • Builds a trusted support network

FLEXIBLE THINKER
 • Demonstrates open-mindedness in thoughts and actions
 • Adapts and works effectively amidst constantly changing demands
 • Acknowledges biases and offers opinions based on knowledge, education and experience

EFFECTIVE COMMUNICATOR
 • Expresses thoughts and ideas effectively across environments
 • Seeks to empathetically understand and collaborate with communication partners
 • Uses communication skills to successfully interact with others over a range of purposes and audiences

PROBLEM SOLVER
 • Identifies, evaluates and determines solutions to complex situations
 • Reflects and responds critically to feedback and/or setbacks
 • Approaches problems objectively and considers various perspectives
 • Collaborates to produce a shared outcome

RESPONSIBLE LEARNER
 • Honors commitments, obligations and promises
 • Accepts accountability for decisions and actions
 • Demonstrates an awareness of how personal actions affect others

DIGITAL CITIZEN
 • Proficiently advocates for, explains and uses digital tools that maximize access to opportunities and learning
 • Uses social networking tools safely, efficiently, and efficiently
 • Critically analyzes and evaluates digital information to make informed decisions

Domains and Descriptors

March/April Bundles

Lower Elementary	March/April	Bundle 4			
Effective Communicator	Responsible Learner	Flexible Thinker	Independent Person	Problem Solver	Digital Citizen
What: I can ask questions for clarification. I can follow one- to two-step directions.	What: I can identify simple learning goals. I can participate in simple learning goals. I can identify different tools that support my learning. I can identify the traits of a responsible learner. I can describe an improvement I could make based on feedback.	What: I can explain why respect is important to me. I can switch tasks or activities.	What: I can define reflection. I can define a joke. I can pick a strategy to help me meet my goal. I can partner with an adult to help me understand what I need to do differently. I can team with an adult or peer and ask a question.	What: I can identify more than one solution to a problem. I can determine how well the solution worked. I can share my ideas on a solution to a problem with someone else.	What: I can recognize suspicious information. I can recognize AI software.

Using Learning Targets from JOL

Bell Ringer Examples

Middle School		
Domain	"I Can" Statement	Activity
Digital Citizen	I can use AI software safely, ethically and efficiently.	Students should be given a current event/news story that they are asked to copy and paste into AI with the prompt to summarize it in 10 words. They will then use a highlighter to go back through the original, longer text and find where those 10 words are found within the original text.
Problem Solver	I can evaluate the outcomes of a solution.	Use a "Choose Your Own Adventure" style book and have students discuss the options and possible outcomes of each.
Effective Communicator	I can describe another person's perspective in a conversation.	Provide students with an audio clip or a short ASL video of two people having a conversation and then ask them to write one sentence about each participant's perspective.

JOL in Action

The screenshot shows a calendar with lesson plans for April 7-10. Red circles highlight the following:

- Apr 7:** JOL Statements in Meter List; I can recognize a change; I can identify when I do not need help; I can identify when I do not need help.
- Apr 8:** Objective: Students will identify one state-wide resource for free audio books. Students will demonstrate how to use the associated hardware for this service to include inserting a book cassette, playing and stopping the book.
- Apr 9:** Objective: Students can learn to identify authors, numbers, the word for measurement, and clock/stopwatch time. They can also understand and use the word "independently".
- Apr 10:** Objective: Students will identify a group learning environment. I can include others in my play. I can share someone's perspective.

Two handwritten JOL cards are shown:

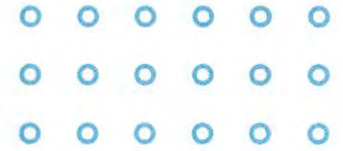
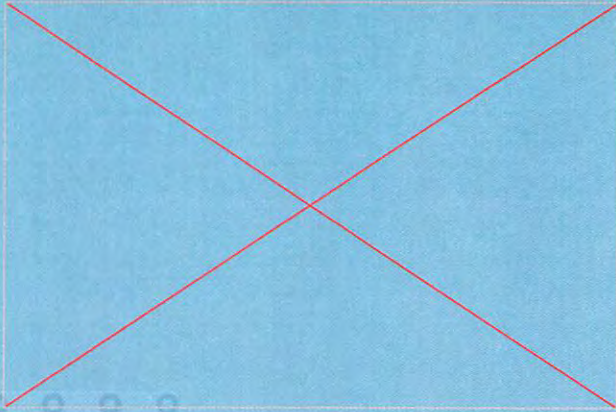
- Communicator:** JOL: I can express to others in a conversation → - what I like. - what I don't like.
- Independent Person:** JOL: I can identify a strategy I can use when I am having big feelings.

JOL in Action

A tracking sheet titled "RESPONSIBLE LEARNER: I CAN WORK INDEPENDENTLY" with a grid for self-monitoring:

Directions Read your words and make an 'X' in the box. Ask the teacher if you don't know a word.	First Time	Second Time	Third Time
I practiced my words by myself	✓	✓	✓
I practiced my words by myself	✓	✓	✓
I practiced my words by myself	✓	✓	✓
I practiced my words by myself			
I practiced my words by myself			

Student Navigation Tools



To Do List:

**Use your idea for
MARCH/APRIL Bundles!**

**Quiz yourself on the
domains.**

Go be awesome!



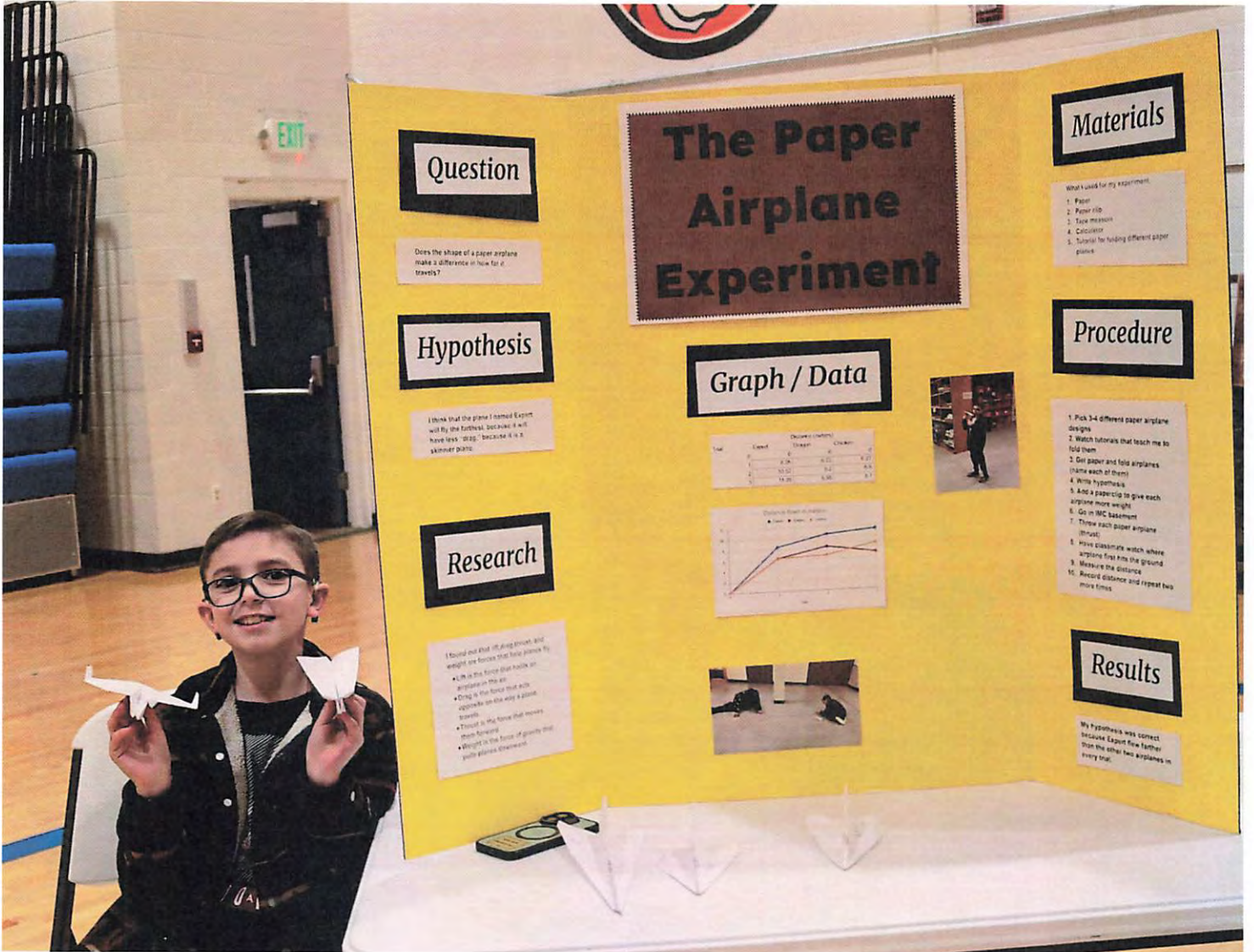
Marie Alcock's Boot Camps 2026

Initial Foundations Boot Camp: **Possible groups during Boot Camps:**
August 3rd - 7th

Continuing Boot Camp:
August 10th - 14th

- **ECC**
- **Math**
- **Science**
- **Social Studies**
- **English Language Arts**
- **Transition**











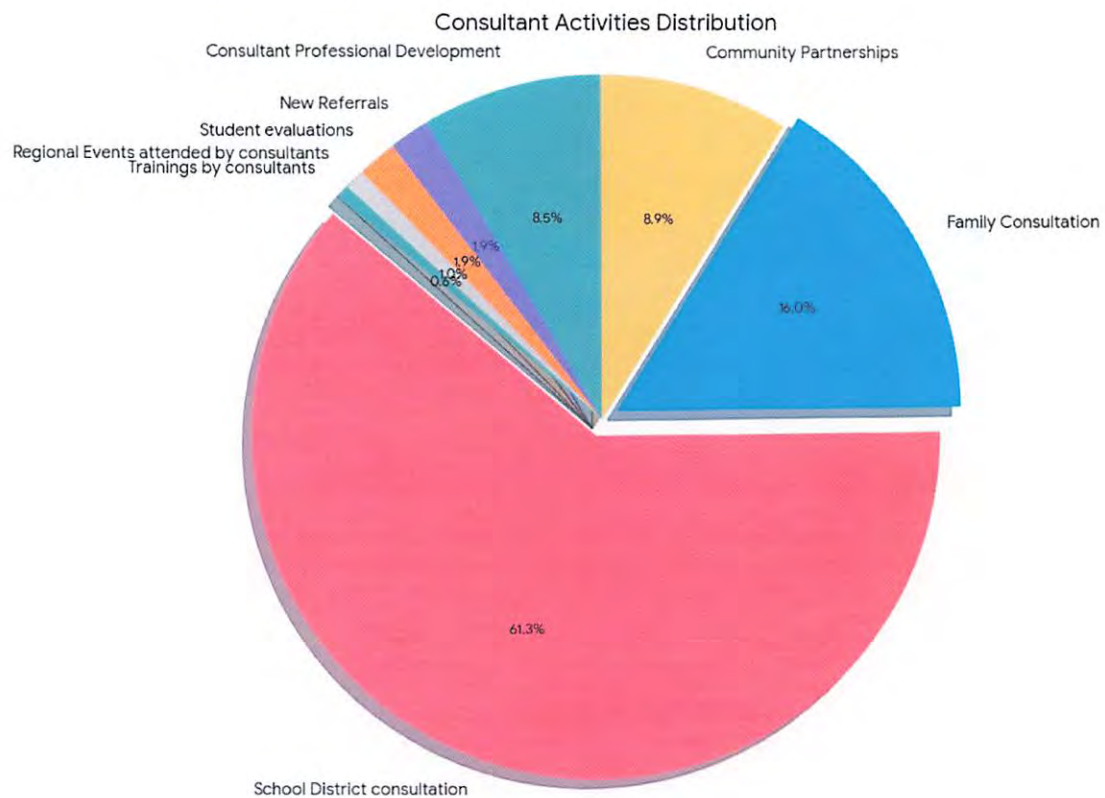


Walk Through Data Outreach

January - August 2026

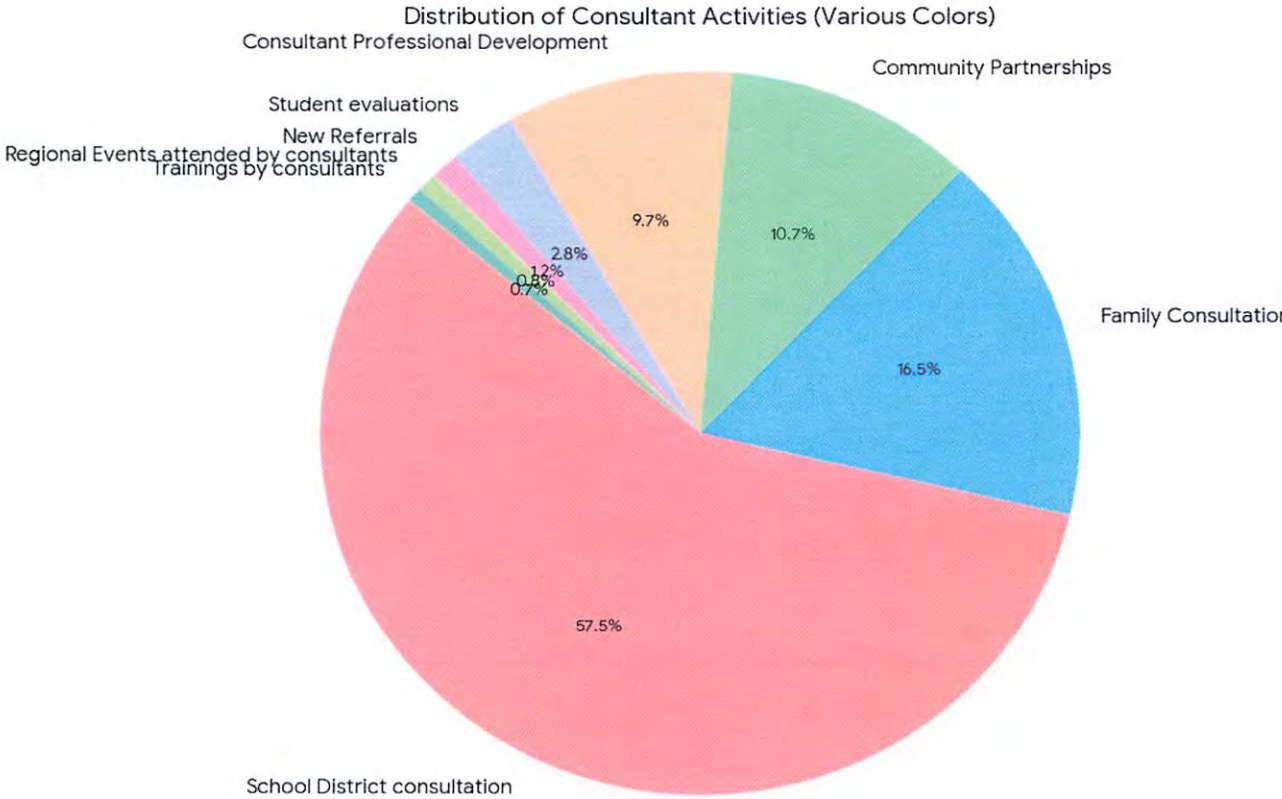
January 2026

- Community Partnerships = 129
- School District consultation = 890
- Trainings by consultants = 9
- Family Consultation = 232
- Student evaluations = 27
- New Referrals = 28
- Consultant Professional Development = 123
- Regional Events attended by consultants = 14



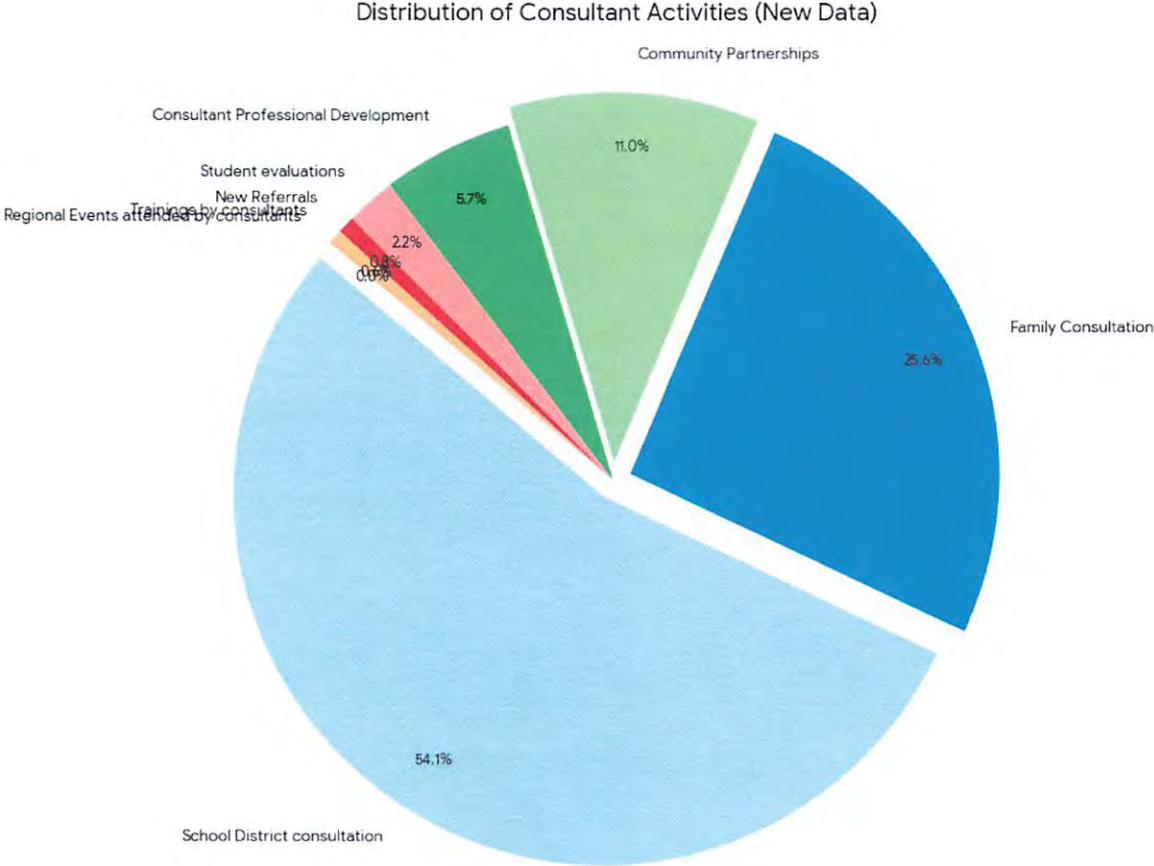
February 2026

- Community Partnerships = 178
- School District consultation = 952
- Trainings by consultants = 11
- Family Consultation = 274
- Student evaluations = 47
- New Referrals = 20
- Consultant Professional Development = 160
- Regional Events attended by consultants = 14



March 2026

- Community Partnerships = 230
- School District consultation = 1134
- Trainings by consultants = 12
- Family Consultation = 537
- Student evaluations = 46
- New Referrals = 16
- Consultant Professional Development = 120
- Regional Events attended by consultants = 1



April 2026

- Community Partnerships =

- School District consultation =
- Trainings by consultants =
- Family Consultation =
- Student evaluations =
- New Referrals =
- Consultant Professional Development =
- Regional Events attended by consultants =

May 2026

- Community Partnerships =
- School District consultation =
- Trainings by consultants =
- Family Consultation =
- Student evaluations =
- New Referrals =
- Consultant Professional Development =
- Regional Events attended by consultants =

June 2026

- Community Partnerships =
- School District consultation =
- Trainings by consultants =
- Family Consultation =
- Student evaluations =
- New Referrals =
- Consultant Professional Development =
- Regional Events attended by consultants =

July 2026

- Community Partnerships =
- School District consultation =
- Trainings by consultants =
- Family Consultation =
- Student evaluations =
- New Referrals =

- Consultant Professional Development =
- Regional Events attended by consultants =

August 2026

- Community Partnerships =
- School District consultation =
- Trainings by consultants =
- Family Consultation =
- Student evaluations =
- New Referrals =
- Consultant Professional Development =
- Regional Events attended by consultants =

Definitions:

1. Community Partnerships
 - a. How many community partners did you reach out to? (Part C, Event Space, DB Project, MT Empowerment, etc.)
2. School District Consultation
 - a. How many times did you consult with a school district? (student specific)
3. Training
 - a. Training offered to school district staff, Part C, community partner, presenting at a conference, etc. done by a consultant
4. Family/Student Consultation
 - a. How many times did you offer consultation to a family or student over 18 years old? (child specific, for our EC team and post grads.)
5. Student Evaluations
 - a. Report how many evaluations you have completed (observation, evaluation and report written/presented to be considered complete)
6. New Referral
 - a. How many new referrals received this pay period
7. Consultant Professional Development
 - a. How many development opportunities did you take part in (ASL classes, APH HIVE courses, virtual training, in person training, etc.)
8. Outreach Regional Event
 - a. How many regional events did you attend this pay period

❖ **LICENSURE COMMITTEE – (Items 8-13)**

Dr. Ron Slinger

ITEM 8

**ACTION ON THE UNIVERSITY OF
MONTANA EDUCATOR PREPARATION
PROGRAM GOOD CAUSE EXTENSION
REQUEST**

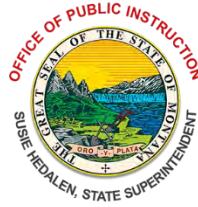
Crystal Andrews

Montana Board of Public Education Executive Summary

Date: May 21-22, 2026

Presentation	University of Montana Good Cause Extension
Presenter	Crystal Andrews
Position Title	Senior Manager, School and Educator Effectiveness Office of Public Instruction
Overview	<p>The University of Montana has requested a one-year Good Cause Extension for their 2027 Accreditation Review. This means the review will be Spring 2028 instead of Spring 2027.</p> <p>The rationale for the extension request is included in the letter provided by Dr. Lee, Dean of University of Montana.</p> <p>State Superintendent Hedalen recommends the approval of the University of Montana's request for a one- year extension.</p> <p>Kristi Steinberg, Director of Accreditation, is available to answer questions BPE members may have.</p>
Requested Decision(s)	Action Item
Related Issue(s)	
Recommendation(s)	Approve the University of Montana's request for a one-year good cause extension, as recommended by State Superintendent Hedalen.





Date Received by MT OPI:
 Form GCERF (2-2026)

Good Cause Extension Request Form

Complete form along with: EPP Rationale: A formal letter from EPP leadership explaining the basis for the request.	
Submit documents via email to: crystal.andrews@mt.gov	
Educator Preparation Program:	
Requested By (Name and Title):	Contact Information (email):
Scheduled Visit Semester:	Scheduled Visit Type (e.g. Continued, First):
Requested New Visit Semester:	Requested Length of Extension: <input type="checkbox"/> one semester <input type="checkbox"/> one-year <input type="checkbox"/> two years

Basis for Requesting a Good Cause Extension*:

State or federal standards or legislation requiring significant programmatic change.

Substantive changes—[CAEP Accreditation Policy V.4.01: Substantive Change](#) (pg. 55).

Other extenuating circumstances such as, Act of God, natural disaster, or civil unrest.

The Montana Board of Public Education and State Superintendent of Public Instruction maintain a 7-year accreditation cycle. The semester of the visit following a rescheduled visit will be based on the original scheduled visit, e.g., fall of 2025 may be the rescheduled visit request; rescheduled visit will occur during the fall of 2026. The next site accreditation visit would occur seven years from the original fall of 2025 schedule, which would be fall of 2030.

**The State Superintendent of Public Instruction reserves the right to approve or deny requests for Good Cause Extension and reserves the right to adjust the length of the extension based on the nature of the request. The EPP must provide sufficient justification to demonstrate need for an extension.*

FOR INTERNAL USE:	
<input type="checkbox"/> Superintendent Approval	<input type="checkbox"/> Superintendent Denial
State Superintendent of Public Instruction Signature 	Date 04/02/2026

March 5, 2026



Dr. Julie Murgel
Chief Program Officer
Montana Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501

Dear Dr. Murgel:

We respectfully request a one-year extension for state accreditation review. At the moment, we are scheduled for March 2027, and we seek an extension to spring 2028.

The University of Montana's College of Education (CoE) was among the final institutions reviewed under NCATE. At that time, leadership requested a two-year extension prior to our first Council for the Accreditation of Educator Preparation (CAEP) accreditation review in spring 2022. This resulted in the current five-year cycle, which provides four years for completing the Self-Study Report (SSR). During this period, we have made significant progress addressing Areas for Improvement, updating initial licensure programs, revising key assessments, and expanding systematic stakeholder engagement across both initial and advanced programs. These efforts have occurred alongside multiple leadership transitions and a statewide revision of standards for educational leadership programs.

Between the 2022 review and the scheduled 2027 site visit, the CoE will have undergone transitions involving three deans and three directors of clinical experience. The dean who led the college during the last review is now provost, and I have been serving as dean since then. However, I am planning to retire at the end of this academic year, and our new dean, Dr. Jennifer Snow, will begin her appointment on July 1, 2026. Dr. Snow joins the University of Montana from a CAEP-accredited institution and brings substantial accreditation experience. An extension to spring 2028 would provide her with the time she needs to assume full leadership responsibilities and gain a comprehensive understanding of our programs.

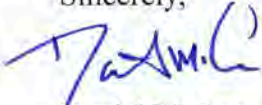
Similarly, our long-serving Director of Clinical Experiences departed after nine years to return to a K-12 education position. The vacancy was first filled with a one-year interim appointment, followed by a permanent appointment in December 2024. Throughout these transitions—and during a period without an associate dean—the Director of Accreditation, appointed in January 2022, has provided essential continuity. While we have maintained steady progress, such turnover inevitably affects operational consistency.

During this same timeframe, the Montana Board of Public Education revised statewide professional educator preparation program standards. Although these revisions had minimal impact on initial licensure programs, the shift from ISSLC to NELP standards for building- and district-level leadership programs required extensive program review, alignment, and revision of coursework and assessments. This work has been substantial and time-intensive.

We offer this context not as a complaint, but to illustrate the complexities of the past four years. We are proud of the progress we have made and could submit the SSR on the current timeline. However, we believe an additional year would allow us to provide CAEP with a more cohesive, data-rich report and would support a more productive and meaningful site visit.

At this time, I kindly ask that you review this proposal and, if you support it, please email me to confirm. With your approval, I will proceed with a recommendation to the Montana Board of Public Education for a one-year good-cause extension at the Board's May meeting. Thank you for your time and thoughtful consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "Daniel M. Lee".

Daniel M. Lee, Ed.D.
Dean

Cc: Susan Hedalen, Superintendent of Public Instruction
Dr. Adrea Lawrence, Provost, University of Montana
Kristi Steinberg, Director of Accreditation and Licensure, College of Education

From: Ben Frattini <ben.frattini@caepnet.org>

Sent: Friday, April 10, 2026 11:31 AM

To: daniel.lee@mso.umt.edu

Cc: Capece, Tyler <Tyler.Capece@mt.gov>; Lawrence, Adrea <adrea.lawrence@mso.umt.edu>; Steinberg, Kristine <kristine.steinberg@mso.umt.edu>

Subject: [EXTERNAL] RE: Good Cause Extension Request

Hello Dr. Lee,

I am excited to inform you that your Good Cause Extension request has been approved by CAEP Leadership. Please find a formal notice attached to this email.

AIMS will soon be updated, and you will receive outreach from our Finance Department with an invoice for the cost of the Good Cause Extension request.

If you have any questions or concerns, please don't hesitate to let me

know. Best,

Ben Frattini

Director of Accreditation Operations

Stay up-to-date with us: Subscribe to [CAEP's mailing lists](https://caepnet.us14.list-manage.com) [caepnet.us14.list-manage.com]

ITEM 9

**INFORMATION ON THE SITE VISIT AND
STATE EXIT REPORT OF THE CARROLL
COLLEGE EDUCATOR PREPARATION
PROVIDER IN THE DEPARTMENT OF
EDUCATION**

Crystal Andrews

Montana Board of Public Education Executive Summary

Date: May 21-22, 2026

Presentation	Review of the State Accreditation Program Report for Carroll College's Educator Preparation Program (EPP) in the College of Education, February 24-25, 2026.
Presenter	Crystal Andrews
Position Title	Accreditation and Licensure Senior Manager Office of Public Instruction
Overview	<p>The State Superintendent of Public Instruction presents to the Board of Public Education (BPE) the State Accreditation Program Report for Carroll College's EPP in the College of Education</p> <p>Review the summary of results and overall impressions of the onsite visit on February 24-25, 2026.</p> <p>Dr. Joe Hebling, Chair of the Education Department, will be available to provide comments and respond to questions from the BPE.</p> <p>The State Exit and Narrative Reports are included in the BPE Agenda Packet.</p>
Requested Decision(s)	Information Item- No action required.
Related Issue(s)	The BPE approval process- July 2026: Recommend action
Recommendation(s)	N/A





March 27, 2026

TO: Dr. Joe Hebling
Chair– Education Department
College of Education
Carroll College

FROM: Crystal Andrews
Senior Manager
Accreditation Unit
Montana Office of Public Instruction

SUBJECT: **Final** State Accreditation Program Report 2026

From February 24-25, 2026, the State Accreditation review of the Educator Preparation Program (EPP) in the College of Education occurred onsite at Carroll College. This site review was conducted by the Montana Office of the Public Instruction (OPI). Prior to the site visit, a cadre of qualified educators including teachers, college professors, administrators and content specialists reviewed the Institutional Reports provided by Carroll College for the endorsement areas. During the onsite review, the OPI team reviewed submitted documents and conducted focus groups regarding the initial standards, ARM 10.58.311 to 10.58.315.

The purpose of the review was to verify that the Institutional Report of the EPP meets the requirements of the Montana Professional Educator Preparation Program Standards (PEPPS) for both initial program and endorsement standards. The state report provides the results of the endorsement review relating to the program endorsement areas as outlined in [ARM 10.58](#):

- 10.58.311 Initial Content and Pedagogical Knowledge
- 10.58.312 Initial Clinical Partnerships and Practices
- 10.58.313 Initial Candidate Quality Recruitment, Progression, and Support
- 10.58.314 Initial Program Impact
- 10.58.315 Initial Provider Quality Assurance and Continuous Improvement
- 10.58.501 Teaching Standards
- 10.58.509 English/ Language Arts
- 10.58.510 Special Education
- 10.58.518 Mathematics
- 10.58.521 Reading Specialist
- 10.58.522 Science
- 10.58.523 Social Studies
- 10.58.532 Elementary

The Final State Accreditation Program Report 2026 is attached.

The EPP may submit an optional rejoinder to the report concerning errors or omissions within 30 days after the report is received and before it is submitted to the BPE for action. This written response allows the EPP to state whether or not they agree with the evaluation team's findings; however, the EPP cannot include new and/or additional evidence with the rejoinder. The rejoinder should be submitted to Crystal Andrews at the OPI by April 17, 2026.

Below are the next steps and the projected timeline for the Board of Public Education (BPE) approval process.

- Carroll College may submit a rejoinder to OPI by April 17, 2026.
- Upon the recommendation of the State Superintendent, the Final State Accreditation Program Report will be presented to the BPE as an information item at the May 2026 (tentative) BPE meeting.
- The BPE will take action on the Final State Accreditation Program Report and the Accreditation/Approval status of the EPP in the College of Education at Carroll College at the July 2026 (tentative) BPE meeting.

For more information, contact Crystal Andrews by telephone at 406-593-8278 or by email at Crystal.Andrews@mt.gov.

cc: Jamie Corley, Accreditation Specialist, Montana Office of Public Instruction
Julie Murgel, Chief Program Officer, Montana Office of Public Instruction

DEFINITIONS WHICH PERTAIN TO THIS REPORT

Standard is met (Met): Regular accreditation for a period of seven years.

Standard is met with notation (Met with Notation): Regular accreditation with minor deviations with most of the components of a standard met. This could involve incomplete items on the Institutional Report or clarification/corrections needed. As those items are rectified, the recommendation to the BPE will reflect the current and corrected status.

Area for Improvement (AFI): Standard is met with weakness. The site review team identified a weakness in the evidence for a standard or component. Area for Improvement should be remediated by the next accreditation cycle, and progress toward improvement is reported annually through the annual report to the OPI/BPE. During the next accreditation review, the EPP must demonstrate that the AFIs have been corrected. If the AFIs have not been corrected, a stipulation may be cited in the same area.

Stipulation: A standard or component is not met. The site visiting team identified a deficiency related to one or more components or the BPE standard. A stipulation is of sufficient severity that a standard may be determined to be unmet. A stipulation must be addressed within two years to retain accreditation.

Initial Program Standards

ARM	TITLE	STATUS
10.58.311	Initial Content and Pedagogical Knowledge	Met with Notation
10.58.312	Initial Clinical Partnerships and Practice	Met
10.58.313	Initial Candidate Quality, Recruitment, and Selectivity	Met
10.58.314	Initial Program Impact	Met with Notation
10.58.315	Initial Provider Quality Assurance and Continuous Improvement	Met with Notation

Teaching Program Standards

ARM	TITLE	STATUS
10.58.501	Teaching Standards Elementary Secondary	Met Met with Notation
10.58.509	English/Language Arts Undergraduate	Met
10.58.510	Special Education P-12 Undergraduate	Met
10.58.518	Mathematics Undergraduate	Met with Notation
10.58.521	Reading Specialist K-12 Undergraduate	Met
10.58.522	Science (Broadfield Science) Undergraduate	Met with Notation
10.58.523	Social Studies (Broadfield Social Studies) Undergraduate	Met with Notation
10.58.532	Elementary Undergraduate	Met

OVERALL COMMENDATIONS

The Educator Preparation Program (EPP) in the College of Education at Carroll College is commended for its robust curriculum and its success in preparing candidates for the complexities of the modern classroom. Central to this success is the cultivation of strong student and faculty relationships, which provide a foundation of mentorship and professional support throughout the candidate's journey. These internal dynamics are further strengthened by strategic partnerships with stakeholders, including the Teacher Advisory Panel and P-12 partners, ensuring that the program remains deeply rooted in current clinical practice and responsive to the needs of the community.

The Special Education program serves as a benchmark for excellence within the Teacher Education Program (TEP). Its components provide a foundational, research-based training model that ensures graduates are not only compliant with state regulations but are passionate, prepared, and effective practitioners ready to make an immediate positive impact on students with exceptional needs.

Carroll College demonstrates exemplary dedication to producing high-quality educators. As we conclude this accreditation review, the results reaffirm the EPP's unwavering commitment to academic excellence and student success. This process has served as a valuable tool, allowing the EPP to celebrate institutional strengths while identifying clear pathways for growth.

Carroll College
Educator Preparation Provider Accreditation Review
Spring 2026

Initial Standards Narrative Report

Number and Name of Standard: 10.58.311 Initial Content and Pedagogical Knowledge

Summary of findings: The evidence for meeting these standards includes various assessment methods such as MACK scores, Praxis exams, GPA, coursework (including a core technology course), key assessments (like the Teaching Work Sample or TWS), clinical evaluations, special education preparation, and capstone evidence.

Evidence consistent with meeting the standard: Carroll's evidence confirms that the program meets the requirements for ARM 10.58.311 (1)(a-h), particularly regarding candidate content knowledge, pedagogy, and alignment with Montana teaching standards (learner development, environment, and instructional design). Evidence shows that candidates can successfully apply discipline-specific concepts to advance P-12 student learning. The curriculum demonstrates a strong focus on planning and varied assessment, with the technology course providing relevant training for instructional design. Despite these strengths, certain aspects of the program warrant additional support.

Evidence inconsistent with meeting the standard: Onsite evidence indicates that secondary programs must better bridge content knowledge with research-based theory. Relying solely on elementary methods for secondary candidates creates a readiness gap, as grades 6-12 require specialized pedagogy, adolescent psychology, and advanced classroom management. Graduates with only elementary training often struggle to adapt to the subject-specific, rigorous environment of secondary education.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:

None

Recommendation: Met with Notation

Carroll College
Educator Preparation Provider Accreditation Review
Spring 2026

Initial Standards Narrative Report

Number and Name of Standard: 10.58.312 Initial Clinical Partnerships and Practice

Summary of findings: The program was found to have met the standard in all sub-clauses reviewed under 10.58.312.

Evidence consistent with meeting the standard: The evidence provided supports compliance with the substandards: effective partnerships and practices, co-constructed, mutually beneficial arrangements, high-quality clinical educators, and design and implementation of clinical practices. Candidates participate in effective community partnerships and supervised clinical practice, demonstrating a focus on developing knowledge, skills, and professional dispositions necessary for positive impact on P-12 student learning. The college teacher preparation program demonstrates partnerships with a variety of PK-12 and community organizations that serve different forms, participants, and functions in clinical preparation. Expectations for candidate entry, preparation, and exit are outlined in the MOU and student teaching handbook. Theory and practice are linked through practicums embedded within methods or foundations courses. Accountability for candidate outcomes is shared via ongoing communication among principals, cooperating teachers, supervisors, and the Field Placement Coordinator. Opportunities are routinely provided for candidates to select their student teaching placement in their district/school of choice, honoring local recruitment initiatives when possible. Co-selection, preparation, and evaluation processes ensure candidates are supported by high-quality clinical educators who positively influence candidate development and P-12 student learning. Evidence confirms that clinical experiences, utilizing various modalities, ensure candidates demonstrate developing effectiveness and measurable positive impact on P-12 student learning throughout the clinical sequence. A way to strengthen the program even further is by actively diversifying opportunities to include rural, high-need, or varied settings.

Evidence inconsistent with meeting the standard: None

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:

None

Recommendation: Met

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Initial Standards Narrative Report

Number and Name of Standard: 10.58.313 Initial Candidate Quality, Recruitment, and Selectivity

Summary of findings: The program is found to have met the standard and most of the subsections in ARM 10.58.313. One substandard requires additional evidence- 10.58.313(1)(g).

Evidence consistent with meeting the standard: Evidence for teacher candidate quality is grounded in a variety of measures, including the InTasc Model Core Teaching Standards, The Montana Code of Ethics, The Danielson Framework, Research on Dispositions in Teacher Education, and Crosswalks with Peer Institutions' instruments. Additionally, Carroll College Teacher Prep Program has strong evidence of supporting teacher candidates through advising, building relationships, along with consistent and structured monitoring and reviews. This evidence provides assurance that teacher candidates progress effectively through the preparation program and are prepared as they head into the teaching profession.

Onsite evaluations indicate a need to integrate foundational coursework throughout the curriculum to ensure the longitudinal reinforcement of program requirements, communication standards, and student expectations. Foundations courses should be designed to provide transparent, intentional, and timely guidance, serving as a consistent touchstone for students as they progress through the entire program. Utilizing full-time faculty for these core courses will likely enhance program-wide consistency, provided these instructors maintain active links to current P-12 classroom challenges to ensure pedagogical relevance. Finally, the program must implement an accessible, transparent, and structured grievance process to better support candidate concerns.

Evidence inconsistent with meeting the standard: None

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:

None

Recommendation: Met

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Initial Standards Narrative Report

Number and Name of Standard: 10.58.314 Initial Program Impact

Summary of findings: Onsite evaluations confirm that teacher candidates are well-prepared for classroom environments, demonstrating the program's effectiveness in practical application. To further strengthen these outcomes, the program is currently engaged in a continuous analysis of completer performance and stakeholder satisfaction to ensure long-term impact and alignment with field expectations. However, a reliance on insufficient employer survey data—due to low response rates and a lack of follow-up—limits the ability to fully demonstrate employer satisfaction.

Evidence consistent with meeting the standard: The program evaluates the transition from candidate to practitioner through a multi-channel feedback system designed to capture diverse performance metrics. This framework integrates qualitative insights from the Teacher Advisory Panel (TAP) with exit assessments that provide immediate projections of professional performance. Additionally, employer and completer surveys are utilized to document long-term instructional capacity.

Evidence inconsistent with meeting the standard: There is a need to improve Employer Survey response rates to mitigate bias, capture long-term trends, and ensure the program meets evolving district expectations.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:

None

Recommendation: Met with Notation

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Initial Standards Narrative Report

Number and Name of Standard: 10.58.315 Initial Provider Quality Assurance and Continuous Improvement

Summary of findings: Evidence provided shows that Carroll College's teacher preparation program now meets quality assurance standards, improving from a previous "area for improvement" to "met with notation". Onsite evidence confirmed the program has established a regular data review cycle and faculty response system.

Evidence consistent with meeting the standard: The program has established a robust, standards-aligned data system (ARM 10.58.315) utilizing varied assessments, including key assessments, Praxis, and survey data to shift from individual student focus to system-level improvements. While defining this system is a major achievement, future focus is needed on continuous monitoring.

Evidence inconsistent with meeting the standard: The program should establish a more formalized system for sharing performance data and program improvements with teacher candidates. While onsite evaluations confirm that candidates are well-prepared for the classroom, providing students with transparent access to assessment outcomes and program-wide data will foster a deeper understanding of professional expectations and their own developmental milestones. This transparency ensures that students are not merely subjects of evaluation but active participants in the program's quality assurance processes.

Furthermore, the program must refine its continuous improvement framework by developing a systematic approach to data monitoring. Beyond the current multi-channel feedback system, there is a need for a consistent, longitudinal cycle of analysis that translates raw data into actionable curricular enhancements. Strengthening this piece involves creating a regular review schedule where data from the Teacher Advisory Panel, exit assessments, and employer surveys are synthesized to identify trends. By closing this feedback loop, the program can more effectively monitor the impact of foundational coursework and faculty alignment on long-term candidate success.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:

None

Recommendation: Met with Notation

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Narrative Report

Number and Name of Standard: 10.58.501 Teaching Standards - Elementary

Validating Statement: The program provides comprehensive experiences that meet the standards outlined in 10.58.501.

Sources of Evidence: Course syllabi, assignments, activities, and assessments

Assessment Aligned to Standard: There is a solid connection between coursework that is clearly aligned to the standards meeting the intent, dispositions, and proficiencies in each.

Evaluation: The Carroll College Teacher Education Program (TEP) is rigorously designed, offering diverse clinical and classroom experiences that facilitate the professional growth of elementary education candidates. The curriculum follows a logical sequence that ensures comprehensive alignment with the standards established in ARM 10.58.501. Furthermore, evidence from course syllabi demonstrates a deliberate integration of these standards into the program's core learning outcomes.

Commendation: The program was thoughtful about developing programs of study that would meet the standards across the continuum of the program culminating in practice during student teaching. The evidence in each standard showed the program intentionally addressed scope of the standard to prepare proficient teachers with a diverse set of pedagogical skills and competencies that are easily transferable to the classroom to impact student growth. Overall, the program has all the necessary elements in place to develop quality educators.

Improvements: While all the standards for teaching were met, one area where the program may direct future attention is that of having a more delineated focus on ELLs in the area of instruction, perspectives on culture and language, and how those elements interact to influence classroom engagement and growth.

Accreditation Recommendation: Met

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Narrative Report

Number and Name of Standard: 10.58.501 Teaching Standards - Secondary

Validating Statement: Carroll College has provided evidence demonstrating that secondary education candidates receive multiple opportunities to engage with and acquire the skills and competencies outlined in Standard 10.58.501. Through a diverse array of learning opportunities integrated across secondary education program courses, candidates are equipped to acquire the 12 teaching standards encompassing: learner development, learning differences and diversity, learning environment, content knowledge personalization and accessibility, content application, assessment, planning and implementation, instructional strategies, professional learning and ethical practices, family and community engagement, and Indian Education for All. Candidates cultivate these teaching competencies through a comprehensive sequence of coursework, field experiences, and student teaching.

Sources of Evidence: Documentation supporting Standard 10.58.501 comprised three principal documents: the Institutional Self-Study Report (ISSR), the Program Level Rubric Document, and the Academic Catalog for the 2025-2026 Academic Year. Supplemental evidence included syllabi for a variety of courses, such as: Introduction to Exceptional Children, Foundations of Education, Measurement and Assessment in Education, Content Area Reading and Secondary Methods, Developmental Psychology, Collaboration and Conferencing, Middle School Teaching, Child and Adolescent Psychology, Diversity Field Experience, Introduction to Native American Studies, Educational Psychology, and Education Seminar.

Assessment Aligned to Standard: The Institutional Self-Study Report (ISSR) delineates the methodology by which the Carroll College Teacher Education Program (TEP) addresses the Montana Teaching Standards (10.58.501). The ISSR demonstrates that the Carroll College TEP is fundamentally rooted in a liberal arts foundation and a Conceptual Framework (2025), which serves to govern the curriculum, instruction, and assessment. It establishes an alignment between the Standards outlined ARM 10.58.501 and the InTASC Core Teaching Standards. The ISSR enumerates common program assessments, including the Teacher Work Sample, Field Evaluations (which assess Dispositions and Danielson Framework competencies), and course-based key assessments. A quality assurance system is employed to collect and analyze data, regarding candidates acquisition of the 12 teaching standards.

The Program-level Rubric Template for the TEP is congruent with Standard 10.58.501. These rubrics articulate Program Learning Goals (PLGs) in correspondence with the 12 teaching standards. Each PLG is further disaggregated into specific Program Learning Objectives (PLOs) and is assessed across four distinct achievement levels: Beginning (1), Developing (2), Proficient (3), and Advanced (4). The rubrics also include concrete examples of how a candidate demonstrates competency with the standard.

The Academic Catalog for the 2025-2026 academic year incorporates information detailing the TEP's objective: to support students in cultivating teaching competencies and evolving into educational professionals adept at responding to the diverse needs of individual students. The Catalog specifies that candidates are mandated to demonstrate proficiency in the Montana 12 teaching standards. Furthermore, the catalog delineates program requirements and progression benchmarks, asserting that students must successfully satisfy a series of these benchmarks to maintain enrollment in the program and ultimately be eligible for licensure recommendation.

Evaluation: The Carroll College TEP is well-structured, providing a range of experiences that are conducive to candidates developing into effective secondary educators. The program exhibits an effective overall sequence of courses that comprehensively addresses the teaching standards outlined in ARM 10.58.501. Further analysis of the course syllabi revealed intentional integration of the teaching standards into the defined learning outcomes.

Commendations: Carroll College effectively addresses the teaching standards within its secondary education program, as evidenced by its broad spectrum of comprehensive learning experiences. This alignment is clearly demonstrated through the intentional structure of the Conceptual Framework, the integration of Rubrics with the Program Learning Goals and Objectives, and the Course Work, all of which are directly correlated with the teaching standards. Candidates are afforded frequent and varied opportunities to design meaningful learning experiences and environments for secondary students, participate in field experiences that allow for the assessment of lesson and activity effectiveness, and engage in deliberate self-reflection concerning their professional growth and dispositions. The documentation detailing the mapping of course work to the 12 teaching standards, was particularly thorough and well substantiated.

Improvements: Evidence shows that the Carroll TEP is doing an excellent job at preparing candidates with the 12 teaching standards outlined in ARM 10.58.501. However, three key areas could be enhanced to further strengthen secondary educators' ability to effectively personalize and deliver instruction:

- Provide candidates with explicit opportunities to incorporate modern digital learning tools and Artificial Intelligence (AI) into their pedagogical practices. This will enable educators to strategically apply technology to personalize learning experiences.
- Ensure practical applications of strategies that support effective instruction for English Language Learners (ELLs) to amplify content personalization and accessibility.
- While candidates demonstrate an understanding of Indian Education for All (IEFA) essential concepts, increased practice in embedding IEFA principles into lesson plans specific to their content area of expertise is recommended.

Accreditation Recommendation: Met

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Narrative Report

Number and Name of Standard: 10.58.509 English/Language Arts

Validating Statement: A variety of courses are used throughout the program to ensure that teacher candidates have numerous opportunities to enhance their pedagogical, theoretical, and instructional knowledge in English Language Arts instruction. Candidates have the opportunity to take upper-level English courses to expand their own knowledge of genres, audiences, reading, and writing processes across content areas. Additionally, there is opportunity for candidates to reflect on their own teaching practices through student teaching, seminars, and collaborative work with peers and mentor teachers.

Sources of Evidence: Documentation to support 10.58.509 English Language Arts included several sources of evidence, including the Institutional Self-Study Report (ISSR), course catalogs from the 2025-2026 school year, course objectives, and course outcomes. Specific syllabi from the following courses have also been provided and include the following courses: Teaching English on the Secondary Level, Literary Studies, Young Adult Literature, Content Area Reading and Secondary Methods, Literary Theory and Criticism, Native American Authors, Literary Studies, History of the English Language, and Introduction to Creative Writing.

Assessment Aligned to Standard: The Institutional Self-Study Report (ISSR) provides evidence of the methodology that Carroll College Teacher Education Program (TEP) uses to address the Montana Teaching Standards - English Language Arts (10.58.509). The ISSR demonstrates that the Carroll College TEP adheres to strict standards for admission and recommendation for licensure, including ensuring teacher candidates meet minimum expectations on course grades, Praxis tests, and the Montana Assessment of Content Knowledge (MACK). The ISSR includes opportunities for teacher candidates to organize literary festivals, planning units of study, and field experiences in classrooms.

The syllabi provided also include specific Montana Teaching Standards that support candidates in growing competencies and becoming adept professional educators, alongside their work in English Language Arts teaching and learning. The syllabi provide evidence of assessment and benchmarks of candidate's abilities to plan, implement, and assess English language arts and literacy instruction.

Evaluation: The Carroll College TEP is well-organized and provides a range of experiences for teacher candidates to develop into effective English teachers. The program provides an effective combination of coursework to enhance candidates' understanding of English pedagogy, theory,

and how to design effective instruction for students. The coursework comprehensively addresses the teaching standards in ARM 10.58.509.

Commendations: Carroll College effectively addresses the English Language Arts teaching standards within its TEP. There is strong evidence of teacher candidates having the opportunity to not only develop their own proficiency in reading and writing across genres, but to also plan, implement, and reflect upon how that knowledge can assist them in teaching their students in English language arts. By providing a variety of options for students to take upper-level coursework in English, and pair them with field experiences, as in ED 318, for example, candidates are able to make a connection between their learning and the practical application of teaching. There is strong evidence of candidates collaborating with colleagues as well as having the opportunity to learn how to communicate effectively with a variety of audiences including parents, administrators, and the community. Additionally, there is clear evidence of supporting teacher candidates in successful classroom management strategies to increase engagement and participation of their future students. Clear collaboration between departments at Carroll College offer a broad range of classes for candidates to deepen their pedagogical understandings of English language arts.

Improvements: The evidence shows that Carroll is preparing candidates well for their future roles in teaching English Language Arts. There are two areas, however, that could be enhanced to further strengthen candidate's preparation for teaching:

- The ELA standards mention “standards-based learning experiences” for all students. While there is an occasional mention of standards-aligned planning, provide students with explicit standards-based learning experiences themselves, so they can plan those same types of experiences for their students. Additionally, provide explicit instruction on standards-based grading so candidates can understand how to provide standards-based instruction and assessment within a grade-based system.
- While there is a stand-alone course on Native American authors, provide more integrated assignments throughout the TEP coursework. This will provide candidates the experience with thoughtful integration of works by/about Native American authors and perspectives, in order to integrate into their own instructional planning.

Accreditation Recommendation: Met

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Narrative Report

Number and Name of Standard: 10.58.510 Special Education P-12

Validating Statement: The Special Education P–12 program at Carroll College demonstrates alignment with ARM 10.58.510 through a comprehensive sequence of coursework, clinical experiences, and assessment practices designed to prepare candidates to effectively educate students with exceptionalities. The program integrates evidence-based instructional practices, legal and ethical foundations, collaborative skills, and progressively intensive field experiences to ensure candidates meet professional standards and are prepared for service in Montana schools.

Sources of Evidence: Sources of evidence include course syllabi, program descriptions, assessment rubrics, field experience evaluations, disposition assessments, practicum and student teaching documentation, and the Institutional Self-Study Report. Evidence demonstrates alignment between coursework outcomes and state standards across multiple courses including SPED 200, SPED 204, SPED 205, SPED 206, SPED 308, SPED 323, ED/SPED 324, and SPED 409.

Assessment Aligned to Standard: The program utilizes multiple measures to assess candidate knowledge, skills, and professional dispositions. Assessments include written assignments, case studies, lesson plans, diagnostic-based interventions, field experience evaluations, IEP development assignments, behavior intervention plans, and observation-based evaluations aligned to the Danielson Framework and program disposition levels. Clinical experiences progress from observation and limited practice to extended student teaching placements, allowing candidates to demonstrate competence across diverse educational settings.

Assessments are clearly embedded within coursework and clinical practice and are aligned to program outcomes and ARM 10.58.510 competencies, including instructional planning, assessment and data analysis, collaboration, legal compliance, and least restrictive environment decision-making.

Evaluation:The evidence provided demonstrates that the Special Education P–12 program at Carroll College exceeds the requirements of ARM 10.58.510. Coursework and field experiences are intentionally sequenced to build candidate competence over time, with multiple opportunities to demonstrate proficiency in assessment, instructional strategies, collaboration, and professional responsibilities.

Candidates are evaluated using both qualitative and quantitative measures, including rubrics, field evaluations, and performance-based assessments. While individual candidate performance data are documented within courses and field placements, the Institutional Self-Study emphasizes descriptive and rubric-based evaluation methods. Aggregated and disaggregated

candidate performance data are limited in the submitted materials; however, the overall structure of assessment and alignment to standards is clearly articulated and consistently implemented across the program.

Commendations:

- The program demonstrates a strong alignment between coursework, field experiences, and ARM 10.58.510 standards.
- Candidates participate in progressively intensive clinical experiences, culminating in extended student teaching placements that support readiness for licensure.
- Coursework emphasizes legal and ethical responsibilities, collaboration, and evidence-based instructional practices essential for special education professionals.
- Multiple assessment methods are used to evaluate candidate competencies across academic, behavioral, and functional domains.

Improvements:

- Consider providing aggregated and disaggregated candidate performance data across key assessments to strengthen program-level evaluation and continuous improvement efforts.

Accreditation Recommendation: Met

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Narrative Report

Name and Number of Standard: 10.58.518 Mathematics

Validating Statement: The institution provided an Institutional Self-Study Report. In the report, each component of Standard 10.58.518 was associated with a particular course in the degree program. For each of these courses, the institution also provided a location where evidence of inclusion of each component could be found in the accompanying documentation. This documentation primarily consisted of course syllabi.

Sources of Evidence: Course syllabi, assignments, projects, presentations, course descriptions in course catalog, candidate teaching handbook.

Assessment Aligned to Standard: Assessment of each component of the full standard was evaluated using the provided Institutional Self-Study Report (ISSR). Assessment decisions were made on the basis of inclusion or exclusion – that is, if the evidence pointed to in the ISSR demonstrated that the component of the standard was fully included in the degree program, then, the assessment of the program was determined to have met the standard (MET). Conversely, if the evidence pointed to in the ISSR demonstrated that the component of the standard was not fully included in the degree program, then, the assessment of the standard was identified as an area for improvement (AFI) or a stipulation (STIP). The distinction between AFI and STIP was made on the basis of whether or not the component was partially met (AFI) or missing (STIP).

Evaluation: The large majority of components of Standard 10.58.518 are met by the degree program. The development of content knowledge in mathematics is very strong. The program includes a number of rigorous, upper-division courses (e.g., Abstract Algebra, Real Analysis, Modern Geometry). Furthermore, there is evidence that candidates gain strong training and exposure to the modern mathematical pedagogy known as Inquiry Based Learning (IBL). At least 6 unique syllabi identify IBL as the chosen format for learning course content, so, candidates learn of this teaching technique by experiencing it firsthand as candidates in mathematics content courses. In regards to mathematical pedagogy, minimal evidence was provided to demonstrate implementation of standard 1.i.i, in particular how learners develop mathematical proficiency through the interdependent processes of integrating conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition. The evidence provided indicates that candidate training in pedagogical understanding specific to mathematics is limited to the middle grades only in the course *MA301 – Teaching Math Content and Methods in Middle Grades*. While a high school methods of teaching mathematics course is included in the degree plan (e.g., *ED318 – Content Area Reading and Secondary Methods*), a close reading of the syllabi indicates that the course is not tailored to the learning of mathematical pedagogical knowledge, but rather seems more concerned with

how literacy develops across the various content area domains commonly taught in high school. There is concern that candidates in the program are not prepared as well to meet the demands of teaching high school mathematics, where candidate learning of algebra, function, proof-based geometry and comparative statistics develops quite differently than the more common topics of middle school such as ratio, proportion, rational number, measurement geometry and statistical measure.

Commendation: The program is particularly well-suited to training teachers in the teaching-and-learning of mathematical modeling. At least seven different courses ask candidates to engage in the process of mathematical modeling across a variety of mathematical content area contexts (e.g., calculus, statistics, numerical methods, optimization). All candidates in the program are required to take *MA321 – Math in the Mountains*. This unique course seeks to engage candidates in a semester-long quest to engage in a mathematical modeling problem that arrives at the classroom from an area business or manufacturing group. Candidates emerge from this program with a very good understanding of how mathematics and statistics can be applied to real-world problems to improve understanding and decision making.

Improvements: As noted above, the only area for improvement are standards 1.i.i and 1.i.vi. Both standards are meant to require that pedagogical knowledge *particular to mathematics* is part of candidates' preparation to teach grades 5-12 mathematics. While evidence points towards adequate pedagogical preparation in grades 5-8, there is less evidence that teacher candidates are as pedagogically prepared to teach mathematics in grades 9-12. For instance, this reviewer finds little evidence that candidates study the State of Montana Content Standards in grades 9-12 and there is little evidence that candidates learn anything in particular about how, for example, high school candidates learn algebra. This area for improvement should be addressed to ensure that candidates are better prepared in this important area of the preparation of teachers.

Accreditation Recommendation: Met with Notation

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Narrative Report

Name and Number of Standard: 10.58.521 Reading Specialist

Validating Statement: Each course in the program offers a variety of projects, assignments, experiences, and assessments that align to 10.58.521 Standards for Reading Specialists K-12.

Sources of Evidence: Course syllabi and other documentation of course content.

Assessment Aligned to Standard: 10.58.521 Standards for Reading Specialists K-12.

Evaluation: The Reading Specialist K-12 program offered by Carroll College meets the standards outlined in 10.58.521. Candidates are provided with a variety of opportunities to utilize what they have learned about leading change, instructional practices, and intervening when students are not on target. The combination of content meant to expand candidates' knowledge and practice of theory, reading and writing development, leadership, diversity, adult learning, and curriculum creates a strong Reading Specialist program.

Commendations: There are a variety of opportunities for students to connect their coursework to real classroom and school experiences. The foundational components of reading appear to be taught in a thoughtful manner and are connected to assessment and intervention courses.

Seven Essential Understandings Regarding Montana Indians, the assignment in ED/PSY 229, is fundamental for future educators, as it emphasizes the diversity within Montana, including the historic and contemporary contributions and identities of our Indigenous citizens and communities.

Opportunities are provided for candidates to integrate technology thoughtfully into course work as well as how to plan professional development sessions and evaluate programs with a critical lens. These are crucial experiences and will provide them with a clear understanding of these aspects of the job of Reading Specialists.

Improvements: While the "Big Five" of reading development were explicitly and carefully covered in the coursework, it was less clear how and where language and writing development were covered. Oral language development is the foundation of all literacy instruction and the reviewer struggled to determine where in the coursework this aspect of the standards was addressed. Language and its ties to culture were clearly included, but strengthening the implementation of language development would strengthen the overall course program.

Similarly, there were several assignments provided as evidence that writing is addressed in the coursework. While the writing process was well covered, and a handwriting research assignment was included, it was unclear where the foundational skills of writing such as handwriting, sentence structure, etc., were explicitly taught.

While overall the evidence provided was clear, there were several areas where the evidence pointed toward a particular assignment but the language in the syllabus was vague. It is clear that these assignments are housed in an online platform that the reviewer did not have access to. While the current review for this subject area provided enough evidence that the reviewer was able to pull pieces together to determine that the standards were met, it would strengthen a future review to ensure that assignments and activities provided as evidence are clearly laid out in the documentation provided so there is no question that all standards are thoroughly met.

Accreditation Recommendation: Met

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Narrative Report

Name and Number of Standard: 10.58.522 Science

Validating Statement: A variety of syllabi for the general science broadfield preparation program were used to evaluate whether candidates met the 10.58.522 Science Standard. Science teacher candidates are required to take 15 Biology credits, 11 Chemistry credits, and 11 credits of Physics. The final science content requirement is 12 credits of Earth Science and there are 9 required Math and Nature of Science credits. Finally, 47 education credits are also required.

Sources of Evidence: Syllabi and course descriptions for all classes were reviewed and evaluated against the standard. The Institutional Self-Study Report was also used to evaluate the program.

Assessment Aligned to Standard: Each subcomponent of the standard was compared with the syllabus, course description and assessment to determine if the standard was met.

Evaluation: This program provides candidates with a comprehensive review of scientific content knowledge. Candidates have the opportunity to choose from a variety of biology courses, depending on their interests, all of which provide a solid foundation in the nature of science, the collection and analysis of scientific data, and the design and conduct of experiments. Candidates can also choose between a variety of lab and field courses to gain a broad understanding of laboratory and field techniques and safety.

Commendations: The Teacher Education Program (TEP) at Carroll College deserves significant commendation for its exceptional and diverse range of science course options for candidates. The curriculum offers in-depth courses in all science content areas. For example, the opportunity to participate in “Winter Ecology” provided teacher candidates with practical research skills that can be implemented in the classroom, fostering critical thinking and a love for inquiry in their students.

Improvements: In the education courses, such as ED 318, candidates should conduct a thorough review of the Next Generation Science Standards (NGSS) and their adaptation to the Montana science content standards (MSCS). They should also learn how standardized assessments are designed based upon the three dimensions of the NGSS: Core Content(CC), Science and Engineering Practices (SEPs), and cross-cutting concepts (CCCs). The education class should have candidates review and evaluate lesson plans and curricula with respect to

integration of the three dimensions, followed by opportunities to design curricular lessons or units that integrate the three dimensions.

- **10.58.522.2.a.i** - While there are adequate science content classes, the only science-focused education class is ED 318 - Content Area Reading and Secondary Teaching. The course uses content-area textbooks and articles, in addition to common core standards for content areas. Montana uses the MSCS, not Common Core. The Montana science content standards are based upon the NGSS. These standards have some very important nuances; in addition to the content area standards, they include two other dimensions of CCs and SEPs. The design of the MSCS and the NGSS requires teachers to understand how SEPs and CCCs are used to develop three-dimensional standards alongside content standards.
- **10.58.522.2.a.iv.** Preparation and experience in environmental science, including American Indians and tribes in Montana and their traditional relationship to the environment could be better integrated.

Two courses: AS 218 - Introduction to Native American Studies and ED 218 - Content Area Reading and Secondary Teaching (with the lesson plan on MT Teaching Standard L 10.58.501.L) include some content about American Indians and Montana Tribes, but they connect it more to culture and heritage, and less to the relationship with the environment and how it relates to environmental science. There is no content about the transitional relationships with the environment. This connection is a highly effective method and lens for teaching environmental science concepts. Two courses that focus on environmental science, ES 124 - Climate and Environment and BI 123 - Foundations of Ecology and Environment, provide a thorough review of environmental science, including how humans are impacted and how humans impact the environment. Still, there is no evidence of content on the relationship between American Indians and the environment.

- 10.58.522.7.b. Ability to collect and interpret empirical data using applicable science-specific technology to develop science and engineering practices, understand the cross-cutting concepts and processes, relationships, and natural patterns: This subcomponent was met because candidates will receive an excellent understanding of this content through their science content courses. However, without specific instruction regarding how to understand and implement the three dimensions of the NGSS, including SEPs and CCCs, in education classes, candidates will not explicitly be trained in how to interpret and utilize the standards to fully design and evaluate curriculum, and instruct and assess students using the NGSS.
- 10.58.522.7.h. Conceptual understanding of earth sciences including content in astronomy, geology, paleontology, meteorology and oceanography, and their

relationships with each other.”This standard is strong except for the lack of evidence reflecting courses in paleontology.

Accreditation Recommendation: Met with Notation

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Narrative Report

Name and Number of Standard: 10.58.523 Social Studies

Validating Statement: The Social Studies Broadfield endorsement area was reviewed using the materials submitted including syllabi for multiple Social Studies courses.

Sources of Evidence: Course syllabi were provided for content related courses in history, political science, psychology, and Native American Studies. Additional syllabi included courses in Education and Special Education. A document providing an overview of required courses for students pursuing a Bachelors in Social Studies Education and a Student Teacher Handbook were also evaluated against the standard.

Assessment Aligned to Standard: Pre-service educator's knowledge, skills, and performance related to the standards addressed in their coursework were evaluated using a variety of assessments. These included quizzes, exams, homework, teacher work samples, observations, portfolios, and artifacts gathered during the student teaching experience. Assessments were directly aligned with the specific learning outcomes for each course.

Evaluation: The Social Studies Teacher Education Program (TEP) program is structured in a way where candidates receive a well rounded basis for Social Studies teaching. Candidates have opportunities to work in hands on, interest based courses such as in PO 222 and PO 312. Tribal history, cultural and contemporary events are heavily covered in the program and embedded through many of the courses. Candidates additionally receive a foundation in psychology that will benefit their classroom teaching, especially on how to meet a variety of student needs. The program's course sequence largely aligns with the standards outlined in ARM 10.58.203.

Commendations: The program offers a diverse range of content coursework in history and political science. Some of these courses take a hands-on approach to student learning that sets a strong foundation for teacher candidates. The curriculum and instructional practices consistently incorporate Indian Education for All. This is evident through the integration of the history, cultural heritage, language, and current status of Montana's American Indians and tribes across various course offerings.

Improvements: The required content and included syllabi clearly demonstrated how the Educator Preparation Program satisfies the requirements for the history and government endorsements. Despite the inclusion of sociological topics within the broadfield curriculum, the reviewer highlighted a gap in dedicated experience, raising concerns about the candidates' readiness to teach the subject effectively. Sociology constitutes a distinct pedagogical and theoretical discipline within the social sciences, requiring specialized

methodology and content knowledge that cannot be substituted by general social science exposure. Consequently, standards 10.58.523 (8)(a), (8)(b), and (8)(c) specifically need improvement.

Accreditation Recommendation: Met with Notation

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Narrative Report

Name and Number of Standard: 10.58.532 Elementary Education

Validating Statement: Carroll College provided an Institutional Self-Study Report. In the report, each component of 10.58.532 for K-8 Elementary Education standards correlated to multiple courses which fulfill the standard. For each of these courses, Carroll College also provided a location where evidence of inclusion of each component could be found in the accompanying syllabi. For some standards, there was an indication that candidates have choice in which courses would fulfill the standard.

Sources of Evidence: Course syllabi, assignments, projects, presentations, course descriptions, student teaching handbook.

Assessment Aligned to Standard: Assessment of each component of the full standard was evaluated using the provided Institutional Self-Study Report (ISSR). For each component of Standard 10.58.532, the reviewer used the ISSR to guide the evaluator to an assessment decision.

Evaluation: The K-8 Elementary Education program at Carroll College meets the standards outlined in 10.58.532. Teacher candidates are offered many opportunities to meet each standard, with significant integration of the standards across a variety of content areas. In addition, the program offered candidates the opportunity to apply their learning both through coursework and through field experiences in the K-8 classroom. There was also strong evidence of crossover between materials being used in the program and materials that are often used in Montana schools like the Teaching Reading Sourcebook and Danielson Framework.

Commendation: There is a strong emphasis in the program on integrated education; whether that be teaching content through the arts or other interdisciplinary connections. Candidates are exposed to the most up-to-date research and instructional strategies across multiple courses and are given multiple opportunities to demonstrate success. Standard (j) demonstrates knowledge, understanding, and use of interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences was very clearly an area of strength for the program.

Improvements: In standard (b) demonstrate knowledge, understanding, and application of central concepts as outlined in the Montana Content Standards for students across grades K-8 and engage students in meaningful learning experiences that support students in meeting standards there is a tremendous amount of choice for students and it's important to recognize the significant breadth of this standard - however - thinking of the 4th grade standards in particular, exposure to Montana history is limited to ED312 with the elimination of the "Montana & the West" course.

Looking at standard (d) demonstrate knowledge, understanding, and application of the fundamental concepts of physical science, life science, earth and space sciences, and engineering design to design and implement developmentally appropriate inquiry lessons based in the history and nature of science, including tribal ways of knowing and scientific contributions related to tribes in Montana, to build student understanding for personal and social applications. The portion of the standard that focuses on tribes in Montana was not fulfilled by all courses listed in the Institutional Self-Study and depending on teacher candidate course choice - might not be addressed. It would be important to build these contributions into all coursework for the candidates or narrowing the candidates choices.

Accreditation Recommendation: Met



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April 14, 2026

To: Crystal Andrews
Senior Manager
Accreditation Unit
Montana Office of Public Instruction

From: Joe Helbling
Chair – Education Department
Carroll College

RE: Rejoinder Response to 10.58.311

Rejoinder Response to 10.58.311 Notation

The Educator Preparation Program respectfully disagrees with the statement that secondary candidates “rely solely on elementary methods,” as this characterization does not accurately reflect the structure of the secondary program or the evidence submitted.

Secondary candidates complete **ED 318: Content Area Reading and Secondary Methods**, a course specifically designed for middle and high school contexts. This course includes a required 45-hour field experience in a secondary classroom and emphasizes discipline-specific instructional planning, adolescent literacy development, and evidence-based pedagogical practices aligned to secondary learners. Candidates engage in lesson design, unit planning, and reflective practice grounded in both theory and field-based application.

In addition, candidates complete **ED 305: Classroom Management**, which is intentionally designed as a K–12 course grounded in research-based practices. Within this course, candidates develop and apply classroom management strategies through assignments such as the Personal Discipline Plan and Instructional Management Project. These assignments are completed in conjunction with concurrent field experiences (e.g., ED 318), allowing candidates to apply management principles in secondary classroom settings appropriate to their licensure area.

The program also ensures that candidates are well prepared in adolescent development and educational psychology. All candidates complete coursework in developmental psychology through **PSY 227: Child and Adolescent Psychology** or **PSY 203: Developmental Psychology**, which provide a research-based understanding of biological, cognitive, and psychosocial

development, including specific attention to adolescence. In addition, all candidates complete **ED/PSY 229: Educational Psychology**, which focuses on the application of psychological principles to teaching and learning. This course emphasizes how developmental processes, motivation, and individual differences influence instruction and requires candidates to design developmentally appropriate lessons based on knowledge of learners, aligned with Montana Teaching Standards.

These courses demonstrate that secondary candidates are not only developing an understanding of adolescent learners, but are also applying that knowledge directly to instructional planning and classroom practice in secondary settings, consistent with the expectations outlined in 10.58.311(a–c).

The program would also like to clarify a potential source of misunderstanding related to course structure. Courses such as ED 305 and ED 318 include candidates from multiple program pathways (e.g., secondary majors and elementary candidates pursuing a K–12 Reading minor). While this mixed enrollment may create the perception of broadly applicable pedagogy, the course content and assignments are explicitly differentiated and aligned to candidates' intended licensure areas and field placements. **ED 318, in particular, is a secondary methods course**, and there are no instances in which secondary candidates complete elementary methods coursework as a substitute for secondary preparation.

The program acknowledges that the presence of mixed cohorts may have contributed to an interpretation that coursework is generalized. However, the evidence submitted demonstrates that secondary candidates engage in developmentally appropriate, discipline-relevant pedagogical preparation aligned to grades 6–12, including explicit connections between research, theory, and practice.

ITEM 10

**INFORMATION ON THE EDUCATOR
PREPARATION PROVIDER
ACCREDITATION HANDBOOK**

Crystal Andrews

Montana Board of Public Education Executive Summary

Date: May 21-22, 2026

Presentation	Review Educator Preparation Provider Accreditation Handbook
Presenter	Crystal Andrews
Position Title	Senior Manager, School and Educator Effectiveness Office of Public Instruction
Overview	<p>Per ARM 10.58.102 (1), the Board of Public Education shall adopt procedures for the accreditation review of educator preparation providers.</p> <p>The handbook was drafted in collaboration with representatives from the OPI and several Montana university systems.</p>
Requested Decision(s)	Information Only
Related Issue(s)	
Recommendation(s)	None



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

Educator Preparation Program Accreditation Process and Procedures Manual



Updated
Spring 2026

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Introduction

The purpose of accrediting an Educator Preparation Program (EPP) is to ensure that all professional education programs which lead to educator licensure meet established standards. The Professional Educator Preparation Program Standards (PEPPS) guide these programs in developing curriculum, instructional strategies, aligned assessments, and relevant field and clinical experiences to prepare educator candidates to meet the learning needs of PK- 12 students.

This manual outlines the processes and procedures for the accreditation review of Montana's educator preparation providers.

Section I: Montana Professional Educator Preparation Program Standards (PEPPS)

Adoption of PEPPS by the Board of Public Education (BPE) as Administrative Rules of Montana (ARM) establishes the accreditation and accountability requirements for Montana's EPPs.

The PEPPS which make up Administrative Rules of Montana (ARM) Title 10, Chapter 58, Sub-Chapters 1, 3, 5, 6, 7, and 8, constitute the core of professional educator preparation programs in Montana. The PEPPS are aligned to national standards, specifically the [Council for the Accreditation of Educator Preparation \(CAEP\)](#) initial and advanced standards.

The Interstate Teacher Assessment and Support Consortium, "[InTASC Standards](#)," have also been incorporated in [ARM 10.58.501](#). The standards outlined in ARM 10.58.501 and the InTASC standards are general requirements to assure a common set of expectations in the preparation of professional educators in all content and specialty areas.

Below is a description of each chapter of the [Administrative Rules of Montana \(ARM\) Title 10 Chapter 58](#):

Sub-Chapter 1: State Administrative Procedural Standards

Outlines the process and procedures leading to the accreditation site reviews.

Sub-Chapter 2: Conceptual Framework of Professional Educator Preparation Programs

Repealed

Sub-Chapter 3: Curriculum Principles and Standards: Basic Programs

The Performance standards for initial licensure programs define the criteria that institutions and professional education programs must meet to demonstrate compliance and program quality. The initial licensure performance standards include content and pedagogical knowledge, clinical partnerships and practice, candidate quality, recruitment, progression and support, program impact, and provider quality assurance and continuous improvement.

Sub-Chapter 4: Teaching Areas: General Standards

Repealed

Sub-Chapter 5: Standard 501 - Teaching Standards

A common set of expectations in the preparation of professional educators in all content and specialty areas.

Sub-Chapter 502 - 534: Teaching Areas: Specific Standards

Performance-based standards for the preparation of educator candidates in each endorsement area for initial teaching licensure. These criteria must be considered in the development and implementation of program endorsement areas.

Sub-Chapter 6: Curriculum Principles and Standards: Advanced Licensure Programs

The Performance standards for advanced licensure programs define the criteria that institutions and professional education programs must meet to demonstrate compliance and program quality. The advanced licensure performance standards include content and pedagogical knowledge, clinical partnerships and practice, candidate quality, recruitment, progression and support, program satisfaction with preparation, and provider quality assurance and continuous improvement.

Sub-Chapter 7: Specializations: Supervisory and Administrative Programs

Performance-based standards for the preparation of educator candidates in each endorsement area for advanced licensure.

Sub-Chapter 8: Innovative and Experimental Programs

Processes and procedures for the approval of new curriculum programs.

Sub-Chapter 9: Standards for Approving Competency-Based or Performance-Based Programs

Repealed

Section II: Initial Accreditation Process

Preliminary Accreditation - Professional Education Provider

Before state accreditation is considered, an organization or institution seeking preliminary accreditation as a new educator preparation provider must have formal authorization from their administrative board charged with this responsibility. An institution can be either a traditional or alternative program. A traditional program refers to a program at an Institution of Higher Education (IHE) where candidates enroll with the specific goal of becoming a teacher and are awarded a degree. An alternative program can be either IHE-based or non IHE-based and designed to prepare individuals to become teachers. An alternative preparation program that is non IHE-based is defined in [20-4-120, MCA](#). To gain preliminary accreditation status from the Board of Public Education (BPE) for either a traditional, IHE-based alternative, or non IHE based alternative program, the following steps outlined in the chart below are required.

- Formal authorization from the administrative board of the institution or organization is submitted to the Office of Public Instruction (OPI);
- An IHE provides evidence of [institutional accreditation to the OPI](#);
- The new EPP completes the Institutional Self-Study Report (ISSR) with evidence demonstrating compliance with the BPE program preparation standards.
- The ISSR and supporting evidence are electronically submitted to the OPI.
- The OPI facilitates an off-site review of the ISSR. The off-site review process shall follow the approved state protocol outlined in the BPE-approved Professional Educator Preparation Program Standards and Procedures Manual;
- Based on the off-site review report, the Superintendent of Public Instruction shall recommend preliminary accreditation status to the BPE;
- If the recommendation from BPE is to preliminarily accredit, the new EPP may only be recognized as preliminarily accredited until the OPI conducts formal on-site visit within two years;
- The OPI site visitor team submits the state final report to the State Superintendent;
- The State Superintendent makes a recommendation to approve/disapprove the EPP for final accreditation to the BPE based upon the site team report;
- The BPE takes final action on the State Superintendent's recommendation.

APPROVAL FOR EPP PRELIMINARY ACCREDITATION PROCESS:

Administrative Rules of Montana 10.58.802

Step 1: Initial Approval	Date Submitted
Notify the OPI of intention to apply for a new EPP program and obtain necessary documents.	
Institutional governing body, i.e., board of directors, institutional leadership, or Board of Regents, as applicable, approves new program application.	
Verification of institutional accreditation, if applicable.	

Step 2: Application Process	Date Submitted
EPP completes the Institutional Self-Study Report (ISSR) to address Administrative Rules of Montana (ARM)10.58.802.	
EPP completes sections of the ISSR addressing how the new EPP is aligned with ARM 10.58.311 – 315 for initial program and 10.58-605-609 for advanced program.	
EPP completes sections of the ISSR addressing ARM 10.58.501 Teaching Standards; and specific sections of ARM 10.58.502-534 related to the endorsement areas offered by the new EPP.	
EPP gathers supporting evidence aligned to the ISSR. Supporting evidence may include: course catalogs, course syllabi, candidate work samples, surveys, sample assessments, portfolios, supervised teaching handbooks, data artifacts, self reflection artifacts, lesson plans, professional learning logs, observation logs, and other appropriate evidence.	

Step 3: Application Submission	Date Submitted
EPP submits completed ISSR and supporting documentation electronically to the OPI.	

Step 4: Office Audit/Review	Date Submitted
OPI conducts the audit/review of the application materials.	
OPI provides an electronic report to EPP with comments and specific requests for additional documentation.	
EPP submits a follow-up report/response to OPI, as necessary.	

Step 5: Preliminary Approval Process	Date Submitted
The OPI off-site review team submits the off-site report to the State Superintendent.	
The State Superintendent makes a recommendation to approve/disapprove the EPP for preliminary accreditation to the BPE based upon the off-site team report.	
BPE takes action on the State Superintendent's recommendation for preliminary accreditation status.	

Step 6: Final Approval Process	Date Submitted
The OPI shall conduct a site visit of the preliminary accredited professional education unit within two years;	
The site visitor team submits the site state final report to the State Superintendent.	
The State Superintendent makes a recommendation to approve/disapprove the full accreditation of the EPP to the BPE based upon the site team report.	
BPE takes final action on the State Superintendent's recommendation.	

Section III: Approval of New Curricular Programs

An accredited educator preparation provider may request the approval of a new curricular program by describing the purpose, need, and objectives of the program and the impact on K-12 education. Through the process, the EPP must assure that the program of study is based on current research, proven practice, and emerging trends in this field of K-12 school curriculum. The EPP will be required to demonstrate that it worked cooperatively with accredited school districts, education organizations, agencies, and P-20 stakeholders to design the program. Within the application process the provider will:

- Articulate initial and/or advanced candidates' learning expectations pursuant to ARM Title 10, chapter 58, subchapters 3, 5, 6, and 7.
- Align learning expectations and outcome assessments to the program objectives.
- Describe the professional learning process, plan, and timeline to prepare candidates.
- Establish assessment and evaluation systems to collect, analyze, use, and report initial or advanced candidates' progress in the program.
- Ensure that the program is supported by identifiable resources available to the program and resources not under the control of the program shall be outlined and confirmed by the Board of Public Education.
- Create a timetable that includes:
 - the program's proposed implementation date,
 - the sequence of activities that will occur,
 - selection and schedules of regular and systematic intervals of candidate and program evaluations,
 - the approximate date for submitting the program plan, timeline, and reports for program approval to the appropriate officials and to the OPI, and
- Ensure that program evaluations have definite provisions for performance criteria and follow-up at specified intervals, and the evaluations:
 - align to initial or advanced standards pursuant to ARM Title 10, chapter 58, subchapters 3, 5, 6, and 7, and
 - ensure continuous program improvement by using data to inform decisions that provide positive impact on candidates' professional growth and on program development.

Process for State Approval of Professional Education Programs Leading to Educator Certification:

Administrative Rules of Montana 10.58.802

Step 1: Initial Approval	Date Submitted
Notify the OPI of intention to apply for a new curricular program and obtain necessary documents.	
EPP’s governing body, i.e., board of directors, institutional leadership, or Board of Regents, as applicable, approves new program application.	

Step 2: Application Process	Date Submitted
EPP completes the Institutional Self-Study Report (ISSR) to address Administrative Rules of Montana (ARM)10.58.802	
EPP completes sections of the ISSR addressing how the new EPP is aligned with ARM 10.58.311 – 315 for initial programs and ARM 10.58.605-609 for advanced programs.	
EPP completes sections of the ISSR: ARM 10.58.501 Teaching Standards; and specific sections of ARM 10.58.502-534 related to the new program endorsement areas.	
EPP gathers supporting evidence aligned to the specific ISSR sections. Supporting evidence may include: course catalogs, course syllabi, candidate work samples, surveys, sample assessments, portfolios, supervised teaching handbooks, data artifacts, self reflection artifacts, lesson plans, professional learning logs, observation logs, and other appropriate evidence.	

Step 3: Application Submission	Date Submitted
EPP submits completed ISSR and supporting evidence electronically to the OPI.	

Step 4: Office Audit/Review	Date Submitted
OPI conducts the audit/review of the application materials.	
OPI provides an electronic report to EPP with comments and specific requests for additional documentation.	
EPP submits a follow-up report/response to OPI, as necessary.	

Step 5: Site Visit	Date Submitted
If the EPP is scheduled for a regular accreditation site review within the next two years, the new curricular program is included in the site-review	
If an EPP is not scheduled for a regular accreditation review within two years, the OPI will determine the necessity of a site review on a case-by-case basis. This decision will consider factors such as previous accreditation ratings, program variance, or the similarity of the new curriculum program to established programs.	
OPI facilitates the site review to verify the ISSR meets the PEPP Standards of the new curricular program.	

Step 6: Final Approval Process	Date Submitted
The site visitor team submits the state final report to the State Superintendent.	
The State Superintendent makes a recommendation to approve/disapprove the proposed new curricular program to the BPE based upon the site team report.	
BPE takes final action on the State Superintendent's recommendation.	

Section IV: Accreditation Process

The process leading to accreditation of Education Preparation Programs is outlined in [ARM 10.58.102](#). The BPE adopts procedures for the accreditation of EPPs and the State Superintendent is responsible for implementing the procedures and conducting the accreditation site reviews. The OPI establishes and trains a cadre of qualified educators to serve on the review teams. The accreditation site reviews occur every seven years or are adjusted based upon coordination with national accreditation or upon request of the EPP for approval from the BPE for a good cause extension.

A good cause extension is a formal request allowing an EPP to extend its accreditation term—typically for up to one year—due to unforeseeable, uncontrollable circumstances like natural disasters, major regulatory shifts, or new state/national standards. An EPP may submit a formal letter to the Superintendent of Public Instruction explaining the basis for the request.

There are two types of accreditation site reviews: a state only review and a joint accreditation review. An EPP selects the type of accreditation review that they want conducted. The state only accreditation review is conducted by the OPI under the supervision of the superintendent, whereas the joint review is completed in cooperation with a national accreditation agency. Currently, there are three national accreditation agencies: the [Council for the Accreditation of Educator Preparation](#) (CAEP), the [Association for Advancing Quality in Educator Preparation](#) (AAQEP), and the [Montessori Accreditation Council for Teacher Education](#) (MACTE). Additional accrediting agencies that conduct particular reviews of standards are also part of a state or joint review if requested by an EPP, such as the [Council for Accreditation of Counseling and Related Educational Programs](#) (CACREP) for school counseling and the [National Association of School Psychologists](#) (NASP) for school psychology.

The purpose of the accreditation review is to verify that an EPP meets the requirements of the Montana PEPPS. An accreditation review has two parts: the off-site review and the onsite review. The EPP submits to the OPI an Institutional Self-Study Report (ISSR). Within the ISSR, the EPP provides evidence of standards, such as: catalogs, programs of study, assessment system information, surveys of need, course syllabi, candidate work samples, surveys, sample assessments, portfolios, supervised teaching handbooks, data artifacts, self reflection artifacts, lesson plans, professional learning logs, observation logs, and other appropriate evidence.

Using the evidence provided, each standard is rated as:

- **Standard is met:** Regular accreditation for a period of seven years.
- **Standard is met with notation:** Regular accreditation with minor deviations with most of the components of a standard met. This could involve incomplete items on the ISSR or clarification/corrections needed. As those items are rectified, the recommendation to the BPE will reflect the current and corrected status.
- **Area for Improvement (AFI):** Standard is met with weakness. The site review team identified a weakness in the evidence for a standard or component. Area for Improvement should be remediated by the next accreditation cycle, and progress toward improvement is reported annually through the annual report to the OPI/BPE. During the next accreditation review, the EPP must demonstrate that the AFIs have been corrected. If the AFIs have not been corrected, a

stipulation may be cited in the same area.

- **Stipulation:** A standard or component is not met. The site visiting team identified a deficiency related to one or more components of the BPE standard. A stipulation is of sufficient severity that a standard may be determined to be unmet. A stipulation must be addressed within two years to retain accreditation.

An EPP cited with an area of stipulation is required to submit a progress report to the BPE exactly one year following the initial scoring. Subsequently, the OPI will conduct an onsite evaluation at the two-year mark to review the status of the identified stipulation(s). Based on these findings, a final review and formal recommendation will be presented to the BPE to either remove the stipulation or initiate the revocation of accreditation.

Prior to a site accreditation visit, a cadre of qualified educators including teachers, college professors, administrators, and content specialists review the ISSRs provided by the EPP. After the review, the EPP is provided with a preliminary accreditation report. The EPP is given the opportunity to review the report and submit an addendum. The addendum is a formal, supplementary document that provides additional information, evidence, or clarification regarding specific issues identified during the accreditation review process. It is attached to the original report without changing the original content and becomes a formal part of the overall documentation. Based on the addendum, the identified areas are re-evaluated. A site review is then conducted. A site review is two-to-three days in which site reviewers conduct a summative review of the EPP ISSRs. Site reviews consist of focus groups of key stakeholders and interviews with EPP faculty to finalize standard ratings. After a site review is conducted, the State Superintendent provides the EPP with a draft of the final report. The report includes all review outcomes for each standard, including the review from national accreditation agencies if applicable. The EPP is given the opportunity to review the report and attach a rejoinder. The rejoinder is an optional written response to the site review report submitted by the EPP, post site review. This response allows an EPP to state whether or not they agree with the evaluation team's findings; however, an EPP cannot include new and/or additional evidence with the rejoinder.

State Review Protocol

Category	Procedure
Standards	
I. Program Standards	The Montana Board of Public Education (BPE) has incorporated the CAEP standards into the Montana Professional Educator Preparation Program Standards (PEPPS).
II. Content Standards	State standards adopted by the BPE are used to accredit professional education programs that lead to specific licenses and endorsements. The Montana PEPPS are comprised of the BPE adopted requirements for all licensure and endorsement programs and are aligned with national content standards.
III. Accreditation & Approval	The BPE is authorized to establish accreditation standards and procedures and to determine accreditation status of the EPP's and state approved alternative programs.
IV. Team	
A. Team Composition	The OPI selects team members from a cadre of professionals who have completed training on the accreditation process. The OPI selects team members whose expertise, training and/or endorsement reflects programs to be reviewed. It is recommended that site review teams include at least one EPP representative.
B. Training and Qualifications	Program reviewers must have a minimum of five years of teaching or other appropriate experience. All program reviewers must complete training in the standards and the review process and procedures.
C. Professional Conduct/ Conflict of Interest	Program reviewers shall conduct themselves at all times while representing the BPE and OPI as thoughtful, competent, well-prepared, and impartial professionals. Reviewers must treat all matters confidentially and honor and support all consensus decisions of the team. All reviewers are required to sign and submit a Conflict of Interest form to the OPI. The program reviewers shall avoid conflicts of interest and should exclude themselves from the review team for any reason which may represent an actual or perceived conflict of interest.
D. Team Chairperson	An OPI representative who participates in and serves as the point of contact for the off-site and site reviews and works directly with the review team(s).
E. State Coordinator	An OPI representative who oversees the coordination and logistics of the accreditation review process.

Category	Procedure
F. Team Size	The size of the on-site review team shall be determined by the OPI.
G. Decision Making	The team shall make decisions by consensus and the team chairperson will resolve all conflicts.
H. Evaluations	Following the site visit, the performance of the team is evaluated by the OPI.
I. Expenses	The EPP covers the expenses of the on-site visit including the expenses of the non-OPI members of the site team. The OPI covers the expenses of the OPI team members.
V. Preparation	
A. Accreditation Cycle	<p>Montana EPP's and state approved alternative programs follow a seven-year review cycle after successfully completing an initial accreditation review.</p> <p>A request for a good cause extension can be submitted for consideration. If granted, the extension is for one year only and does not alter the established accreditation seven year cycle.</p>
B. Scheduling the Review	Twelve months prior to the site review semester, the dean of education of the EPP, or other appropriate official, shall work with the OPI to set the dates of the visit and review the list of specific programs to be reviewed. The visit shall not exceed three days.
C. Manual	The Educator Preparation Program Accreditation Process and Procedures Manual contain the standards, guidelines, forms, support and resource material for the unit reviews.
D. Institutional Self Study Report (ISSR)	<p>The ISSR provides evidence to verify compliance with the standards pertaining to the unit and applicable program areas.</p> <p>The EPP and state approved alternative program submits to the OPI an electronic copy of the ISSR. The ISSR's must be received by OPI at least four months before the scheduled visit. In addition, the EPP will provide links to its catalog(s), syllabi, access to database materials, and other relevant information pertinent to the effectiveness of the review process. These materials must be evaluated by the team members starting at least 14 weeks prior to the on-site visit.</p>

Category	Procedure
E. Program Report	<p>The initial review of the EPP’s programs is completed prior to the on-site visit using an off-site review process. The off-site program review is facilitated by the team chairperson and completed four months prior to the on-site review.</p> <p>The initial report of the off-site review is emailed to the EPP six weeks before the site visit.</p> <p>The EPP may submit an addendum to the preliminary report within three weeks prior to the onsite visit.</p>
F. Pre Visit	<p>Approximately 60 days before the visit, the state coordinator and team chair will meet with the EPP dean to plan the visit.</p>
VI. Review Process	
A. Orientation to State Process/Protocol	<p>The state coordinator and the team chair will conduct an orientation with the review team about the state accreditation process and accreditation protocol.</p>
B. Access to Evidence	<p>EPP’s shall provide evidence that demonstrates what candidates know and are able to do. In addition, EPP’s are required to provide evidence that data is used to evaluate student performance and modify programs. EPP’s shall include data.</p> <p><i>Evidence could include: assessments at admissions; verification of content knowledge; program assessments; follow-up studies.</i></p>
C. Off-site Review	<p>An off-site review is a preliminary, virtual evaluation where review teams examine the ISSR and evidence. Conducted by the OPI, it verifies evidence before the on-site visit to ensure program compliance and quality.</p>
D. Addendum	<p>The EPP may submit a formal, supplementary document that provides additional information, evidence, or clarification regarding specific issues identified during the accreditation review process. It is attached to the original report without changing the original content and becomes a formal part of the overall documentation.</p>
E. On-site Review	<p>An on-site review for EPP accreditation is a mandatory, in-person (or virtual) evaluation conducted every seven years by a team representing the BPE and the OPI. This review verifies the accuracy of the ISSR and evaluates evidence of program quality, continuous improvement, and candidate performance.</p>
F. Final Conference	<p>The team chair conducts the final conference with the EPP and institution representatives.</p>

Category	Procedure
VII. After the On-Site Review	
A. State Final Report	<p>The standard ratings are completed and the state final report is drafted within one month following the on-site visit.</p> <p>The state final report is compiled by the team chair person in consultation with the state coordinator.</p>
B. Rejoinder	<p>The EPP may submit an optional written response to the report concerning errors or omissions within 3 weeks after the report is received and before it is submitted to the BPE for action. This response allows an EPP to state whether or not they agree with the evaluation team's findings; however, an EPP cannot include new and/or additional evidence with the rejoinder.</p>
C. Action on State Final Report	<p>The state final report is submitted to the BPE as an informational item, allowing the EPP to be present for discussion. The BPE will take action on the determination of the EPP's accreditation status at the next meeting. The determination will then be reported by the OPI to the EPP.</p>
VIII. Annual Reviews	
A. Regional Accreditation	<p>EPP's shall maintain institutional accreditation to continue state accreditation.</p>
B. Annual Report	<p>EPP's provide information to OPI as part of the requested Annual Report for the BPE.</p>

State Review - Accreditation Cycle Timeline

Task	Timeframe	Who?
ISSR templates sent to EPP	8 months prior to onsite review	OPI
EPP Training/ Evaluation Team Formed	6 months prior to onsite review	OPI
Complete ISSRs/ Review Team Training	4 months prior to onsite review	EPP OPI/Review Team
State Off-site Review (Evaluation of ISSRs)	14 weeks prior to onsite review	OPI/Review Team
Pre- visit meeting	2 months prior to onsite review	EPP/OPI
Preliminary Draft State Accreditation Report	6 weeks prior to onsite review	OPI
Addendum	3 weeks prior to onsite review	EPP
State On-Site Review	1-3 days of a site visit scheduled 8 months in advance and detailed agendas are shared 4 weeks in advance of site visit	EPP/OPI
Final State Accreditation Report	1 month after onsite review	OPI
Rejoinder	3 weeks after final report	EPP
Information Item for BPE	1st available BPE meeting following report/rejoinder	OPI/EPP to BPE
Action Item for BPE	Consecutive BPE Meeting following the information item.	BPE

Joint CAEP/State Review Protocol

Category	Procedure
I. Agreements	
A. MOU	<p>The agreement is between the BPE, CAEP, and the State Superintendent.</p> <p>Prior to joint reviews, CAEP and the State enter into an agreement detailing the State’s preferences with regard to program review options and review team composition for accreditation Site Reviews conducted by CAEP of EPP’s operating within the State and establishing the primary responsibilities each party has in supporting CAEP’s accreditation activities involving all such EPP’s.</p>
B. State Accreditation & Approval	<p>The BPE is authorized to establish accreditation standards and procedures and to determine accreditation status of the EPP’s and state approved alternative programs.</p>
C. CAEP Accreditation & Approval	<p>The CAEP Accreditation Council considers recommendations by the CAEP site review team and makes final decisions regarding CAEP accreditation status, areas for improvement and/or stipulations, and standards met or unmet. Upon its decision, the CAEP Accreditation Council notifies the state for use in the final state/CAEP combined report.</p>
II. Standards	
A. Program Standards	<p>The Montana Board of Public Education (BPE) has incorporated the CAEP standards into the initial and advanced standards of the Montana Professional Educator Preparation Program Standards (PEPPS). For a joint review, CAEP assesses 10.58.311-315 for initial programs and 10.58.605-609 for advanced programs.</p>
B. Content Standards	<p>The state team reviews 10.58.501 teaching standards and any applicable content standards from 10.58.502-534 for initial programs and applicable content standards for ARM 10.58.705-707 and 10.58.610 for advanced programs. Results of these reviews are shared with the CAEP review team.</p>
III. Review Teams	
A. State Team Composition	<p>The OPI selects team members from a cadre of professionals who have completed training on the accreditation process. The OPI selects team members whose expertise, training and/or endorsement reflects programs to be reviewed.</p> <p>It is recommended that site review teams include at least one EPP representative.</p>

Category	Procedure
B. CAEP Team Composition	<p>CAEP oversees the selection, training, and evaluation of CAEP team members. Teams are typically composed of a team lead and four team members.</p> <p>An OPI representative sits as an observer in a non evaluative role.</p>
C. Training and Qualifications	<p>State program reviewers must have a minimum of five years of teaching or other appropriate experience. All state program reviewers must complete training in the standards and the review process and procedures.</p> <p>CAEP program reviewers are selected by CAEP and undergo CAEP training.</p>
D. Professional Conduct/ Conflict of Interest	<p>State program reviewers shall conduct themselves at all times while representing the BPE and OPI as thoughtful, competent, well-prepared, and impartial professionals. Reviewers must treat all matters confidentially and honor and support all consensus decisions of the team.</p> <p>All reviewers are required to sign and submit a Conflict of Interest form to the OPI and/or CAEP. The program reviewers shall avoid conflicts of interest and should exclude themselves from the review team for any reason which may represent an actual or perceived conflict of interest.</p>
E. State Team Chairperson	<p>An OPI representative who participates in and serves as the point of contact for the off-site and site reviews and works directly with the review team(s).</p>
F. State Coordinator	<p>An OPI representative who oversees the coordination and logistics of the accreditation review process.</p>
G. CAEP Lead Site Reviewer	<p>The head of the CAEP evaluation team who manages the site review and report process of an EPP's site review from the time of the formative meeting through the Accreditation Council decision.</p>
H. Team Size	<p>The size of the state on-site review team shall be determined by the OPI. CAEP determines the size of the CAEP team.</p>
I. Decision Making	<p>The teams shall make decisions by consensus and the state team chairperson and CAEP Lead will resolve all conflicts.</p>
J. Evaluations	<p>Following the site visit, the performance of the teams are evaluated by the OPI and CAEP.</p>
K. Expenses	<p>The EPP covers the expenses of the on-site visit including the expenses of the CAEP team and non-OPI members of the state team. The OPI covers the expenses of the OPI team members.</p>

Category	Procedure	
IV. Preparation		
A. Accreditation Cycle	<p>Montana jointly-accredited EPP's and state approved alternative programs follow a seven-year review cycle after successfully completing an initial accreditation review.</p> <p>Requests for a good cause extension can be submitted to CAEP and the BPE for consideration. If granted, the extension is for one year only and does not alter the established accreditation seven year cycle.</p>	
B. Scheduling the Review	<p>Eighteen months prior to the site review semester, the dean of education of the EPP, or other appropriate official, shall work with CAEP and the OPI to set the dates of the visit and review the list of specific programs to be reviewed. The visit shall not exceed three days.</p>	
C. Manuals	<p>The Educator Preparation Program Accreditation Process and Procedures Manual contain the standards, guidelines, forms, support and resource material for the unit reviews.</p>	<p>CAEP Policies and Procedures are set out in the CAEP Workbook.</p>
D. State Institutional Self Study Report (ISSR)	<p>The ISSR uses OPI-provided templates to document evidence to verify compliance with the standards pertaining to the unit and applicable program areas in ARM 10.58.501 teaching standards and any applicable content standards from 10.58.502-534 for initial programs and applicable content standards for ARM 10.58.705-707 and 10.58.610 for advanced programs.</p> <p>The EPP and state approved alternative program submits to the OPI an electronic copy of the ISSR. The ISSR's must be received by OPI at least four months before the scheduled visit. In addition, the EPP will provide links to its catalog(s), syllabi, access to database materials, and other relevant information pertinent to the effectiveness of the review process. These materials must be evaluated by the team members starting at least 14 weeks prior to the on-site visit.</p>	
E. CAEP Self Study Report (SSR)	<p>The CAEP Self Study Report uses the CAEP AIMS system and CAEP-provided templates to document alignment with CAEP standards R1-R5 for initial programs and RA1-RA5 for advanced programs.</p> <p>The CAEP SSR includes narrative and uploaded evidence for each standard and is due 9 months prior to the site visit.</p>	

Category	Procedure
F. State Program Reports	<p>The initial state review of the EPP’s programs is completed prior to the on-site visit using an off-site review process. The off-site program review is facilitated by the team chairperson and completed four months prior to the on-site review.</p> <p>The initial report of the off-site review is emailed to the EPP 30 days before the site visit.</p> <p>The EPP may submit an addendum to the preliminary report within three weeks prior to the onsite visit.</p>
G. CAEP Program Reports	<p>The CAEP Self Study Report is submitted via the CAEP system nine months prior to the site review per the deadline assigned by CAEP. The CAEP team will complete an off-site review of the SSR.</p> <p>In response to the SSR, the CAEP team will provide a Formative Feedback Report (FFR) to the EPP 5 months prior to the site visit.</p> <p>The EPP will submit a Self Study Addendum (Addendum) to the CAEP team 60 days after the receipt of the FFR.</p>
V. Pre Visit	<p>Approximately 60 days before the visit, the state coordinator and team chair, and the CAEP team lead will meet with the EPP dean to plan the visit.</p>
VI. Review Process	
A. Orientation to State Process/Protocol	<p>The state coordinator and the team chair will conduct an orientation with the review team about the state accreditation process and accreditation protocol.</p>
B. Access to Evidence	<p>EPP’s shall provide evidence that demonstrates what candidates know and are able to do. In addition, EPP’s are required to provide evidence that data is used to evaluate student performance and modify programs. EPP’s shall include data.</p> <p><i>Evidence could include: assessments at admissions; verification of content knowledge; program assessments; follow-up studies.</i></p> <p>Evidence used in the CAEP process is uploaded into CAEP’s AIMS system. The OPI State Team Chairperson and State Team Coordinator are given access to evidence in the CAEP system per the MOU.</p>
C. Off-Site Reviews	<p>The state and CAEP teams will review evidence provided in the state ISSR and the CAEP SSR, respectively.</p>

Category	Procedure
D. Addendums	<p>Following reviews of the ISSR and CAEP SSR, the EPP may submit formal, supplementary documents that provide additional information, evidence, or clarification regarding specific issues identified during the accreditation review process. The Addendums are attached to the original reports without changing the original content and become a formal part of the overall documentation.</p> <p>The initial report of the state off-site review is emailed to the EPP 30 days before the site visit. The EPP may submit an addendum to the preliminary report within three weeks prior to the onsite visit.</p> <p>The CAEP team will provide a Formative Feedback Report (FFR) to the EPP 5 months prior to the site visit. The EPP will submit a Self Study Addendum (Addendum) to CAEP 60 days after the receipt of the FFR.</p>
E. On-Site Reviews	<p>A 2-3 day on-site review for EPP accreditation is a mandatory, in-person (or virtual) evaluation conducted every seven years by a joint team representing the BPE and the OPI and CAEP. This review verifies the accuracy of the state ISSR and CAEP SSR and evaluates evidence of program quality, continuous improvement, and candidate performance.</p>
F. Final Conference	<p>The CAEP Site Team Lead and the state team chair conduct a final conference with the EPP and institution representatives at the end of the site visit.</p>
VI. After the On-Site Review	
G. State Final Report	<p>The state final report is compiled by the team chair person in consultation with the state coordinator.</p> <p>The standard ratings are completed and the state final report is drafted within one month following the on-site visit.</p>
H. CAEP Final Report	<p>The CAEP Site Review/Final Report is compiled by the CAEP team and provided to the EPP one month after the site visit.</p>
I. State Rejoinder	<p>The EPP may submit an optional written response to the state report concerning errors or omissions within 30 days after the report is received and before it is submitted to the BPE for action. This response allows an EPP to state whether or not they agree with the evaluation team's findings; however, an EPP cannot include new and/or additional evidence with the rejoinder.</p>

Category	Procedure
J. CAEP Rejoinder	<p>The EPP may submit an optional written response to the CAEP report concerning errors or omissions within 30 days after receiving the CAEP Site Review/Final Report. The EPP cannot include new and/or additional evidence with the rejoinder.</p> <p>The CAEP Site Team Lead may submit a response to the CAEP Accreditation Council regarding the rejoinder. The CAEP Site Team Lead has 30 days do to so.</p>
K. CAEP Accreditation Council Decision	<p>The CAEP Accreditation Council reviews all materials and recommendations of the CAEP site review team and makes final decisions regarding CAEP accreditation status, areas for improvement and/or stipulations, and standards met or unmet.</p> <p>The CAEP Accreditation Council meets the semester after the site visit (Fall or Spring meetings) to make its determinations.</p> <p>Upon its decision, the CAEP Accreditation Council notifies the state for use in the final state/CAEP combined report.</p>
L. Final Joint Accreditation Report	<p>Following CAEP Accreditation Council determination, the state will combine the CAEP/State report to create the Final Joint Accreditation Report.</p>
M. Action on Final Reports	<p>The state and CAEP final reports are submitted to the BPE as an informational item, allowing the EPP to be present for discussion. The BPE will take action on the determination of the EPP's accreditation status at the next meeting. The determination will then be reported by the OPI to the EPP.</p>
VII. Annual Reviews	
N. Regional Accreditation	<p>EPP's shall maintain institutional accreditation to continue state accreditation.</p>
O. Annual Reports	<p>EPP's provide information to OPI as part of the requested Annual Report for the BPE.</p> <p>EPP's provide a yearly update submitted to CAEP, in which the EPP provides a summary of: (1) provider information; (2) progress on removing any areas for improvement/stipulations; (3) substantive changes; (4) links to candidate performance data on its website; (5) eight annual measures of program outcomes and impact; and (6) pathway specific progress, as requested.</p>

Joint CAEP/State Review Accreditation Cycle - Timeline

Task	Date	Who?
EPP and CAEP schedule site visit	18 months prior to site review	EPP and CAEP
EPP submit CAEP self-study report	9 months prior to site review	EPP
CAEP Evaluation Team Assigned (State representative included)	9 months prior to site review	CAEP
State ISSRs templates sent to EPP (Endorsements ONLY)	8 months prior to site review	OPI
EPP Training/State Evaluation Team Formed	6 months prior to site review	OPI
EPP receives CAEP formative feedback report	5 months prior to site review	CAEP
Complete State ISSRs/ Review Team Training	4 months prior to onsite review	EPP to OPI OPI/Review Team
EPP submits CAEP self study addendum	60 days after formative feedback report	EPP to CAEP
State Off-site Review (Evaluation of ISSRs)	14 weeks prior to onsite review	OPI/ Review Team
Preliminary Draft State Accreditation Report	6 weeks prior to onsite review	OPI
State Addendum (Endorsements ONLY)	3 weeks prior to onsite review	EPP to OPI
CAEP and State Joint Site Review	2-3 days virtual site visit	EPP/CAEP/OPI
Final State Accreditation Report	1 month after state site review	OPI
CAEP Site Review Report	1 month after site review	CAEP
EPP submits rejoinder to CAEP	1 month after CAEP site review	EPP to CAEP

(optional)	report	
EPP submits rejoinder to State (optional)	3 weeks after final report	EPP to OPI
CAEP lead submits rejoinder response to CAEP accreditation council	1 month after rejoinder	CAEP
CAEP Accreditation Council Decision	Either fall or spring following the site review	CAEP
CAEP/State Combined Report	Following CAEP Accreditation Council determination (Spring or Fall meeting)	OPI
Final Joint Accreditation Report	3 weeks after CAEP Determination	OPI
Information Item for BPE	1st available BPE meeting following report/rejoinder	OPI/EPP to BPE
Action Item for BPE	Consecutive BPE Meeting following the info. item.	BPE

Section V: Accreditation Resources

A: Annual Report

Approved Programs Template

THE UNIVERSITY OF MONTANA- COLLEGE OF EDUCATION

Mailing Address	32 Campus Drive Missoula, MT 59812		
Website Address	www.umt.edu		
Dean	Daniel Lee, Ed.D.		
Email Address	dan.lee@umontana.edu		
Licensure Official	Kristine Steinberg		
Email Address	kristine.steinberg@mso.umt.edu		
Telephone	(406) 243-2121		
Accreditation Status	Regular Accreditation	Accrediting Entity	Board of Public Education
BPE Site Review	April 2022; Joint Review with CAEP and BPE	Required Action	None

Program/ Title	Undergrad	Graduate	Date of Initial Approval	YES if still approved or Date Discontinued	Month/ Year of Site Review
Art K-12	Major		1977	Major YES Graduate 1982, Minor 1996	April 2022
Biology	Major/ Minor	Graduate	1977	Major/ Minor YES Graduate 1982	April 2022
Business Education	Major/ Minor	Graduate	1977	Major/ Minor 2018 Graduate 1982	

Annual Educator Preparation Program Report



2025 Annual Educator Preparation Program Report

Thank you for taking the time to complete this form. The Annual Accreditation Report is used to monitor and communicate the EPP's continued compliance to Montana's accreditation standards. The reported areas are as follows:

- The accreditation review schedule for the ten educator preparation programs
- The accreditation status of the EPPs, including the corresponding regional and national accreditation agencies, the initial and expiration dates of all accredited programs
- The endorsement areas offered at the EPPs
- Information demonstrating the EPP's progress and efforts in addressing Areas for Improvement (AFIs) and/or Stipulations from prior accreditation decisions
- Data on enrollment, number of completers, and completers by subject area from the EPPs

The information provided through this form will be used in conjunction with Title II information for the Board of Public Education's November 2025 meeting. Please take the time to ensure documents and submissions are updated with current information. **The form must be completed by October 31st, 2025.**

B: Good Cause Extension

State (local) Superintendent
 PQ Box 302501
 Helena MT 59620-3501



Phone: (406) 444-3500
 dol.wt.gov

Date Received by MTDP:
 Form GCERF (2-2025)

Good Cause Extension Request Form

<p>Complete form along with: EPP Rationale: A formal letter from EPP leadership explaining the basis for the request.</p>	
<p>Submit documents via email to: crystal.andrews@mt.gov</p>	
<p>Educator Preparation Program: _____</p>	
<p>Requested By (Name and Title): _____</p>	<p>Contact Information (email): _____</p>
<p>Scheduled Visit Semester: _____</p>	<p>Scheduled Visit Type (e.g. Continued, First): _____</p>
<p>Requested New Visit Semester: _____</p>	<p>Requested Length of Extension: <input type="checkbox"/> one semester <input type="checkbox"/> one-year <input type="checkbox"/> two years</p>

<p>Basis for Requesting a Good Cause Extension*:</p> <p><input type="checkbox"/> State or federal standards or legislation requiring significant programmatic change.</p> <p><input type="checkbox"/> Substantive changes—CAEP Accreditation Policy V.4.01: Substantive Change (pg. 55).</p> <p><input type="checkbox"/> Other extenuating circumstances such as, Act of God, natural disaster, or civil unrest.</p>
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The Montana Board of Public Education and State Superintendent of Public Instruction maintain a 7-year accreditation cycle. The semester of the visit following a rescheduled visit will be based on the original scheduled visit, e.g., fall of 2025 may be the rescheduled visit request; rescheduled visit will occur during the fall of 2026. The next site accreditation visit would occur seven years from the original fall of 2025 schedule, which would be fall of 2030.

**The State Superintendent of Public Instruction reserves the right to approve or deny requests for Good Cause Extension and reserves the right to adjust the length of the extension based on the nature of the request. The EPP must provide sufficient justification to demonstrate need for an extension.*

C: State On Site Visit Agenda EXAMPLE

College Accreditation State Site Visit Date	
GENERAL INFO	
All meetings will occur in the following rooms: Site Team Work Room: Interview Rooms:	
Leadership Team	Primary Site Contact:
IT Support	Help Desk: On-Call:
Date	
9:30	Site Team arrives
9:45	Tech & WIFI Check <i>Location:</i>
10:00	College Leadership Team meets with Site Team upon arrival Site Team Schedule Review <i>Location:</i>
10:30- 11:00	Orientation and Overview of College of Education <i>Location:</i>
11:15 - 12:00	Interview: Standard <i>Location:</i>
12:00- 1:00	Lunch
1:00 - 2:00	Interview: Standard <i>Location:</i>
2:15 - 3:00	Interview: <i>Location:</i>
3:00- 3:15	Break
3:15- 4:00	Interview: <i>Location:</i>
4:15 - 5:00	College Leadership Team Meeting with Site Team Progress of the visit and data needs <i>Location:</i>

D: State Program Report Narrative SAMPLE

Number and Name of Standard:

Validating Statement:

- *Supporting materials were reviewed and interviews conducted with students and faculty (names, title, department). Brief description of what was observed with support documentation.*

Sources of Evidence:

- *Evidence gathered from general bulletin and catalog, course, syllabi, candidate portfolio, interviews with department faculty, students, cooperating teachers and others.*

Assessment Aligned to Standards:

- *Are the content topics in the assessments consistent with the standards?*
- *Do the assessments address the range of knowledge, skill, and dispositions that are delineated in the standard? Do the assessments address the majority of the standards content?*
- *Are the assessments congruent with the complexity, cognitive demands, and skill requirements described in the standards?*
- *Are scoring guides clear and are the levels of candidate proficiency distinct and appropriate?*

Evaluation:

- *Most of the required courses and aligned assessments provided in the IR meet the standards. Upon further investigation, the reviewers found no evidence to support that substandards _____ is met.*

Commendations:

Improvements:

Accreditation Recommendation:

- *Meets Standard*
- *Meets with Notation*
- *Area for Improvement*
- *Stipulation*

E: State Institutional Self-Study Report (ISSRs) EXAMPLE



Institutional Self-Study Report

10.58.502 AGRICULTURAL EDUCATION	TO BE COMPLETED BY THE INSTITUTION	
	Courses and Outcomes	Evidence/Assessments
(1) The program requires that candidates have one year (minimum 500 hours) of practical farm or agricultural-related experience within five years prior to completion of the program and that successful candidates:		
(a) demonstrate essential skills and knowledge including the scientific/technical, safety, and career information in the areas of:		
(i) agricultural, natural, and environmental resource science;		
(ii) agricultural business management and entrepreneurship;		
(iii) horticultural science;		
(iv) animal science;		
(v) crop science;		
(vi) soil science;		
(vii) food science;		
(viii) agriculture mechanical technology;		
(ix) biotechnology, and		
(x) technology applications in agriculture;		
(b) demonstrate a philosophy of career and technical education, which reflects the unique student/community and industry interaction and includes the biological, physical, and applied sciences, personal leadership, and school-to-career components of a comprehensive agricultural education program.		

F. State Definitions of Ratings

Met:

Regular accreditation for a period of seven years.

Met with Notation:

Regular accreditation with minor deviations with most of the components of a standard met. This could involve incomplete items on the Institutional Report or clarification/corrections needed. As those items are rectified, the recommendation to the BPE will reflect the current and corrected status.

Area for Improvement (AFI):

Standard is met with weakness. The site review team identified a weakness in the evidence for a standard or component. Area for Improvement should be remediated by the next accreditation cycle, and progress toward improvement is reported annually through the annual report to the OPI/BPE. During the next accreditation review, the EPP must demonstrate that the AFIs have been corrected. If the AFIs have not been corrected, a stipulation may be cited in the same area.

Stipulation:

A standard or component is not met. The site visiting team identified a deficiency related to one or more components or the BPE standard. A stipulation is of sufficient severity that a standard may be determined to be unmet. A stipulation must be addressed within two years to retain accreditation.

ITEM 11

INFORMATION ON PRAXIS ITEMS

- **Math – Middle School**
- **English Language Arts – Middle School**
- **Social Studies – Middle School**
- **Science – Middle School**
- **Physical Education**
- **Health**

Crystal Andrews

Montana Board of Public Education Executive Summary

Date: May 21-22, 2026

Presentation	ETS Praxis Test Reviews for Middle School tests, Physical Education, and Health Panel Reviews and Recommendations
Presenter	Crystal Andrews
Position Title	Senior Manager, School and Educator Effectiveness Office of Public Instruction
Overview	<p>The Montana Council of Deans of Education have unanimously voted to offer the following new Praxis exams:</p> <ol style="list-style-type: none">1. Middle School Mathematics (5164)2. Middle School English Language Arts (5047)3. Middle School Social Studies (5589)4. Middle School Science (5442)5. Physical Education (5091)6. Health (5551) <p>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 board at the July BPE meeting.</p>
Requested Decision(s)	Information Only
Related Issue(s)	
Recommendation(s)	None





ETS Praxis Test Review Spring 2026 Panel Review and Recommendations Informational Item

Middle School Mathematics (5164)

- Panel met virtually October 22, 2025, 3-4pm
- Panel of 1 teacher and 3 EPP faculty, (plus 1 PWC member/observer)

Overview of the Test

Middle School Mathematics (5164)

Test at a Glance

The *Praxis*® Middle School Mathematics test is designed to measure knowledge and competencies that are important for safe and effective beginning practice as a middle school mathematics teacher. Test takers have typically completed a bachelor's degree program with appropriate coursework in mathematics and education.

Test Name	Middle School Mathematics		
Test Code	5164		
Time	180 minutes		
Number of Questions	66 selected-response and numeric-entry questions		
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices; questions where you enter a numeric answer in a box; and other types of questions. You can review the possible question types in Understanding Question Types.		
Calculator	An on-screen graphing calculator is provided.		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Numbers and Operations	16	23%
	II. Algebra	15	23%
	III. Functions	11	17%
	IV. Geometry and Measurement	13	20%
	V. Statistics and Probability	11	17%

All questions assess content from the above Middle School Mathematics domains.
 Approximately 30% of questions assess content applied to a Task of Teaching Mathematics.

Data Review

Technical Report – Middle School Mathematic (5164)

RECOMMENDED PASSING SCORE

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Middle School Mathematics test, the recommended passing score¹ is 38 out of a possible 60 raw-score points. The scale score associated with a raw score of 38 is 157 on a 100–200 scale.

Adopting Passing Scores – Middle School Mathematics (5164)

State/Province	Qualifying Score	State/Province	Qualifying Score
Alaska	157	Kentucky	150
American Samoa	157	Louisiana	157
Arkansas	141	Maine	157
Colorado	157	Maryland	157
Connecticut	157	Mississippi	150
Delaware	155	Missouri	143
District of Columbia	157	Nebraska	157
Guam	157	Nevada	157
Hawaii	157	New Hampshire	157
Idaho	157	New Jersey	157
Illinois	157	New Mexico	157
Indiana	157	New York	157
Iowa	157	North Carolina	157
Kansas	157	North Dakota	157
Kentucky	150	Northern Mariana Islands	157
Louisiana	157	Oklahoma	157
Maine	157	Oregon	157
Maryland	157	Rhode Island	157
Massachusetts	157	South Carolina	157
Michigan	157	South Dakota	157
Minnesota	157	Tennessee	157
Mississippi	150	Utah	150
Missouri	143	Vermont	157
Montana	157	Virginia	157
Nebraska	157	West Virginia	157
Nevada	157	Wyoming	165

32 of the 39 states using Praxis 5164 adopted a passing score of 157

Cut scores range from 141 to 165

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

*praxis

Panel Recommendation

- First vote: **4 said 157- unanimous vote**

Next Steps

- Information with recommendation will go to the PWC and MCDE


Midde School English Language Arts (5047)

- Panel met virtually March 9, 2026, 3-4 pm
- Panel of 3 teachers, 1 EPP faculty (plus 1 PWC member/observer and 2 OPI observers)

Overview of the Test

Middle School English Language Arts (5047)

Test at a Glance

Test Name	Middle School English Language Arts		
Test Code	5047		
Time	160 minutes: 130 minutes for the selected-response (SR) section and 30 minutes for the constructed-response (CR) section		
Number of Questions	110 SR questions and 2 CR questions		
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices; questions where you enter a numeric answer in a box; and other types of questions. You can review the possible question types in Understanding Question Types.		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Reading	50 SR and 1 CR*	46%
	II. Language Use and Vocabulary	16 SR	11%
	III. Writing, Speaking, and Listening	26 SR	18%
	IV. English Language Arts Instruction	18 SR and 1 CR*	25%
* On your score report, points earned on the CR questions are reported separately from points earned on the SR questions.			

Data Review

Adopting Passing Scores – Middle School English Language Arts (5047)

RECOMMENDED PASSING SCORE

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis Middle School English Language Arts test, the recommended passing score is 81 out of a possible 120 raw-score points. The scaled score associated with a raw score of 81 is 164 on a 100–200 scale.

State/Province	Qualifying Score	State/Province	Qualifying Score	State/Province	Qualifying Score
Alabama	164	Louisiana	164	Northern Mariana Islands	157
Alaska	164	Maine	164	Oklahoma	164
American Samoa	161	Maryland	164	Oregon	164
Arkansas	153	Mississippi	164	Rhode Island	164
Connecticut	164	Missouri	153	South Carolina	164
Delaware	164	Nebraska	164	South Dakota	164
District of Columbia	164	Nevada	164	Tennessee	164
Hawaii	164	New Hampshire	164	Vermont	164
Idaho	164	New Jersey	164	Virginia	164
Indiana	161	New Mexico	164	West Virginia	164
Kansas	158	North Carolina	164	Wyoming	164
Kentucky	159	North Dakota	164		

Panel Recommendation

- First vote: **4 said 164- unanimous vote**

Next Steps

- Information with recommendation will go to the PWC and MCDE

Physical Education (5091)

- Panel met virtually March 10, 2026, 3- 4:30 pm
- Panel of 2 teachers, 1 EPP faculty (plus 1 PWC member/observer)

Overview of the Test

Overview of the Test

Physical Education: Content Knowledge (5091)

Test at a Glance

Physical Education: Content Knowledge (5091)			
Test at a Glance			
Test Name	Physical Education: Content Knowledge		
Test Code	5091		
Time	3 hours		
Number of Questions	120		
Format	Selected-response questions		
Test Delivery	Computer-delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I: Content Knowledge and Student Growth and Development	36	30%
	II: Management, Motivation, and Communication	24	20%
	III: Planning, Instruction, and Student Assessment	24	20%
	IV: Collaboration, Reflection, and Technology	36	30%

Data Review

Adopting Passing Scores – PE (5091)

Median passing score = 148
Mean passing score = 149
Mode passing score = 148

State/Province	Qualifying Score	State/Province	Score
Alabama	149	Kansas	148
Alaska	146	Maine	149
American Samoa	155	Mississippi	145
Arkansas	149	Missouri	141
Colorado	148	Nebraska	146
Delaware	152	New Jersey	148
Guam	148	New Mexico	148
Hawaii	155	New York	148
Idaho	143	North Carolina	152
Indiana	145	North Dakota	143
		Northern Mariana Islands	160
		Oregon	149
		Rhode Island	154
		South Dakota	140
		Tennessee	152
		West Virginia	150
		Wisconsin	150
		Wyoming	148

Cut scores range from 140 to 160

National Data – PE (5091)

Variables	Number of Test Takers	Percent Pass At	Median	Mean	
Total	3011	81.37	70.01	47.33	153.00

Variables	Number of Test Takers	Percent Pass At	Median	Mean	
Total	2459	82.15	69.54	42.86	151.67

Panel Recommendation

- Discussion- 143-145 too low, 149 seems high
- Vote with options ranging from 144-149
 - **First round: 3 votes for 147, unanimous**
 - Somewhere in the middle range with reasonable passing rate, went a little lower with the technical science components included in the test and understanding the need in the state

Next Steps

Information with recommendation will go to the PWC and MCDE

Health (5551)

- Panel met virtually March 10, 2026, 3-4:30 pm
- Panel of 2 teachers, 1 EPP faculty (plus 1 PWC member/observer)

Overview of the Test

Overview of the Test

Health Education (5551)

Test at a Glance

Health Education (5551)			
Test at a Glance			
Test Name	Health Education		
Test Code	5551		
Time	2 hours		
Number of Questions	120		
Format	Selected-response questions		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Health Education as a Discipline	20	16%
	II. Health Promotion and Prevention of injury and Disease	36	30%
	III. Healthy Relationships and Mental and Emotional Health	36	30%
	IV. Community Health and Advocacy	14	12%
	V. Health Education Pedagogy	14	12%

Data Review

Adopting Passing Scores – Health (5551)

Median passing score = 155
Mean passing score = 154
Mode passing score = 155

Cut scores range from 142 to 164

State/Province	Qualifying Score	State/Province	Score
Alabama	154	Kentucky	150
Alaska	155	Maine	156
American Samoa	142	Maryland	155
Colorado	155	Mississippi	149
Connecticut	164	Missouri	145
Delaware	164	Nebraska	155
Guam	142	Nevada	149
Hawaii	142	New Mexico	155
Idaho	155	New York	158
Indiana	155	North Carolina	156
Kansas	153	North Dakota	154
		Northern Mariana Islands	154
		Oregon	154
		Pennsylvania	158
		Rhode Island	162
		South Carolina	164
		South Dakota	145
		Tennessee	144
		Vermont	163
		West Virginia	156
		Wisconsin	151
		Wyoming	156

National Data – Health (5551)

Variables	Number of Test Takers	Percent Pass At	Median	Mean
Total	1289	80.99	73.16	59.04

Variables	Number of Test Takers	Percent Pass At	Median	Mean
Total	1092	81.78	72.53	57.80

Panel Recommendation

- Discussion: 154-156 as a rational choice to align with most other states
- First vote: **3 said 154- unanimous vote**

Next Steps

- Information with recommendation will go to the PWC and MCDE

Middle School Social Studies (5589)

- Panel met virtually March 11, 2026, 3-4:00 pm
- Panel of 1 EPP faculty (plus 1 PWC member/observer)

Overview of the Test

Middle School Social Studies (5589)

Test at a Glance

Test Name	Middle School Social Studies		
Test Code	5589		
Time	150 minutes		
Number of Questions	140 selected-response questions		
Format	The test consists of a variety of selected-response questions. You can review the question types in Understanding Question Types.		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. United States History	40	29%
	II. World History	29	21%
	III. Geography	25	18%
	IV. Civics	30	21%
	V. Economics	16	11%
Approximately 10-15% of the questions integrate Social Studies skills			

Data Review

Recommended Passing Score

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Middle School Social Studies test, the recommended passing score is 71 out of a possible 100 raw-score points. The scale score associated with a raw score of 71 is 149 on a 100–200 scale.

Adopting Passing Scores – Middle School Social Studies (5589)

of the 26 states using Praxis 5589 adopted a passing score of 149

Cut scores range from 137 to 152

State/Province	Score	State/Province	Score	State/Province	Score
Alaska	149	Kansas	149	Oregon	149
American Samoa	149	Maryland	149	Rhode Island	149
Arkansas	137	Mississippi	143	South Carolina	149
Connecticut	149	Nevada	149	South Dakota	149
Delaware	149	New Mexico	152	Tennessee	149
District of Columbia	149	New York	149	Vermont	149
Hawaii	149	North Dakota	152	West Virginia	149
Idaho	149	Northern Mariana Islands	149	Wyoming	149
Indiana	149	Oklahoma	149		

Three of the states surrounding Montana adopted a passing score of 149

Panel Recommendation

- Second attempt of review and only one person
- First vote: 1 said 149

Next Steps

- Information with recommendation will go to the PWC and MCDE

Middle School Science (5442)

- Panel met virtually March 12, 2026, 3-4:00 pm
- Panel of 2 teachers, 1 EPP faculty (plus 1 PWC member/observer)

Overview of the Test

Middle School Science (5442)

Test at a Glance			
Test Name	Middle School Science		
Test Code	5442		
Time	150 minutes		
Number of Questions	125		
Format	Selected-response questions		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Nature and Impact of Science and Engineering	17	14%
	II. Physical Science	38	30%
	III. Life Science	38	30%
	IV. Earth and Space Science	32	26%
<i>All questions assess content from the above science domains. More than 40 percent of questions integrate a Science and Engineering Practice, and approximately 30 percent of questions assess content applied to a Task of Teaching Science.</i>			

Data Review

RECOMMENDED PASSING SCORE

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Middle School Science test, the recommended passing score is 61 out of a possible 100 raw-score points. The scale score associated with a raw score of 61 is 152 on a 100–200 scale.

Adopting Passing Scores – Middle School Science (5442)

State/Province	Qualifying Score	State/Province	Qualifying Score
Alabama	152	Louisiana	152
Alaska	152	Maine	150
American Samoa	152	Maryland	152
Arkansas	140	Mississippi	147
Connecticut	152	Missouri	140
Delaware	152	Nebraska	152
District of Columbia	152	Nevada	152
Guam	152	New Hampshire	152
Hawaii	152	New Jersey	152
Idaho	152	New Mexico	152
Indiana	152	North Carolina	152
Kansas	152	North Dakota	150
		Northern Mariana Islands	152
		Oklahoma	152
		Oregon	152
		Rhode Island	152
		South Carolina	152
		South Dakota	152
		Tennessee	152
		Utah	152
		Vermont	152
		Virginia	147
		West Virginia	152
		Wyoming	150

29 of the 37 states using Praxis 5442 adopted a passing score of 152

Cut scores range from 140 to 152

Two of the states surrounding Montana adopted a passing score of 152

*Praxis

Panel Recommendation

- First vote: 3 said 152- unanimous vote

Next Steps

- Information with recommendation will go to the PWC and MCDE

ITEM 12

**REVIEW OF CLASS 8 LICENSURE
PROPOSAL**

Dr. Ron Slinger

Board of Public Education

Educator Licensure Standards

Rationale

Under existing statute and administrative rule, postsecondary faculty who teach dual credit courses must hold appropriate licensure under ARM 10.57.437 and ARM 10.57.438. Montana's requirement that postsecondary faculty obtain a K-12 teaching license to teach dual credit courses is unique among states and may create administrative barriers that limit the availability of dual enrollment opportunities for students.

20-4-101(3), MCA, currently provides an exception for postsecondary faculty to teach high school students for college credit, but does not extend that exception to dual credit courses. This distinction may limit the number of dual credit opportunities available to students and schools, despite the presence of qualified and credentialed postsecondary faculty.

The proposed changes below are intended to reduce barriers while maintaining appropriate safeguards and supporting expanded access to dual credit opportunities aligned with statewide goals to prepare students for postsecondary education and the workforce.

Administrative Rule Proposals

10.57.102 DEFINITIONS

9. "Dual Credit" means a course in which students earn both high school credit and postsecondary credit offered by a postsecondary institution or taught at a high school by a qualified high school instructor. Courses may be taken during or outside the regular school day.

10.57.2 ISSUANCE OF LICENSES

NEW RULE I (10.57.223) DUAL CREDIT FACULTY LICENSE EXCEPTION

1. An instructor employed by the Montana university system or an institutionally accredited postsecondary institution is not required to hold a teacher or specialist certificate as classified in ARM 10.57.4 when teaching a postsecondary course offered to high school students for dual credit.
2. Postsecondary institutions offering dual credit courses for Montana public schools accredited by the Board of Public Education shall:
 - a. annually register with the Office of Public Instruction, prior to delivering dual credit courses;
 - b. annually identify the Montana school districts served in the current school year by the postsecondary institution, including the course titles, course codes, and the credit value for each dual credit course provided; and
 - c. document instructors of dual credit courses by providing their names and professional area of specialization.
3. The Superintendent of Public Instruction shall provide an annual report to the Board of Public Education on the number of postsecondary faculty providing dual credit courses, number of dual credit courses provided, and the K-12 endorsement areas taught.

~~10.57.437 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE~~

- ~~4. A faculty member of a college or university is required to hold a Class 8 dual credit license, unless already licensed or eligible for licensure as a Class 1, 2, or 4 and properly endorsed,~~

~~whenever a faculty member is teaching a dual credit course at the college or university for which one or more students will earn both high school and college credit.~~

- ~~2. The license is valid for five years.~~
- ~~3. To obtain a Class 8 dual credit postsecondary faculty license, an applicant shall provide the following:
 - ~~a. verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing institutionally accredited college or university;~~
 - ~~b. compliance with all other nonacademic requirements for licensure as required by 20-4-104, MCA, ARM 10.57.201 and 10.57.201A;~~
 - ~~c. recommendation from the Chief Academic Officer from an institutionally accredited college or university verifying the applicant plans to teach in a subject covered by the K-12 endorsement areas in ARM 10.57.438, and will teach a subject in which the applicant has a major or minor; and (d) verification of completion of the online course "An Introduction to Indian Education for All in Montana."~~~~
- ~~4. A Class 8 dual credit postsecondary faculty license may be consecutively reissued upon submission and approval of an application for renewal. An educator with a lapsed Class 8 license must submit a new application.~~
- ~~5. A Class 8 license shall not be valid unless the licensee is in an employment relationship with an institutionally accredited college or university.~~

~~10.57.438 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE ENDORSEMENTS~~

- ~~1. Areas approved for endorsement on Class 8 dual credit-only postsecondary faculty licenses are listed in ARM 10.57.412 and 10.57.421.~~
- ~~2. Applicants for the Class 8 license with degrees in highly specialized academic areas and hired by the college or university to teach specific courses not covered by the K-12 endorsement areas in (1), may be eligible for a designation in their area of specialization as approved by the Superintendent of Public Instruction.~~

ITEM 13

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

**Dr. Julie Murgel
Crystal Andrews**

Montana Board of Public Education Executive Summary

Date: May 21-22, 2026

Presentation	Council for Accreditation of Educator Preparation (CAEP) Agreement
Presenter	Julie Murgel, Crystal Andrews
Position Title	Chief Program Officer Senior Manager, School and Educator Effectiveness Office of Public Instruction
Overview	<p>The Partnership Agreement is between three parties: the Montana Board of Public Education, the Montana Office of Public Education, and the Council for the Accreditation of Educator Preparation (CAEP).</p> <p>CAEP is a nongovernment, voluntary association that is a nationally recognized accreditor by the Council for Higher Education Accreditation (CHEA). Through an Accreditation Council, CAEP accredits Educator Preparation Programs (EPPs).</p> <p>The purpose of this partnership agreement is to:</p> <ul style="list-style-type: none">• Outline preferences about program review options,• Review team compositions for accreditation site review conducted by CAEP of the Montana EPPs, and• Establish the responsibilities that each party has in supporting CAEP Accreditation activities for EPPs voluntarily requesting joint reviews. <p>This partnership agreement is for MT EPPs that elect to have joint accreditation for the state of Montana and CAEP. The agreement is for one year, from July 1, 2026, to June 30, 2027.</p>
Requested Decision(s)	Information Only
Related Issue(s)	None
Recommendation(s)	None



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

**Montana Board of Public Education,
The Montana State Superintendent of Public Education,
and
The Council for the Accreditation of Educator Preparation (CAEP)
Partnership Agreement**

Whereas, CAEP is a nongovernmental, voluntary membership organization committed to the effective preparation of teachers and other P-12 professional educators; and

Whereas, CAEP, through an autonomous Accreditation Council, accredits educator preparation providers (EPP's) and advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning; and

Whereas, CAEP is a nationally recognized accreditor, having earned recognition by the Council for Higher Education Accreditation (CHEA), and

Whereas, the Montana Board of Public Education (BPE), herein referred to as the State, supports continuous improvement in educator preparation.

CAEP, and the Montana Board of Public Education hereby enter into this agreement detailing the State's preferences with regard to program review options and review team composition for accreditation Site Reviews conducted by CAEP of EPP's operating within the State and establishing the primary responsibilities each party has in supporting CAEP's accreditation activities involving all such EPP's.

1. CAEP Standards and Scope of Accreditation

The Parties understand and agree that:

The CAEP Board of Directors (CAEP Board or Board) has adopted standards (CAEP Standards or Standards) that serve as the basis for all accreditation reviews undertaken by CAEP.

- 1.1. As a result of the ongoing critical self-review that CAEP undertakes to maintain and improve the quality of CAEP accreditation, the CAEP Board will undertake a comprehensive review and revision of the CAEP Standards on a schedule set by the Board and may, as needed, make interim amendments to the Standards. In making any such changes, CAEP will seek stakeholder and public input, including input from the State and its EPP's.
- 1.2. It is the responsibility of the State and any EPP's seeking or continuing CAEP accreditation to stay informed of any changes made to the CAEP Standards and the timeline(s) set by the Board for the implementation of or transition to new or revised Standards.
- 1.3. The CAEP scope of accreditation, defined in policy, distinguishes between two levels of educator preparation:

1.3.1.1. Initial-Licensure Preparation is provided through programs at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers. All Initial-Licensure Preparation programs within the Scope of Accreditation will be reviewed under CAEP Standards for Initial-Licensure.

1.3.1.2. Advanced-Level Preparation is provided through programs at the post-baccalaureate or graduate level leading to licensure, certification, or endorsement. Advanced-Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, other certificated (or similar state language) school professionals for employment in P-12 schools/districts. All Advanced-Level programs within the Scope of Accreditation will be reviewed under CAEP Standards for Advanced-Level Preparation.

2. CAEP's Responsibility for Education Preparation Provider (EPP) Accreditation

The Parties understand and agree that:

- 2.1. CAEP, through the Accreditation Council, has sole responsibility for granting CAEP accreditation to an EPP, and for supporting and overseeing accredited EPP's through continuous accreditation and the CAEP eligibility processes described in CAEP policy.
- 2.2. The process required for accreditation by CAEP is outlined in policies and procedures. Policies and procedures may be revised from time to time. It is the responsibility of the State and any EPP seeking CAEP accreditation to stay informed of any such changes as they may impact the CAEP accreditation process from the time of their adoption or publication.

3. State's Responsibility for Program Approval

The Parties understand and agree that:

- 3.1. The State has responsibility for program approval. In granting program approval, the State will utilize information generated from CAEP's review(s) of an EPP, including but not limited to an Accreditation Council decision on CAEP accreditation and the assignment of any Areas for Improvement (AFIs) and Stipulations, as described in CAEP policy. Although the State may elect to have state-specific standards and/or requirements incorporated into the CAEP review, consistent with the program review options outlined below, only information gathered on an EPP's compliance with CAEP Standards and requirements will be used by the Accreditation Council to make a decision.
- 3.2. The State will periodically review its program review requirements against the CAEP Standards and policies and will, in a timely manner, make CAEP aware of any conflicts or potential inconsistencies so that all parties to this agreement are aware of any such issues and can work constructively together to minimize any challenges that may arise from them.

4. CAEP Accreditation Cycle

The Parties understand and agree that:

- 4.1. The CAEP accreditation cycle involves an EPP in continuous improvement and requires an EPP to demonstrate that it meets CAEP's high standards of quality required to improve P-12 student learning.
- 4.2. To merit full accreditation by CAEP, an EPP must meet all CAEP Standards on the basis of sufficient and accurate evidence.
- 4.3. A Site Review, carried out by an Evaluation Team, is an essential part of the accreditation process. Members of the assigned team investigate the quality of an EPP's evidence, including the accuracy and consistency of the evidence provided in relation to CAEP Standards. In accordance with CAEP policy, CAEP may utilize a virtual site review or may have one or more Evaluation Team members participating using electronic means.
- 4.4. The State elects that CAEP's reviews of EPPs in the State will be carried out using Evaluation Teams composed as follows:
 - 4.4.1. **Joint Review Team.** For any review except one required in conjunction with an accreditation decision of Accreditation with Stipulations or Probationary Accreditation, the composition of the Evaluation Team will be as follows:
 - 4.4.1.1. For a Review involving only one level of accreditation (i.e., initial or advanced), the Joint Review Team includes four national reviewers appointed by CAEP and one reviewer appointed by the State.
 - 4.4.1.2. For a Review involving both levels of accreditation, initial and advanced-level, the Evaluation Team will include five CAEP-appointed reviewers and one state-appointed reviewer.
 - 4.4.1.3. For a Stipulation or Probation review, the Evaluation Team is comprised of two CAEP-appointed reviewers. The state may choose to add one reviewer for a total of a three-person team. The lead reviewer is appointed by CAEP.
 - 4.4.1.4. The State shall provide CAEP with its recommended Evaluation Team members within any timelines established by CAEP. If the State is unable to appoint members, CAEP will appoint from its pool of volunteers trained to serve as Evaluation Team members a CAEP-only team. All such teams are led by an Evaluation Team chair (or Evaluation Team leader) appointed by CAEP.
- 4.5. Prior to assignment to any CAEP Evaluation Team, an individual must have successfully completed CAEP training for review team members and must acknowledge understanding of, and agreement to, adhere to CAEP's code of conduct, including with regard to confidentiality and conflicts of interest.
- 4.6. Each Evaluation Team shall include a P-12 practitioner, when possible. The State will make recommendations for P-12 practitioners through the CAEP accreditation platform.

- 4.7. At the discretion of the State, the State’s teachers’ association(s) may appoint one (1) representative per association to observe the Site Review. Any expenses associated with the attendance of an observer must be covered by the association(s) or State. Prior to participation, any observer must acknowledge understanding of an agreement to adhere to CAEP’s policies and procedures regarding Site Reviews and the CAEP code of conduct, including with regard to confidentiality and conflicts of interest.
- 4.8. All Site Review activities undertaken by a CAEP Evaluation Team will be conducted in accordance with CAEP policies and procedures.
- 4.9. CAEP is not responsible for Site Review expenses for state-assigned personnel.
- 4.10. An EPP that is subject to the jurisdiction of the State may choose from among any of the following program review options for CAEP accreditation:
- 4.10.1. **Specialty Program Review with National Recognition.** The goal of the specialized professional association (SPA) Program Review with National Recognition is to align specialty licensure area data with national standards developed by SPAs in order to receive national recognition at the program level. The Evaluation Team will consider evidence that the EPP presents as gathered from the National Recognition decision-making process and made available in SPA program level reports to meet the sufficiency criteria related to CAEP Standard R1, Component R1.2 (Initial) and/or Standard RA.1, Component RA1.2 (Advanced).
 - 4.10.2. **State Review by State Authority.** The State conducts program reviews for purposes of State approval and to inform CAEP accreditation. An EPP undergoing the State Review option will follow State guidelines. The State provides forms and instructions on how to meet all State standards for licensure/certificate program approval. Upon an EPP’s completion of the State authority forms, trained reviewers are selected and assigned within appropriate content areas. Reviewers make recommendations for further action and/or approval. The State makes the final decision on the approval of any program. The CAEP Evaluation Team will consider evidence that the EPP presents as gathered from the State Review process to meet the sufficiency criteria related to CAEP Standard R1, Component RA1.2 (Initial) and/or Standard RA1, Component RA1.2 (Advanced).
 - 4.10.3. **CAEP Evidence Review of Standard 1/A.1.** Evidence for the CAEP Evidence Review of Standard 1/A.1 process is developed through the analysis of an EPP’s outcome assessment data aligned to specialty licensure area standards delineated in CAEP Standard R1, Component RA1.2 (Initial) and/or Standard A1, Component RA1.2 (Advanced). Evidence from the EPP’s internal assessment may be used by the state to determine its alignment with state required standards in the respective area(s) of licensure to demonstrate candidates’ ability to apply content and pedagogical knowledge in the area of licensure.
- 4.11. The specific timeline established for the review of an EPP, as well as CAEP’s consideration of any request for an extension, will be decided by CAEP or the Accreditation Council, as appropriate, on a case-by-case basis and in accordance with CAEP policies.

- 4.12. Once granted full accreditation by CAEP, an EPP's term of accreditation shall be seven (7) years. Shorter terms are granted with a decision of Accreditation with Stipulations or Probationary Accreditation. Throughout its term, to maintain accreditation, an EPP must comply with CAEP policies, including policies regarding payment of annual dues and the submission of annual reports.
- 4.13. An EPP for which the Accreditation Council issues a decision to deny or revoke accreditation may have a right to petition for an appeal subject to CAEP's policy on appeals.
- 4.14. The State will provide to CAEP its policy leading to a "Change in State Status." The State will notify CAEP within thirty (30) days of action taken when a CAEP-accredited EPP has had a "Change in State Status" as a result of a decision on specialized professional association (SPA) program status by the State.
- 4.15. Accreditation-specific terminology and definitions used by CAEP as part of its EPP review and accreditation processes may vary from similar terms and definitions used by the State. Any definitions of key terms and glossaries created by CAEP are available on the CAEP website [<http://caepnet.org/glossary>]. The State should inquire with CAEP about the definition of any term if there is uncertainty regarding its meaning in the CAEP accreditation context.

5. Opportunities for State Input

The Parties understand and agree that:

- 5.1. CAEP will afford the State multiple opportunities to provide CAEP, the Evaluation Team, and members of the Accreditation Council with any information or data the State deems relevant to the accreditation of an EPP, as follows:
 - 5.2. At least sixteen (16) weeks prior to any scheduled Site Review, CAEP will give the State notice of the upcoming Site Review. At any time, up to six (6) weeks before the scheduled Site Review, the State may provide CAEP with comments and information on the EPP for consideration by the Evaluation Team. EPP's will be given an opportunity to respond to any such comments prior to the Site Review.
 - 5.3. At any time, the State may file a complaint regarding an EPP with the Accreditation Council for investigation and consideration as part of the EPP's ongoing cycle of CAEP accreditation. In accordance with CAEP policy, adverse action may result from any such investigation.
 - 5.4. In the event an EPP within the State petitions for the appeal of an adverse action of the Accreditation Council, CAEP will notify the State that such petition has been received. Any notification of a decision made by an ad-hoc appeal panel will be made in accordance with Section 7, below, and the detailed notification provisions included in CAEP policy.

6. Decisions of the Accreditation Council and an Ad-Hoc Appeals Council

The Parties understand and agree that:

- 6.1. The Accreditation Council makes decisions regarding the accreditation of EPP's at meetings held not less than two (2) times each year.
- 6.2. Following any decision of the Accreditation Council to deny or revoke the accreditation of an EPP, the EPP is promptly informed of its option to file a petition for an appeal and appeal requirements. Appeals criteria and process information are included in CAEP's policies on appeals.
- 6.3. CAEP provides written notice of each decision of the Accreditation Council and an Ad-hoc Appeal Panel in accordance with CAEP policies.
- 6.4. The written notice CAEP provides regarding its accrediting decisions, includes notice to the appropriate State licensing or authorizing agency which may be a party to this agreement. CAEP's policies regarding notices specify the parties to which notice must be provided and the respective timelines for each.

7. Data Sharing

The Parties understand and agree that:

- 7.1. The CAEP Standards and process for CAEP Accreditation require an EPP to collect and share data. To the extent that the State maintains data necessary for CAEP's review of an EPP, subject to any data sharing agreement that may exist between an EPP and the State, CAEP expects that the State will make the relevant data available to EPP's at no cost, in a timely manner, with all personally identifiable information removed or redacted, and with all appropriate permissions to use the data for CAEP accreditation activities.
- 7.2. In order to facilitate the reviews necessary for CAEP accreditation, CAEP will provide the State and each dues paying EPP in the State with access to the CAEP accreditation platform, CAEP's data and information management system. Should the State or any EPP fail to pay annual dues to CAEP in a timely manner, CAEP reserves the right to suspend access to the CAEP accreditation platform until any outstanding dues are paid.
- 7.3. CAEP policies and the CAEP accreditation platform include information on the confidential nature of information maintained within the CAEP accreditation platform. All CAEP accreditation platform users must acknowledge CAEP's confidentiality policy and agree to adhere to it.

8. Partnership Dues, State Benefits, and Fees for Additional Services

The Parties understand and agree that:

9. The State will be responsible for payment of annual State Partnership dues (See Appendix A). Dues may be reviewed and updated annually by CAEP. Should the amount of the State's annual State Partnership dues be changed during the term of this agreement, CAEP will notify the State of the new dues amount and the effective date.

- 9.1. CAEP will provide up to three (3) individuals employed by the State with access to the CAEP accreditation platform.
- 9.2. During each year covered by this agreement, CAEP will waive the CAEP State Clinic and CAEP Conference registration fee for one (1) designated State representative; however, the State or State representative must assume other expenses associated with conference participation.
- 9.3. CAEP offers states access to CAEP National Training for up to five (5) site reviewers a year, including training and travel (additional participants may be added based on need and on a cost-recovery basis). CAEP may also offer supplemental training opportunities for state reviewers. Supplemental training events that are arranged, including events in the State, will be provided by CAEP on a cost-recovery basis and with specific arrangements negotiated according to CAEP's policies regarding fees and expenses for training.
- 9.4. The State will work with associations that represent P-12 educators (NEA, AFT, NBPTS), EPP's, and education administrators to establish credit toward continuing education units or professional development requirements at the local district level in return for the State's P-12 educators' professional contributions to the work of CAEP as site review team members

10. State and CAEP Contacts

The Parties understand and agree that:

- 10.1. The State will designate a liaison to serve as the primary contact for CAEP throughout the term of this agreement.
- 10.2. CAEP will designate a liaison to serve as the primary contact for the State through the term of this agreement.

11. Agreement Term and Amendments

The Parties understand and agree that:

- 11.1. CAEP and the State enter into this partnership agreement for a one (1)-year period beginning July 1, 2026, and ending on June 30, 2027.
- 11.2. The Parties will review this agreement at least annually and, as necessary, propose any amendment deemed appropriate and which may be adopted upon the agreement of the Parties.
- 11.3. Should any provision of this agreement be determined to be in conflict with CAEP policy, CAEP policy will be the prevailing authority and this agreement will be required to be amended to resolve the conflict.
- 11.4. Notwithstanding the annual review described above, this agreement may be modified by consent of the Parties at any point.

Christopher Koch, President
Council for the Accreditation of Educator Preparation

DATE

By signing this agreement, the undersigned agrees to be bound by the terms outlined above and affirms that he or she has the authority to enter into this agreement on behalf of the State.

Signatory
State Authority
BPE Board Chair, Dr. Tim Tharp

DATE

Signatory
State Authority
OPI State Superintendent, Susie Hedalen

DATE

Appendix A: State Dues Structure

Annual costs for supporting activities associated with State Partnerships have both fixed and proportional components which include costs associated with the CAEP Clinic, fall and spring CAEP Conferences, staff time, technology costs for maintaining workspaces within CAEP's accreditation platform, and other indirect expenses.

For the fixed and proportional amounts, states would be assessed \$1,500 annually (reviewed on an annual basis) to cover expenses for the spring convening and conference registration plus a portion of indirect expenses which are based on the actual percentage of CAEP member EPPs within each state.

Example 1: Joint Reviews

State A has 25 CAEP member EPPs, or 3.99% of total CAEP EPPs.

- The fixed amount is set at \$1,500 per state.
- The proportional amount is set at 3.99% of \$325,000 (current total=services to all states) = \$12,960.
- The variable joint review fee (for 25 joint reviews) is $25 \times \$2,500 = \$62,500/7\text{years} = \$8,930$.

Therefore, the total fees for State B will be:

$\$1,500$ (fixed) + $\$12,960$ (proportional) + $\$8,930$ (variable joint review fee) = $\$23,390$.

❖ **ACCREDITATION COMMITTEE – (Items 14-15)**

Dr. Hannah Neiskens

ITEM 14

**INFORMATION ON THE ACCREDITATION
STATUS FOR NEW AND REOPENING
PUBLIC SCHOOLS**

- **Basin Elementary – Reinstatement**
- **Creston 7-8 – Preliminary**
- **Martinsdale Colony – Preliminary**
- **Meadow Lane Colony – Preliminary**

Crystal Andrews

Montana Board of Public Education Executive Summary

Date: May 21-22, 2026

Presentation	Information on reinstatement of Basin Elementary School's accreditation status for reopening.
Presenter	Crystal Andrews
Position Title	Senior Manager, School and Educator Effectiveness Office of Public Instruction
Overview	<p>Basin Elementary School (SC0609) has requested to reopen for the 2026-2027 school year. Basin Elementary School completed the accreditation process in 2024-2025 and received Regular status. Due to the full accreditation process not being reported during the 2025-2026 school year, it is recommended that Basin Elementary School be approved for reinstatement with Regular status.</p> <p>Creston 7-8, Martinsdale Colony and Meadow Lane Colony are seeking to open new schools.</p>
Requested Decision(s)	Information only
Related Issue(s)	None
Recommendation(s)	





Provisional Accreditation Timeline for Reopen/New Schools

Basin Elementary, Creston 7-8, Martinsdale Colony, and Meadow Lane Colony

School	Accreditation Step	Completed By	School Year	Anticipated Date(s)
● Basin Elementary	XI. The Board of Public Education takes final action as to the accreditation status of the school based on the recommendation of the state superintendent of public education.	BPE	2026-2027	May 22, 2026
● Creston 7-8	V. The OPI Accreditation Program Director presents a progress report of the initial accreditation-seeking applicant for discussion with the BPE.	OPI Accreditation Unit	2026-2027	Site Visit - June 25th, 2026
● Martinsdale Colony	V. The OPI Accreditation Program Director presents a progress report of the initial accreditation-seeking applicant for discussion with the BPE.	OPI Accreditation Unit	2026-2027	Site Visit - June 2nd, 2026
● Meadow Lane Colony	III. Accreditation-seeking applicant submits the following documentation: <ol style="list-style-type: none"> 1. Completed ARM Chapter 55 Standards of Accreditation template demonstrating the alignment of the district/school's basic education program to Chapter 55, standard by standard. 2. List of school employee ID numbers and corresponding FTEs as well as assignments of licensed and endorsed educators and professional staff. 3. Complete list of local course offerings aligned with the Montana course codes. 	District	2026-2027	Due - May 14th, 2026



INITIAL/REINSTATEMENT of ACCREDITATION APPLICATION PROCEDURE

The procedures below include the steps and general timeline for the accreditation process.

- I. Accreditation-seeking applicant submits letter of intent to the Montana Office of Public Instruction (OPI) Accreditation and Educator Preparation Division.
Email:
Crystal Andrews, Accreditation and Licensure Senior Manager
crystal.andrews@mt.gov
- II. Accreditation-seeking applicant consults with OPI Accreditation and Licensure Senior Manager.
 1. Review requirements of initial or reinstatement of accreditation pursuant to Administrative Rules of Montana (ARM) Chapter 55 Standards of Accreditation 10.55.605 Categories of Accreditation (1) & (10) and ARM 10.55.606 Accreditation Process.
 2. Review Standards of Accreditation and Procedures Manual – Application Procedure.
 3. Schedule additional consultations with OPI Accreditation Program Director, as necessary, to support the application process.
- III. Accreditation-seeking applicant submits the following documentation:
 1. Completed ARM Chapter 55 Standards of Accreditation template demonstrating the alignment of the district/school's basic education program to Chapter 55, standard by standard.
 2. List of school employee ID numbers and corresponding FTEs as well as assignments of licensed and endorsed educators and professional staff.
 3. Complete list of local course offerings aligned the Montana course codes.
- IV. The OPI Accreditation Program Director conducts desk audit of the materials submitted by accreditation-seeking applicant.
- V. The OPI Accreditation Program Director presents progress report of the initial accreditation-seeking applicant for discussion with the BPE.

- VI. Following the presentation to the BPE, the OPI conducts a site visit. The OPI site review team may include, but is not limited to:
- OPI accreditation staff member
 - District superintendent
 - School principal
 - Curriculum coordinator
 - Special education representative
- VII. The OPI review team provides the school district and school personnel an exit report of the findings from the site review. The report may include areas for improvement, when applicable.
- VIII. Accreditation-seeking applicant must address the areas for improvement (AFI) before the state superintendent will make recommendation to the BPE.
- IX. Once the AFIs are resolved and the requirements of Chapter 55 Standards of Accreditation standard-by-standard template are completed, the OPI Accreditation staff presents an initial accreditation report to the state superintendent. If approved, the state superintendent recommends the BPE approve the request of provisional approval of accreditation.

What is provisional approval?

- Provisional approval of accreditation means the school has initially demonstrated alignment between the district/school basic education program, operating procedures, and the minimum requirements of Chapter 55 Standards of Accreditation.
 - To retain provisional approval of accreditation the school must meet accreditation status of regular or regular with minor deviations for two consecutive years.
 - Accreditation deviations resulting in advice or deficiency status during this period will result in the loss of provisional approval of accreditation status.
- X. After successful completion of two-consecutive years of provisional accreditation status, the AEP staff facilitates a site visitor team of the provisionally accredited school.
- XI. The Board of Public Education takes final action as to the accreditation status of the school based on the recommendation of the state superintendent of public education.

ITEM 15

**INFORMATION ON THE PROPOSED
PROCEDURES AND SCHEDULES FOR
REVIEWING THE ACCREDITATION
STATUS OF EACH SCHOOL – STUDENT
PERFORMANCE STANDARDS**

**Dr. Julie Murgel
Crystal Andrews**

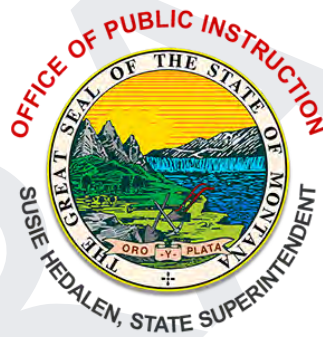
Montana Board of Public Education Executive Summary

Date: May 21-22, 2026

Presentation	Accreditation Update and Proposed Accreditation Process and Schedule for FY27-29.
Presenter	Julie Murgel, Crystal Andrews
Position Title	Chief Program Officer Senior Manager, School and Educator Effectiveness Office of Public Instruction
Overview	This presentation outlines the accreditation process for the upcoming cycles along with information regarding the Student Performance Standards.
Requested Decision(s)	Information Only
Related Issue(s)	None
Recommendation(s)	None

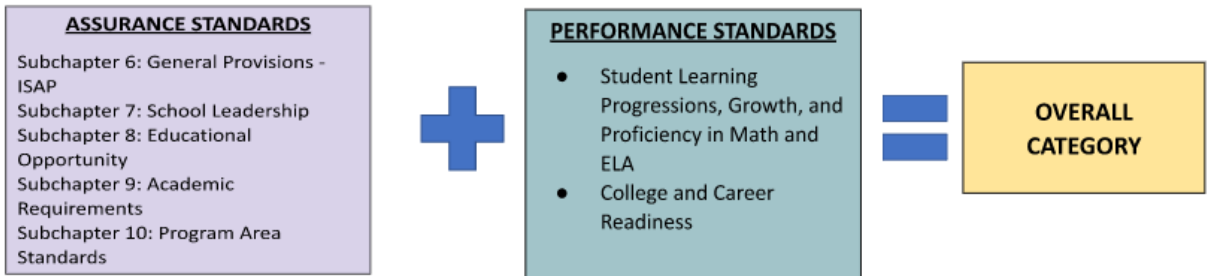


ACCREDITATION STATUS
CRITERIA REFERENCE GUIDE
FY2027-2029



DRAFT

3 Year Cycle - Accreditation Status Criteria Reference Guide



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

If a school has a facility that creates an unhealthy environment with safety and health hazards as reported through DPPHS, DEQ, or County Health Departments the overall accreditation status will be Deficiency.

Overview Accreditation Process - Student Performance

Student Performance		
Standard	Levels	Value
SP-1. Student Learning Outcomes - Math	Elementary and Middle School	7
SP-2. Student Learning Outcomes - ELA	Elementary and Middle School	7
SP-3. Student Attendance	Elementary and Middle School	3
SP-4. Student Learning Outcomes - Early Literacy	Elementary Schools with K-2 Grades	3
SP-5. Student Learning Outcomes - Middle School College and Career Readiness	Middle School & Elementary Schools without K-2 Grades	3
SP-7. Student Learning Outcomes - Math	High School	7
SP-8. Student Learning Outcomes - ELA	High School	7
SP-9. Graduation Rate	High School	3
SP-10. College and Career Readiness	High School	3
TOTAL	20 Possible Points for High School 20 Possible Points for Elementary/Middle School	

Student Performance Rubric Scoring			
	Elementary	Middle School	High School
Regular	16 - 20	16 - 20	16 - 20
Regular MD	12 - 15	12 - 15	12 - 15
Advice	8 - 11	8 - 11	8 - 11
Deficiency	0 - 7	0 - 7	0 - 7

Evaluating Student Performance Standards - On Cycle Requirements

1. Student Learning Outcomes - Math <i>Guiding Question:</i> How does the school perform on MAST in Math? 10.55.606(3) <i>(Elementary and Middle Grade Schools)</i>	Deficiency (0)	Advice (3)	Regular MD (5)	Regular (7)
	The school provided evidence of: <input type="checkbox"/> A school proficiency for Math is below 5%	The school provided evidence of: <input type="checkbox"/> A school proficiency for Math of at least 5%	The school provided evidence of: <input type="checkbox"/> A school proficiency for Math of at least 10%	The school provided evidence of: <input type="checkbox"/> A school proficiency for Math of at least 15%
GUIDANCE OPI will select the school's highest overall math proficiency score from the 3 years prior to the accreditation cycle. Schools with less than 10 students' data will not be published. The following information will be gathered from the assessment team at OPI; please do not submit any data for this indicator.				

2. Student Learning Outcomes - ELA <i>Guiding Question:</i> How does the school perform on MAST in ELA? 10.55.606(3) <i>(Elementary and Middle Grade Schools)</i>	Deficiency (0)	Advice (3)	Regular MD (5)	Regular (7)
	The school provided evidence of: <input type="checkbox"/> Proficiency for ELA is below 5%	The school provided evidence of: <input type="checkbox"/> Proficiency for ELA of at least 5%	The school provided evidence of: <input type="checkbox"/> Proficiency for ELA of at least 10%	The school provided evidence of: <input type="checkbox"/> A school proficiency for ELA of at least 15%
GUIDANCE OPI will select the school's highest overall ELA proficiency score from the 3 years prior to the accreditation cycle. Schools with less than 10 students' data will not be published. The following information will be gathered from the assessment team at OPI; please do not submit any data for this indicator.				

3. Student Learning Outcomes - Attendance <i>Guiding Question:</i> How is the school ensuring students are attending school on a regular basis? 10.55.606(3) <i>(Elementary Schools without K-2 Grades and Middle Grade Schools)</i>	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
	<input type="checkbox"/> School's average daily attendance rate is less than 82%	The school provided evidence of: <input type="checkbox"/> The average daily attendance rate is between 82% -86.99%	The school provided evidence of: <input type="checkbox"/> The average daily attendance rate is between 87% -89.99%	The school provided evidence of: <input type="checkbox"/> The average daily attendance rate is 90% or above
GUIDANCE OPI will select the school's highest overall average daily attendance rate from the 3 years prior to the accreditation cycle. Schools with less than 10 students' data will not be published. The following information will be gathered from Infinite Campus by OPI; do not submit any data for this indicator.				

4. Student Learning Outcomes - K-2 Literacy Growth	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>How is the school ensuring literacy growth for students K-2?</p> <p>10.55.606(3) <i>(Elementary Schools with K-2 grades)</i></p>	<p><input type="checkbox"/> School provided NO evidence of data from approved evaluation methodology tool to show K-2 students literacy growth</p>	<p>The school provided evidence of:</p> <p><input type="checkbox"/> Data from approved evaluation methodology tool from ONE grade to show K-2 students literacy growth</p> <p>AND</p> <p><input type="checkbox"/> Reporting student literacy performance to parents or guardians</p>	<p>The school provided evidence of:</p> <p><input type="checkbox"/> Data from approved evaluation methodology tool for at least TWO grades to show K-2 students literacy growth</p> <p>AND</p> <p><input type="checkbox"/> Reporting student literacy performance to parents or guardians</p>	<p>The school provided evidence of:</p> <p><input type="checkbox"/> Data from approved evaluation methodology tool for all THREE grades to show K-2 students literacy growth</p> <p>AND</p> <p><input type="checkbox"/> Reporting student literacy performance to parents or guardians</p>

DEFINITIONS

"Student growth" means changes in student learning as measured from one point in time to another.

GUIDANCE

Submit the best of the prior 3 years.

Submit class level data AND/OR redact student identifiable information.

Schools with less than 10 students' data will not be published.

Student growth: Year to Year **AND/OR** Fall to Spring **AND/OR** Winter to Spring

Free Evaluation Methodology Tool: DIBELS **OR** Acadience

SAMPLE EVIDENCE MAY INCLUDE

Approved Evaluation Methodology Tool for Early Literacy: Use a tool from the [BPE List of Approved Evaluation Methodology Tools](#) **OR** a tool that is research based and developmentally appropriate for measuring growth

Reporting of Student Literacy Performance to Parents or Guardians Sample Evidence May Include: Sample letter and/or report that is provided to parents or guardians

5. Student Learning Outcomes - Career Exploration Opportunities	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>How is the school providing opportunities for college and career exploration for middle grades?</p> <p>10.55.606(3) (Middle Schools & Elementary Schools without K-2 grades)</p>	<p><input type="checkbox"/> School has provided NO evidence showing that students have engaged in college and career exploration opportunities</p> <p>OR</p> <p><input type="checkbox"/> School has evidence that less than 30% of 8th graders have engaged in college and career readiness planning</p>	<p>The school provided one of the following:</p> <p><input type="checkbox"/> One piece of evidence demonstrating that middle grades students have engaged in college and career exploration opportunities</p> <p>OR</p> <p><input type="checkbox"/> Evidence of at least 30% of 8th-grade students engaged in college and career readiness planning</p>	<p>The school provided one of the following:</p> <p><input type="checkbox"/> Two pieces of evidence demonstrating that middle grades students have engaged in college and career exploration opportunities</p> <p>OR</p> <p><input type="checkbox"/> Evidence of at least 40% of 8th-grade students engaged in college and career readiness planning</p>	<p>The school provided one of the following:</p> <p><input type="checkbox"/> Three pieces of evidence demonstrating that middle grades students have engaged in college and career exploration opportunities</p> <p>OR</p> <p><input type="checkbox"/> Evidence of at least 50% of 8th-grade students engaged in college and career readiness planning</p>
<p><u>GUIDANCE</u></p> <p>Do not submit student work samples as evidence.</p> <p>Submit information from the cycle year or prior year.</p> <p>Engaging in College and Career Readiness Planning: A process that helps students make decisions throughout their academic journey, enabling self-discovery, career exploration, academic planning, and college preparation. It outlines a student's academic, personal, and career goals and maps out the steps required to achieve them.</p> <p>Middle Grades - 5th, 6th, 7th, & 8th Grades</p> <p>Plans may be completed in 5th, 6th, 7th, or 8th grade but by 8th grade 50% need to have the planning complete.</p>				
<p><u>SAMPLE EVIDENCE MAY INCLUDE</u></p> <p>Engaged in College and Career Exploration Opportunities Sample Evidence May Include: lesson or unit plans AND/OR career fairs AND/OR job shadowing AND/OR participation with guest speakers AND/OR field trips AND/OR six year plans AND/OR peer mentoring program</p> <p>Engaged in College and Career Readiness Opportunities Sample Evidence May Include: report that shows percentage of students AND/OR Montana Career Information System (MCIS) AND/OR report from Level All AND/OR STARS Act AND/OR YouScience AND/OR Xello</p>				

6. Student Learning Outcomes - Math <i>Guiding Question:</i> How does the school perform using the average ACT Math Score? 10.55.606(3) <i>(High School)</i>	Deficiency (0)	Advice (3)	Regular MD (5)	Regular (7)
	<input type="checkbox"/> School has a 3 year average math score below 16	The school provided evidence of: <input type="checkbox"/> A 3 year average math score of at least 16	The school provided evidence of: <input type="checkbox"/> A 3 year average math score of at least 17	The school provided evidence of: <input type="checkbox"/> A 3 year average math score at or above 18

GUIDANCE

The following information will be gathered from the assessment team at OPI; please do not submit any data for this indicator.

OPI will use the school's average from the 3 years prior to the accreditation cycle.

7. Student Learning Outcomes - ELA <i>Guiding Question:</i> How does the school perform using the average ACT English Language Arts(ELA), which is based on the English, reading and writing ACT subsets? 10.55.606(3) <i>(High School)</i>	Deficiency (0)	Advice (3)	Regular MD (5)	Regular (7)
	<input type="checkbox"/> School has a 3-year average ELA score below 16	The school provided evidence of: <input type="checkbox"/> A 3-year average ELA score of at least 16	The school provided evidence of: <input type="checkbox"/> A 3-year average ELA score of at least 17	The school provided evidence of: <input type="checkbox"/> A 3-year average ELA score at or above 18

GUIDANCE

The following information will be gathered from the assessment team at OPI; please do not submit any data for this indicator.

OPI will use the school's average from the 3 years prior to the accreditation cycle.

8. Student Learning Outcomes - Graduation Rate <i>Guiding Question:</i> How is the school ensuring that students are graduating? 10.55.606(3) <i>(High School)</i>	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
	<input type="checkbox"/> School has a 3-year average graduation rate below 66.8%	The school provided evidence of: <input type="checkbox"/> A 3- year average graduation rate of at least 66.8%	The school provided evidence of: <input type="checkbox"/> A 3-year average graduation rate of at least 73%	The school provided evidence of: <input type="checkbox"/> A 3-year average graduation rate at or above 80%

GUIDANCE

The following information will be gathered from the assessment team at OPI; please do not submit any data for this indicator.

Graduation rate is determined using the 4-year cohort graduation rate.

OPI will use the school's average from the 3 years prior to the accreditation cycle.

<p>9. College and/or Career Readiness Opportunities</p> <p><i>Guiding Question:</i></p> <p>How is the school ensuring that students graduate college and/or career ready?</p> <p>10.55.606(3) (High School)</p>	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
	<input type="checkbox"/> School has less than 5% of graduates at Level 1 of the STARS Act OR <input type="checkbox"/> Less than 20% of all students by graduation have engaged in college and career readiness planning.	<p>The school provided evidence of:</p> <input type="checkbox"/> 5% -10% of graduates at Level 1 of the STARS Act OR <input type="checkbox"/> At least 20% of students engaged in college and career readiness planning by graduation	<p>The school provided evidence of:</p> <input type="checkbox"/> 10.01%–15% of graduates performing at Level 1 under the STARS Act OR <input type="checkbox"/> At least 50% of students engaged in college and career readiness planning by graduation	<p>The school provided evidence of:</p> <input type="checkbox"/> At least 15% of graduates at Level 1 of the STARS Act OR <input type="checkbox"/> At least 80% of students engaged in college and career readiness planning by graduation

DISTRICT MUST CHOOSE PRIOR TO SUBMISSION. (OPI will make STARS Act information available prior to submission)

GUIDANCE

Do not submit student work samples as evidence.

Submit information from the cycle year or prior year.

College and career readiness planning may happen in the 8th grade and can be utilized for this rubric.

Engaging in College and Career Readiness Planning: A process that helps students make decisions throughout their academic journey, enabling self-discovery, career exploration, academic planning, and college preparation. It outlines a student's academic, personal, and career goals and maps out the steps required to achieve them.

SAMPLE EVIDENCE MAY INCLUDE

STARS ACT: *This information comes from Infinite Campus.*

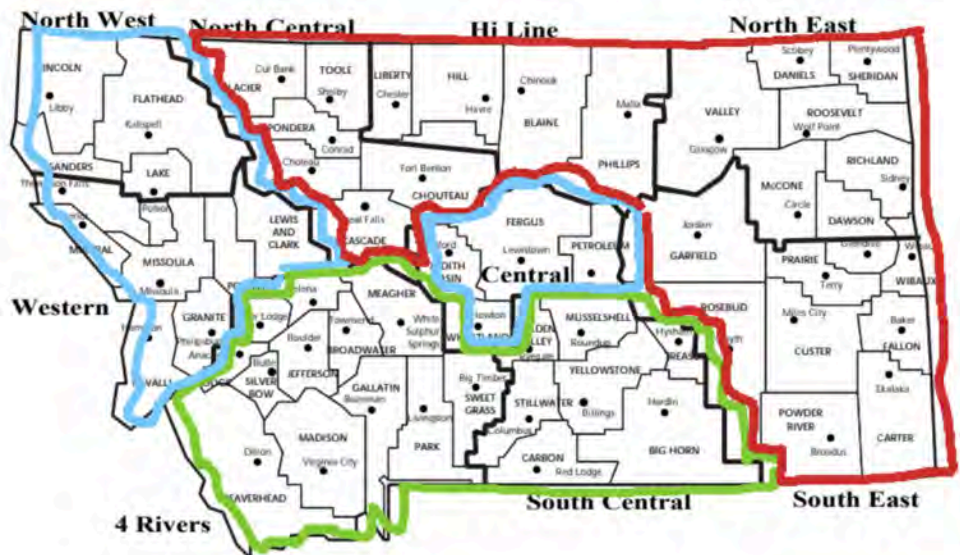
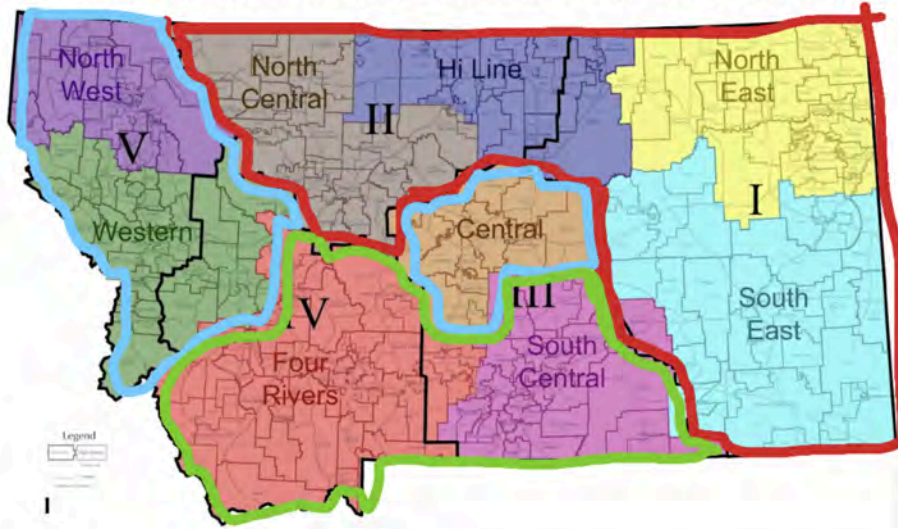
Engaged in College and Career Readiness Opportunities Sample Evidence May Include: Report that shows percentage of students **AND/OR** MCIS **AND/OR** Report from Level All

3 Year Cycle -

Cycle	Cycle 1	Cycle 2	Cycle 3
School Year	2026-2027	2027-2028	2028-2029
MASS Regions	GROUP A North Central, Hi-Line, North East, South East	GROUP C North West, Western, Central	GROUP B 4 Rivers, South Central
Platform Opens	Tuesday, September 8, 2026	Tuesday, September 7, 2027	Tuesday, September 5, 2028
Due Date	Friday, February 26, 2027	Friday, February 25, 2028	Friday, February 23, 2029

Accreditation Groupings for
3 Year Cycles

Montana School Systems, RESA/CSPD Boundaries and MASS Regions



❖ ASSESSMENT COMMITTEE – (Item 16)

Renee Rasmussen

ITEM 16

INFORMATION AND RECOMMENDATIONS
ON MODIFICATIONS TO THE SINGLE
SYSTEM OF STATEWIDE ASSESSMENT –
MATH AND ENGLISH LANGUAGE ARTS

Dr. Julie Murgel
Cedar Rose

Montana Board of Public Education Executive Summary

Date: May 21-22, 2026

Presentation	Information and Recommendations on Modifications to the Single System of Statewide Assessment-Math and ELA
Presenter	Cedar Rose and Julie Murgel
Position Title	Assessment Director Chief Program Officer Office of Public Instruction
Overview	In accordance with ARM 10.56.101, the Superintendent of Public Instruction is providing written recommendations to the Board of Public Education regarding modifications to the statewide grade 3-8 math and ELA assessment system.
Requested Decision(s)	Information Item
Related Issue(s)	None
Recommendation(s)	None



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

MAST Single System of Statewide Assessment



Cedar Rose, Assessment Director, OPI

MAST Components

- Through-year system (not a single test/no summative administration)
- Three testing windows
- Custom math sequence at the school level
- Uniform ELA sequence increasing complexity across the year
- All items and testlets aligned to grade level Montana Content Standards



MAST in Practice



These 12 testlets are flexibly scheduled at the school level

	ELA	Math	
Window 1	BOY Literary Testlet	Testlet	Testlet
	BOY Informational Testlet	Testlet	Testlet
Window 2	MOY Literary Testlet	Testlet	Testlet
	MOY Informational Testlet	Testlet	Testlet
	ELA Test Performance Task	Testlet	Testlet
Window 3	EOY Literary Testlet	Testlet	Testlet
	EOY Informational Testlet	Testlet	Testlet
	Anchor Testlet		

BOY-Beginning of Year

MOY-Middle of Year

EOY-End of Year



Testing Availability



WINDOW 1

OCTOBER 19 –
DECEMBER 11

8 WEEKS

3-5 Math, 2 ELA

AUGUST 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



WINDOW 2

JANUARY 11 –
MARCH 5

8 WEEKS

3-5 Math, 2 ELA
Performance Task

DECEMBER 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2027						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2027						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



WINDOW 3

MARCH 29 –
MAY 21

8 WEEKS

3-5 Math, 2 ELA
Anchor

APRIL 2027						
S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2027						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Testlet Scheduling

- MAST allows and empowers schools to schedule math testlets in alignment with curricular scope and sequence to generate relevant, actionable feedback

Schedule Testlets

Select subject and grade to start scheduling.

Subject: Math | Grade: 3rd

Math Testlets

Math testlets are organized around 12 strands of mathematical understanding that represent grade-level content. Compare the alphabetized list of testlets and corresponding standards to your Math curriculum pacing to determine when students will be ready for each testlet.

Not Scheduled (9) | Scheduled (3) | All (12)

- Time, Liquid Volume, and Mass**
1.MD.1 | 1.MD.2 | Schedule
- Real-World Problems and Arithmetic Patterns**
3.ME.1 | 3.GA.8 | 3.GA.9 | Schedule
- Place Value and Operations in Base Ten**
3.ME.2 | 3.ME.3


Testing Windows

- Window 1**
10/14/2024 - 11/22/2024
Concepts of Multiplication and Division
- Window 2**
01/13/2025 - 02/21/2025
Multiplication and Division Equations
- Window 3**
03/24/2025 - 05/02/2025
Multiply and Divide Within 100



Item Development



 Montana Educator Involvement



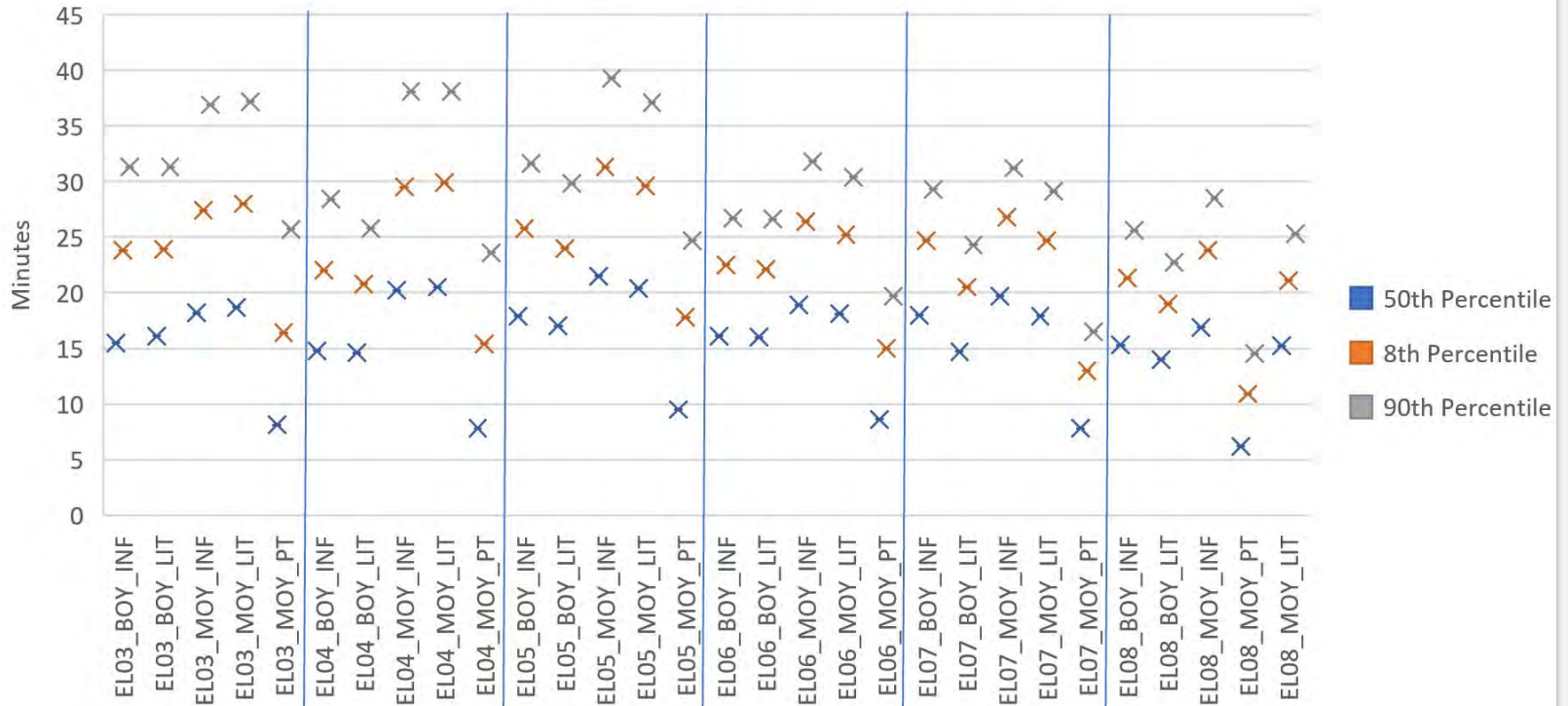
IEFA Integration

- Ongoing ELA item development incorporating Montana's Indigenous, American Indian, and Alaskan Native perspectives
- Includes both standalone items (vocabulary and syntax), reading comprehension (passages based) and performance task
- Distribution varies by grade level and window
- Goal of representation in each grade level each window

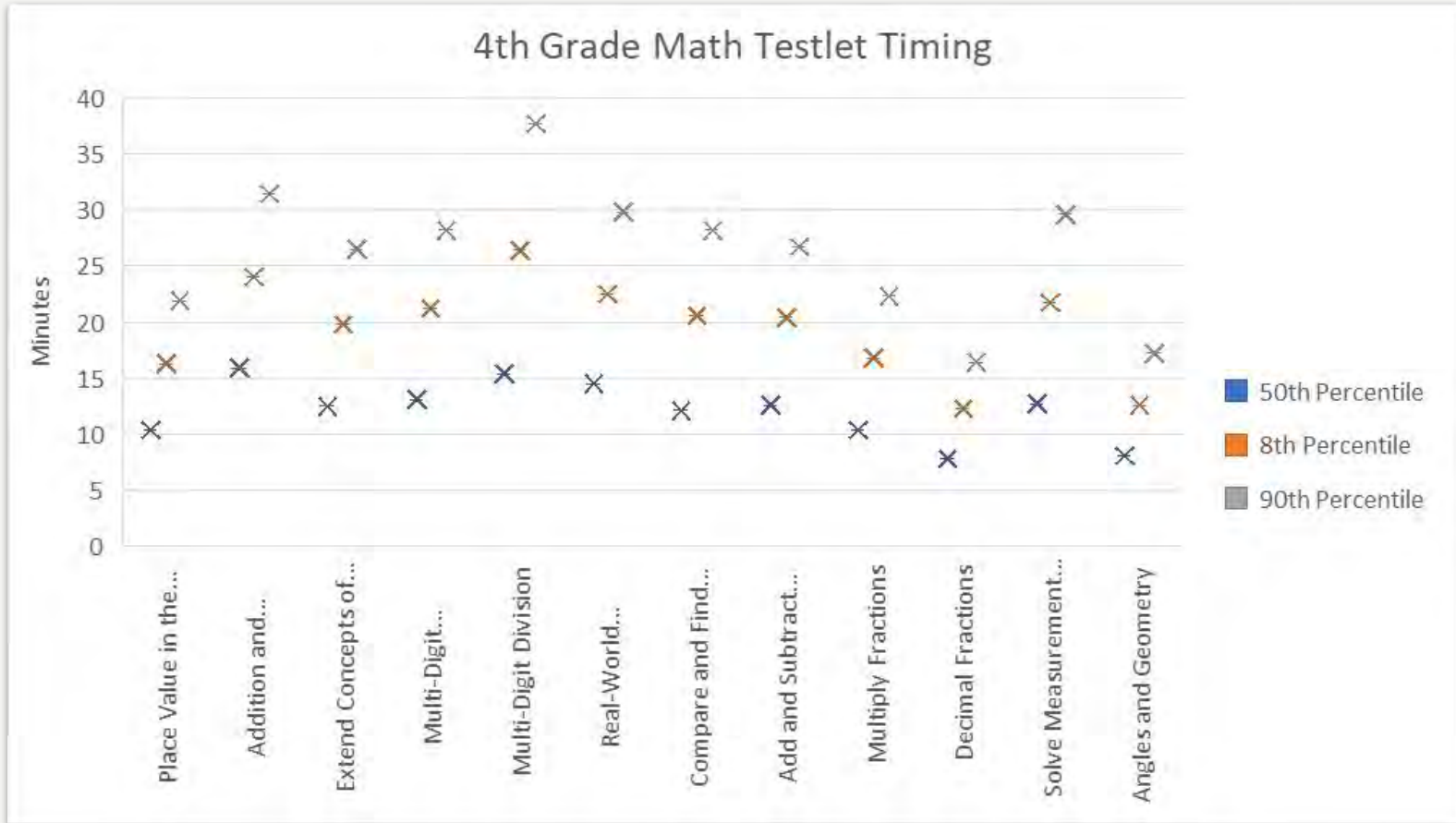


ELA Testlet Timing (as of Window 2)

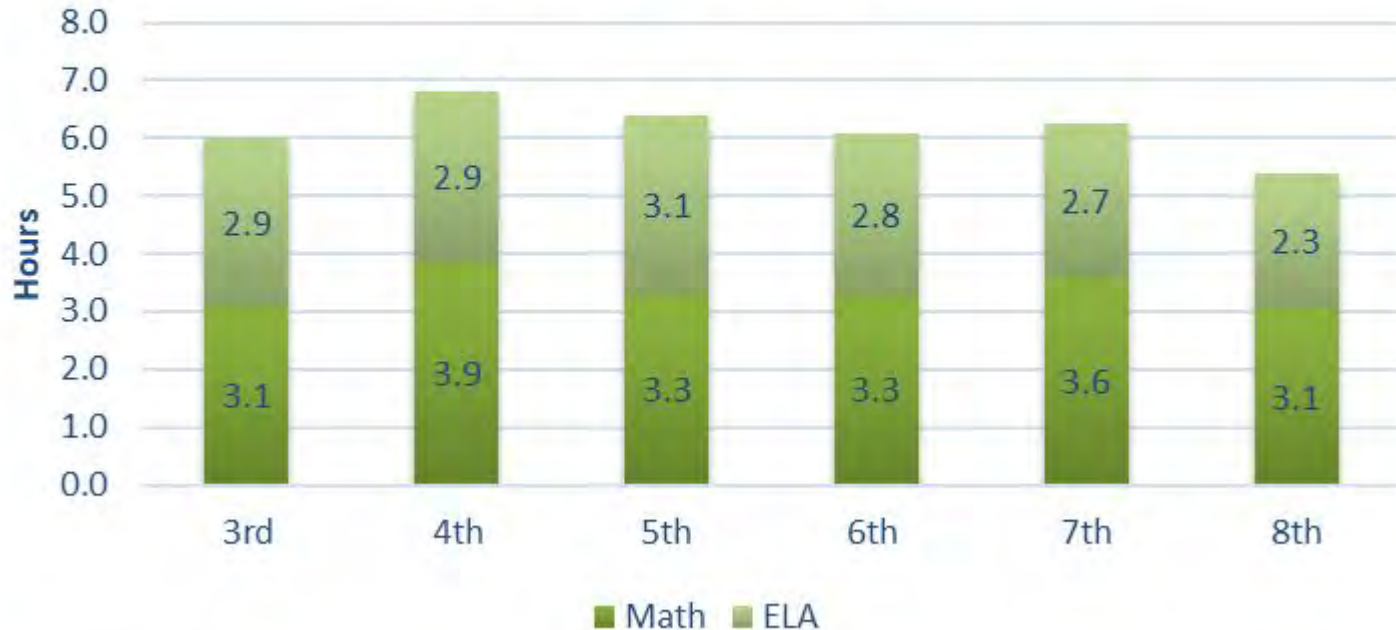
2025-2026 ELA Testlet Timing



2025-26 Math Testlet Timing (as of Window 2)



2024-2025 MAST Total Testing Time 80th Percentile



3rd Grade: 6 hours = .8% of a 720 hour school year

4th Grade: 6.8 hours = .6% of a 1080 hour school year

Federal Requirement that Shape the System

State assessments must:

- Include all students (Math & ELA grade 3-8 and 11)
- Be aligned to grade-level standards
- Produce comparable results across students, schools, and districts
- Be publicly reported
- Used in accountability (for MAST, in 2024-2025 per the [August 2023 federal waiver](#) and [State ESSA Plan](#))
- Commercial interim assessments are not designed to support summative determinations and do not fully meet federal technical requirements for summative accountability assessments



Statewide Assessment Requirements

Addressed in the [MAST Technical Report](#)

- Validity (Ch 6.3, Ch. 11.4, Ch.12)
- Alignment (Ch. 2.1, 2.3)
- Reliability (Ch. 8)
- Fairness & Accessibility (Ch. 2.2, Ch. 4)
- Comparability (Ch. 2, Ch. 3, Ch. 6, Ch. 8, Ch. 11.4)



Reporting

Levels of Reporting

Reporting Level	Purpose	Timing
Testlet Level	Snapshot of performance on a focused set of standards	Monday after administration (IR)
Progress Reports	Cumulative achievement based on testlets taken to date	After close of windows 1 & 2
Through-Year Results	Overall achievement across the year	Late summer following administration
Public Reporting	Statewide accountability	Fall following administration



Interactive Reporting

MasteryGuide Assessment

Home / Reporting

Reporting

Reports provide information about individual and aggregated student performances at different levels. Select a reporting level to view the reports available:

- Student Reports**
View performance reports for an individual student.
[Select Student](#)
- Classroom Reports**
View aggregated performance reports for all students in a classroom.
[Select Classroom](#)
- School Reports**
View aggregated performance reports for all classrooms in a school.
[Select School](#)
- District Reports**
View aggregated performance reports for all schools in a district.
[Select District](#)



Classroom Results

Peterson 7th Grade Math

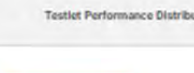

School: [Algona Middle School](#)

Teacher: Tammy Peterson

Grade: 7th

Subject: Math

Results

Testlet	Total Students	Testlet Performance Distribution	Level 1	Level 2	Level 3
Grade 7 Math EOY	7		0 (0%)	4 (57%)	3 (43%)
Grade 7 Math MOY	3		1 (33%)	1 (33%)	1 (33%)
Grade 7 Math EOY	3		0 (0%)	1 (33%)	2 (67%)

Classroom Testlet Report

Peterson 7th Grade Math

Grade 7 Math BOY

School: [Algebra Middle School](#)

Teacher: [Tarrany Peterson](#)

Summary Results



- Level 1
0 Students (0%)
- Level 2
4 Students (57%)
- Level 3
3 Students (43%)

State Standard	Average Percent of Points Earned
7.EE.B.4	79%
7.NS.A.2	72%
7.RP.A.3	100%
7.SP.C.8	71%

Misconceptions

Misconception	Description	# of Students
CA.3	Made error in division fact	4

Student Details

Student Name	Student ID	Test Date	Performance Level	Misconceptions
Hickman, Melanik	100029	09/25/2025	Level 2	CA.3
Holt, Ron	100009	09/25/2025	Level 2	CA.3
Lynn, Omar	100049	09/25/2025	Level 3	CA.3
Marshey, Eric	100048	09/25/2025	Level 2	CA.3
Peters, Virgil	100030	09/25/2025	Level 2	CA.3
Tokuwawa, Shin	100050	09/25/2025	Level 3	
Wu, Xing	100028	09/25/2025	Level 3	CA.3

District Results

NMC Test District 23000400002

2025-2026

NMC Test District 23000400002

Download

ELA



3rd Grade Results

Testlet	Total Students	Testlet Performance Distribution	Level 1	Level 2	Level 3
Informational Testlet, Beginning of Year	400		152 (38%)	88 (22%)	160 (40%)
Literary Testlet, Beginning of Year	396		164 (41%)	92 (23%)	140 (35%)
Informational Testlet, Middle of Year	392		144 (37%)	112 (29%)	136 (35%)
Literary Testlet, Middle of Year	392		164 (42%)	96 (24%)	132 (34%)

4th Grade Results

Testlet	Total Students	Testlet Performance Distribution	Level 1	Level 2	Level 3
Informational Testlet, Beginning of Year	420		132 (31%)	108 (26%)	180 (43%)
Literary Testlet, Beginning of Year	420		164 (39%)	96 (23%)	160 (38%)
Informational Testlet, Middle of Year	424		136 (32%)	108 (25%)	180 (42%)
Literary Testlet, Middle of Year	428		156 (36%)	132 (31%)	140 (33%)

Kite Parent Portal

STATEWIDE ADOPTION IN MONTANA



35%
of Districts
Using the Portal

■ 35% of Districts
Statewide



63%
of Students
Statewide

Representing 63% of
Students Statewide

PARENT PORTAL ENGAGEMENT (IN PARTICIPATING DISTRICTS)



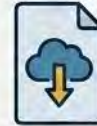
4% Logged In

Parents of 4% of Students in
participating districts.



98%
Accessed Report

Among Active Accounts:
Accessed at least one report.



89%
Downloaded Report

Among Active Accounts:
Downloaded a report.

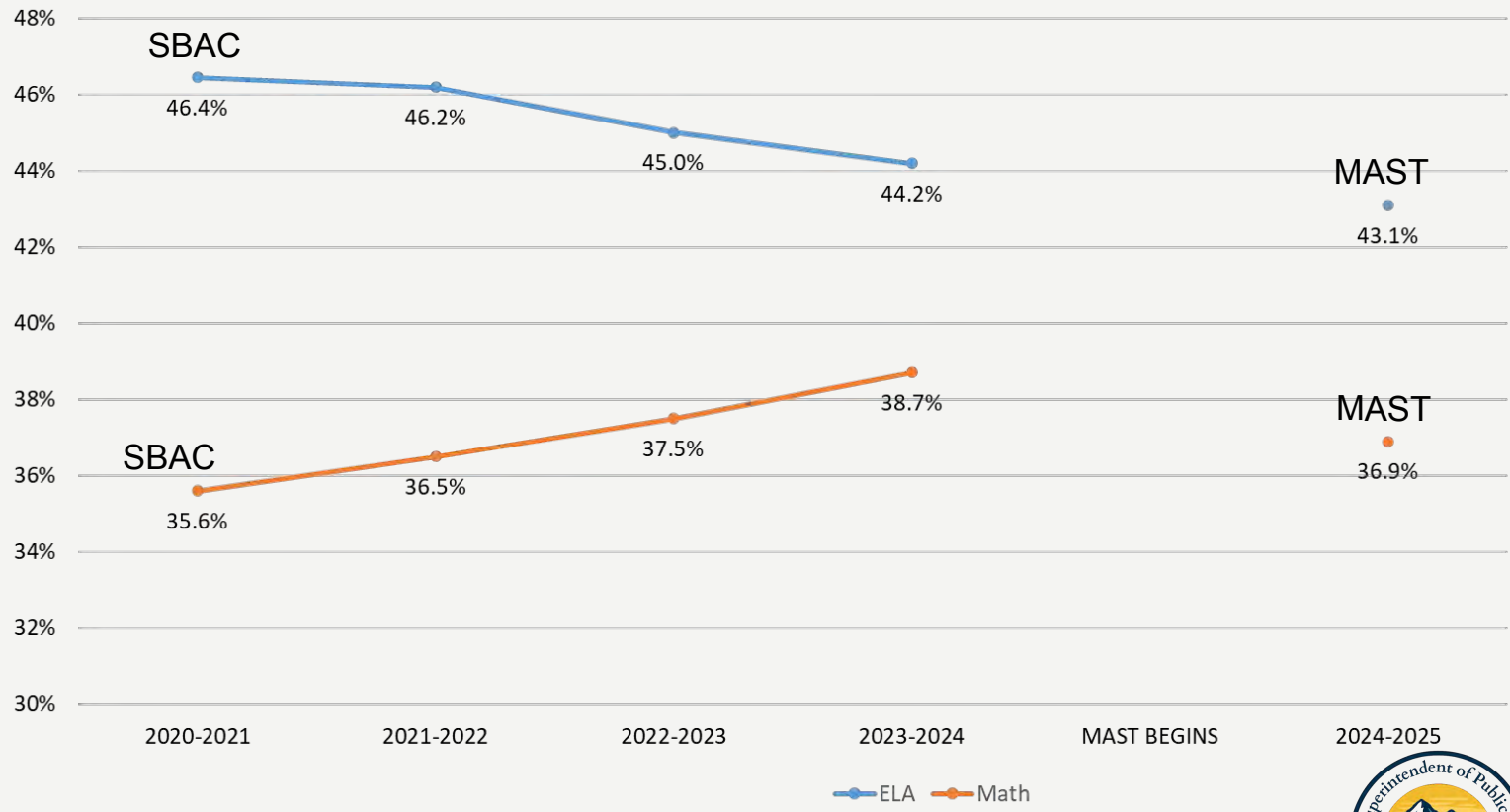
MAST Achievement Cut Scores Set by Montana Educators

Montana's MAST Math Performance Levels	Novice	Partially Proficient	Proficient	Advanced
Grade	Level 1	Level 2	Level 3	Level 4
3	250-294	295-314	315-334	335-400
4	250-294	295-314	315-340	341-400
5	250-294	295-314	315-333	334-400
6	250-294	295-314	315-334	335-400
7	250-294	295-314	315-340	341-400
8	250-294	295-314	315-342	343-400

Montana's MAST ELA Performance Levels	Novice	Partially Proficient	Proficient	Advanced
Grade	Level 1	Level 2	Level 3	Level 4
3	250-294	295-314	315-344	345-400
4	250-294	295-314	315-344	345-400
5	250-294	295-314	315-347	348-400
6	250-294	295-314	315-343	344-400
7	250-294	295-314	315-353	354-400
8	250-294	295-314	315-351	352-400



Longitudinal 3-8 Math & ELA Proficiency





Evolution & Improvements

Feedback Loops

- **Student surveys:** Pilot year 1 & 2, operational years 1 & 2
- **Teacher surveys & interviews:** Planning, operational years 1 & 2
- **Administrator surveys:** Spring 2026
- **Listening sessions:** After each window pilot year 2 and operational year 1
- **Assessment Implementation Committee:** 2025-2026 school year and beyond
- **Site visits:** both to observe & provide support
- **3rd Party (UM) Evaluation:** 23-24 and 24-25



Improvement Areas

- Reporting
- Communication & Transparency
- Training/Professional Development
- Resources
- Within Year Growth Metric



Improvements to Reporting

- Interactive reporting (Spring 2026)
 - Faster turnaround from Thursday after testing to Monday after testing
 - Filterable classroom insights
- Multiple formats for use (PDF, CSV, Interactive)
- Earlier access to school/district reporting (from end of year in 24-25 to week after testing in 25-26)
- Parent access to reports (Kite Parent Portal)
- Clarification of vocabulary



Communication

- Monthly resources directly to teachers
- Shift focus from report access to report use (data chats with students, instructional next steps)
- OPI Current
- OPI Monthly Assessment Bulletin
- Direct Outreach



Training/Professional Learning

- **Virtual Sessions:** Leading up to fall administration
- **MAST 4 Teachers:** Training on administration, performance tasks, math misconceptions, and using results for next instructional steps
- **Peaks of Practice:** Virtual teacher convening
- **MAST Summit:** Role-based sessions on preparing for administration and leveraging score reports
- **MAST Mini-Sessions:** Facilitated virtual support sessions scheduled by schools/districts
- **Hub Course:** Performance Task, STC Basics
- **Summer Institute:** Score Reports, Tech Lab, Standards & Instruction Alignment, Performance Task, EdReady
- **Training Facilitation Guides:** For local training



Resources

- **Assessment Review Tool**-Support understanding and adjustment of assessment use
- **Performance Task (MAST Portal)**-Scoring rubrics, student-friendly rubrics, exemplary prompts and responses
- **Assessment specifications/blueprints (MAST Portal)**-Provides standards assessed on each testlet and content details
- **Interpretive guides (MAST Portal)**- for all score report types and levels
- **Result Overviews**-Supports communication of results at various levels



Growth Development

- Consistently exploring growth models within MAST design (18 months)
- Work with technical advisors/vendor partner
- Partnering with Center for Assessment to understand use through school teacher and leader interviews

Focus

- Meaningful use for educators
- Alignment to instructional decisions

Goal

- Growth reporting that is useful and technically sound



Board of Public Education Assessment Standards

10.56.101 STATEWIDE ASSESSMENT

- (1) The Board of Public Education adopts rules for statewide assessments in the public schools and those private schools seeking accreditation.
- (2) The Board of Public Education recognizes that the primary purpose of assessment is to serve learning. An assessment system that includes multiple measures and is aligned to state content and program delivery standards will provide an integrated approach to inform student learning, progression, growth, and proficiency. An assessment system is structured to continuously improve teaching and learning and to inform education policy.
- (3) The obligation for funding statewide assessments is the responsibility of the state. This chapter may not be construed to require a school district to provide these assessments if the state does not have a current contract with test vendors for provision of these assessments to Montana school districts.
- (4) The Superintendent of Public Instruction shall recommend in writing to the Board of Public Education any modifications to the single system of statewide assessments as set forth in (2). The Board of Public Education may consider recommended modifications as an information item on an agenda at a Board of Public Education meeting. At that meeting, the Board of Public Education may vote to list the recommendations as an action item on the agenda of a subsequent Board of Public Education meeting. Unless approved by the Board of Public Education, no recommended modifications are effective and no accredited schools may implement the recommended modifications.
- (5) When developing a recommendation to the Board of Public Education for adopting statewide assessments the Superintendent of Public Instruction will include implications including alignment to content standards.
- (6) The Superintendent of Public Instruction shall:
 - (a) ensure Montana educators participate in the process;
 - (b) ensure that all statewide test items are field tested before being used to determine proficiency; and
 - (c) request approval from the Board of Public Education to allow for census field testing before determining proficiencies.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-7-402, MCA

History: NEW, 1988 MAR p. 976, Eff. 5/27/88; AMD, 1992 MAR p. 1472, Eff. 7/17/92; AMD, 1993 MAR p. 683, Eff. 4/30/93; AMD, 1995 MAR p. 627, Eff. 4/28/95; AMD, 1997 MAR p. 1186, Eff. 7/8/97; AMD, 2000 MAR p. 957, Eff. 4/14/00; AMD, 2012 MAR p. 2057, Eff. 10/12/12; AMD, 2016 MAR p. 1392, Eff. 8/6/16; AMD, 2019 MAR p. 1050, Eff. 7/27/19; AMD, 2024 MAR p. 2000, Eff. 8/10/24.

10.56.102 PARTICIPATION

- (1) By the authority of 20-2-121(11), MCA, and ARM 10.55.603, the Board of Public of Education adopts rules for statewide assessment in all public and accredited nonpublic schools.
- (2) Statewide assessments approved by the Board of Public Education shall be administered in all public and accredited nonpublic schools.
- (3) School districts shall annually administer statewide assessments to all students in accordance with state and federal laws and regulations that meet or exceed the following specifications:
 - (a) English language arts and mathematics assessments shall be aligned to Montana content standards in English language arts and mathematics and administered in grades 3-8 and at least once in grades 9-12;
 - (b) Science assessments shall be aligned to Montana content standards for science and administered not less than one time during grades 3-5, 6-9, and 10-12; and

- (c) Statewide assessments shall be administered in all public and accredited nonpublic schools within the statewide assessment windows established by the Superintendent of Public Instruction.
- (4) Statewide assessments aligned to Montana-English language proficiency standards shall be administered to all students identified as English Learners (EL) in grades K-12 within the statewide assessment windows established by the Superintendent of Public Instruction.
- (5) The Board of Public Education may approve alternative grade levels and timelines for the administration of statewide assessments due to the availability of assessments and other academic factors.
- (6) School districts shall use guidance provided by the Office of Public Instruction to inform parents/guardians about statewide assessments, pursuant to ARM 10.55.601 and 10.55.722, including:
 - (a) the purpose;
 - (b) the source of the requirement;
 - (c) when the information about student performance is provided to relevant educators and specialists and parents/guardians;
 - (d) how relevant educators and specialists, principals, and district officials use the information about student performance; and
 - (e) how parents/guardians can use that information to help their child.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-7-402, MCA

History: NEW, 2019 MAR p. 1050, Eff. 7/27/19; AMD, 2024 MAR p. 2000, Eff. 8/10/24.

10.56.103 TEST SECURITY

- (1) The Office of Public Instruction has the responsibility to audit test administration activities to monitor adherence to test security and best practices without undue disruption to schools.
- (2) All statewide assessments must be administered to students only by school district employees who have been trained and are familiar with standardized testing procedures.
- (3) Suspected violations of test security must immediately be reported to the Office of Public Instruction.
- (4) Failure to comply with the test administration and security requirements may result in the Office of Public Instruction making a recommendation for consequences to the Board of Public Education for further action within the limits of its authority.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-7-402, MCA

History: NEW, 2019 MAR p. 1050, Eff. 7/27/19.

10.56.104 ACCESSIBILITY AND ACCOMMODATIONS

- (1) Schools shall administer statewide assessments with or without accommodations based on individual student needs consistent with all state and federal laws and regulations.
- (2) The Individualized Education Program (IEP) team for a student shall determine if the student meets the eligibility criteria for the statewide alternate assessment based on the alternate achievement standards.
- (3) Schools shall use the guidance from the Superintendent of Public Instruction to identify English Learners (EL) and annually monitor individual progress in acquiring academic English consistent with all state and federal laws and regulations.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-7-402, MCA

History: NEW, 2019 MAR p. 1050, Eff. 7/27/19.

10.56.105 REPORTING

- (1) The Superintendent of Public Instruction shall provide an annual report of the statewide assessment results to the Legislature and the Board of Public Education.
- (2) The Superintendent of Public Instruction shall make available student assessment results in compliance with confidentiality requirements of federal and state law. To facilitate transparency, the statewide assessment results released to the public shall be accompanied by a clear statement of the purpose, subject areas assessed, description of proficiency levels, and the percentage of students who participated in the assessments.
- (3) Annual assessment results are a part of each student's permanent record as described in compliance with 20-1-213 and 20-7-104, MCA.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-7-402, MCA

History: NEW, 2019 MAR p. 1050, Eff. 7/27/19; AMD, 2024 MAR p. 2000, Eff. 8/10/24.

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

❖ EXECUTIVE COMMITTEE – (Item 17)

Dr. Tim Tharp

ITEM 17

**EXECUTIVE DIRECTOR PERFORMANCE
EVALUATION**

Dr. Tim Tharp

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

May 22, 2026

CALL TO ORDER

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

❖ **EXECUTIVE COMMITTEE – (Item 18)**

Dr. Tim Tharp

ITEM 18

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

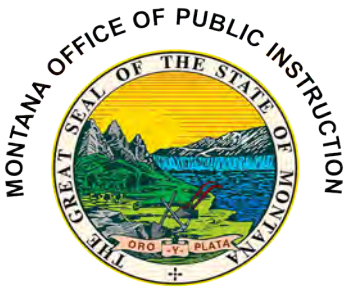
Autumn Warren

Montana Board of Public Education Executive Summary

Date: May 21-22, 2026

Presentation	Adoption of the FY2027 Proposed BASE Aid Payment Schedule for distribution to K-12 Schools
Presenter	Autumn Warren
Position Title	Office of Public Instruction School Finance Manager
Overview	<p>Per 20-9-344, MCA. Duties of board of public education for distribution of BASE aid. (1) The board of public education shall administer and distribute the BASE aid and state advances for county equalization in the manner and with the powers and duties provided by law.</p> <p>(a) shall adopt policies for regulating the distribution of BASE aid and state advances for county equalization in accordance with the provisions of law;</p>
Requested Decision(s)	School Finance is asking for BPE approval on the FY2027 proposed payment schedule
Related Issue(s)	The proposed schedule meets all of the requirements of 20-9-344, MCA.
Recommendation(s)	BPE approval of the FY2027 Base Aid Payment Schedule for distribution to K-12 Schools





Proposed - PAYMENT SCHEDULE - FISCAL YEAR 2027

The following distribution dates for FY2027 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 27 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 24 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

October 27 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

November 19 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

December 17 County Guaranteed Tax Base Aid for General Fund, State Coal Mitigation Block Grant, and County Retirement

January 28 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 25 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 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

April 27 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 27 County Guaranteed Tax Base Aid for General Fund, State Coal Mitigation Block Grant, State Major Maintenance Aid, Debt Service Assistance and County Retirement

June 24 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

❖ **CHARTER SCHOOL COMMITTEE – (Items 19-23)**

Lisa Schmidt

ITEM 19

**UPDATE ON COMMUNITY CHOICE
SCHOOLS COMMISSION**

Cathy Kincheloe



Performance Framework

Commission Guiding Principles

Students First, Always: Student success is our north star. We want every student to experience the transformative power of education.

Stewards of the Public Trust: We exercise our authority with transparency, discipline, and humility. Credibility is foundational and we understand that trust must be earned, not assumed. We seek to build enduring trust with families, educators, communities, tribes, and policymakers through every decision we make.

Authorizing for Systems Change: We don't just authorize schools, we help foster a more responsive, innovative, and effective public education system.

Excellence is the Expectation: Students deserve our best. That's why we set a high bar for schools, boards, authorizers, and ourselves.

Community-Centered Innovation: We listen to and elevate local voices and context, especially in rural and tribal communities, in order to create the conditions where excellence can thrive.

Clarity and Courage in Decision-Making: We lead transparently and act with integrity. We face difficult decisions with moral clarity and constitutional conviction.

Policy

20-11-117. Community choice school performance and renewal. (1) The performance provisions within the charter contract must be based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each choice school. The performance framework must include indicators, measures, and metrics for, at a minimum:

- (a) student academic proficiency;
 - (b) student academic growth;
 - (c) achievement gaps in both proficiency and growth between major student subgroups;
 - (d) attendance;
 - (e) recurrent enrollment from year to year;
 - (f) postsecondary readiness;
 - (g) financial performance and sustainability; and
 - (h) governing board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract.
- (2) Each choice school, in conjunction with its authorizer, shall set **annual** performance targets designed to help each school meet applicable federal, state, and authorizer expectations.
- (3) (a) The contract performance framework must include rigorous, valid, and reliable indicators proposed by a choice school to evaluate its performance that are consistent with the purposes of this part.
- (b) The authorizer shall collect and analyze data from each choice school it oversees in accordance with the performance framework.
- (c) Multiple schools operating under a single charter contract or overseen by a single governing board shall report their performance as separate, individual schools. Each school must be held independently accountable for its performance.

Performance Framework Components				
Mission Driven Measures	Academic Measures	School Environment Measures	Operational Measures	Financial Measures
Is the school delivering on its promise?	Is the school an academic success?	Is the school a safe and welcoming environment conducive to learning?	Is the school an effective and viable organization?	Is the school fiscally sound?
<i>To be developed in Year 0 program in collaboration with school team to measure the unique elements of their school model</i>	Proficiency & Growth <ul style="list-style-type: none"> ● Literacy & Mathematics <ul style="list-style-type: none"> ○ Same Students ○ All Students ○ Special Populations Assessment Participation Post Secondary Readiness	Student Attendance Recurrent Enrollment Staff Retention School Community Engagement	Governance Oversight Operational Compliance	Near Term Health <ul style="list-style-type: none"> ● Current Ratio ● Unrestricted Days Cash ● Default ● Enrollment Variance Sustainable Health <ul style="list-style-type: none"> ● Debt Service Coverage Ratio ● Debt to Asset Ratio ● Financial Compliance Rubric

Section I: Mission Driven Measures

Is the school delivering on its promise?

Indicator TBD

Indicator TBD

(performance indicator)

(description) (Reference: MCA 20-11-117 (3)(a) and Contract Sections 7.1 and 7.2)

Source:

Exceeds Standard

Meets Standard

Approaches Standard

Does Not Meet Standard

(performance indicator)

(description) (Reference: MCA 20-11-117 (3)(a) and Contract Sections 7.1 and 7.2)

Source:

Exceeds Standard

Meets Standard

Approaches Standard

Does Not Meet Standard

Section II: Academic Measures

Is the school an academic success?

Proficiency	Growth	Post Secondary Readiness
<ul style="list-style-type: none"> ● Literacy & Mathematics <ul style="list-style-type: none"> ○ All Students ○ Special Populations 	<ul style="list-style-type: none"> ● Literacy & Mathematics <ul style="list-style-type: none"> ○ Same Students ○ Special Populations 	

Proficiency Rubric for Literacy and Mathematics

Community Choice Schools will use the proficiency rates as determined by an assessment to be determined in conjunction with the Commission and identified in the Contract. (Reference: MCA 20-11-117(a)(c) and Contract Section 7.3) The proficiency rate is the percentage of students who are at or above the 50th achievement percentile on the assessment used. This (50th percentile) is the proficiency benchmark.

Source: *assessment name*

	All Students	Special Populations Closing Achievement Gaps
	Every student who completed the assessment.	Students with Special Needs Free & Reduced Lunch English Language Learners American Indian & Other Ethnic Groups
Exceeds Standard	The school's proficiency rate is at or above 65%.	NA
Meets Standard	The school's proficiency rate falls between 45% and 64%.	No major subgroup's proficiency rate is more than 10 percentage points below the school's overall proficiency rate.
Approaches Standard	The school's proficiency rate falls between 30% and 44%.	NA
Does Not Meet Standard	The school's proficiency rate falls below 30%.	One or more subgroups' proficiency rates are more than 10 percentage points below the school's overall proficiency rate.

Growth Rubric Literacy & Mathematics

Growth Percentiles are conditional—each student’s growth is compared to peers who began at the same achievement level nationally. (Reference: MCA 20-11-117(b)(c) and Contract Section 7.3)

Source: *assessment name*

	Students Meeting Achievement Benchmarks	Students <u>Not</u> Meeting Achievement Benchmarks	Special Populations Closing Achievement Gaps
	Students who completed both fall & spring assessments.		Students with Special Needs Free & Reduced Lunch English Language Learners American Indian & Other Ethnic Groups
Exceeds Standard	Median growth in the 4th/Above or 5th/Well Above Quintiles (61st–99th percentiles)	Median growth in the 5th/Well Above Quintile (81st-99th percentiles)	NA
Meets Standard	Median growth in the 3rd/Typical Quintile (41st–60th percentiles)	Median growth in the 4th/Above Quintile (61th–80th percentiles)	Subgroups with no significant gap have median Growth Percentiles \geq 45th. Subgroups with a gap have median Growth Percentiles \geq 55th or demonstrate progress in narrowing the gap (\geq 2-point reduction).
Approaches Standard	Median growth in the 2nd/Below Quintile (21st-40th percentiles)	Median growth in the 3rd/Typical Quintile (41st-60th percentiles)	NA
Does Not Meet Standard	Median growth in the 1st/Well Below Quintile (1st-20th percentiles)	Median growth in the 1st/Well below and 2nd/Below Quintiles (1st-40th percentiles)	One or more major subgroups with a proficiency gap show median Growth Percentiles $<$ 55th and no improvement in closing the gap.

Assessment Participation	
Percent of students who complete each assessment cycle.	
Calculation: Use enrollment from the most recent count day.	
Meets Standard	95% or more of students completed the assessment in literacy and mathematics.
Does Not Meet Standard	Fewer than 94% of students completed the assessment in literacy and mathematics.

Postsecondary Readiness (College and Career Readiness)	
Adjusted Cohort Graduation Rate (ACGR): High schools will be evaluated based on their 4- Year ACGR (update annually 2023 = 89.3%). (Reference: MCA 20-11-117(f))	
Calculation: Divide the number of students who graduate in four years with a regular diploma by the number of first-time 9th graders, adding students who transfer in, and subtracting students who transfer out	
Exceeds Standard	The school's 4-year ACGR is 91-100%.
Meets Standard	The school's 4-year ACGR is equal to or exceeds the average ACGR rate for the State.
Approaches Standard	The school's 4-year ACGR is within 3 points of the State average..
Does Not Meet Standard	The school's 4-year ACGR is more than 3 points below the state average.

Section III: School Environment

Is the school a safe and welcoming environment conducive to learning?

Student Attendance	Recurrent Enrollment	Staff Retention	School Community Engagement
--------------------	----------------------	-----------------	-----------------------------

Attendance

Average daily attendance (Reference: MCA 20-11-117(d))

Calculation: use the school's average daily attendance rate to measure the school's performance against the attendance rate standard.

Exceeds Standard	The school's average daily attendance rate is 95% or higher.
Meets Standard	The school's average daily attendance rate is between 90% and 94%.
Approaches Standard	The school's average daily attendance rate is between 85% and 89%.
Does Not Meet Standard	The school's average daily attendance rate is below 85%

Recurrent Enrollment

Recurrent enrollment refers to the rate at which students re-enroll in the same school from year to year. (Reference: MCA 20-11-117(e))

Calculation: Divide the number of students indicating they will return for the next school year by the total number of students.

Exceeds Standard	The school's average re-enrollment rate is (90%) or higher.
Meets Standard	The school's average re-enrollment rate is between (89% and 85%).
Approaches Standard	The school's average re-enrollment rate is between (84% and 80%).
Does Not Meet Standard	The school's average re-enrollment rate is below (79%).

Staff Retention	
Staff Retention refers to the rate at which staff return to the school from year to year excluding staff not offered a contract to return.	
Calculate retention rate by dividing the number of staff planning to return by the number offered a return contract x 100 (this excludes any staff not offered a return contract).	
Exceeds Standard	The staff retention rate is 90% or higher.
Meets Standard	The staff retention rate is between 85-89%.
Approaches Standard	The staff retention rate is between 75-84%.
Does Not Meet Standard	The staff retention rate is below 74%.

School Community Engagement	
The school achieves a cohesive community that supports student achievement, staff and family satisfaction, and the organizational health of the school with the following elements fully developed and functioning effectively:	
Sources: events calendar, external partnerships, strategic planning process, town halls, public comment at board meetings, student council, parent advisory council	
Meets Standard	<input type="checkbox"/> Approaches to shared decision making include student, family, and staff voice <input type="checkbox"/> Relationships exist with community leaders and organizations that enhance student engagement <input type="checkbox"/> Community events and celebrations engage students, staff, and families in building the school community
Does Not Meet Standard	The school failed to implement each of the programs as described above and the failure was material and significant to the viability of the school.

Section IV: Operational Measures

Is the school an effective, viable organization?

Governance Oversight

Operational Compliance

Governance Oversight: Governing Board Legal Composition and Standing

The governing board is properly constituted and operates in compliance with statutory and charter requirements. (Reference: MCA 20-11-119 (1)(f); MCA 35-2-113 through 35-2-1402 and Contract Sections 4.1 - 4.3).

Source: Articles of Incorporation, Bylaws.

Meets Standard

Governing board membership, bylaws, and Articles of Incorporation comply with statute and the charter contract; any changes reported within statutory and contractual timelines.

Does Not Meet Standard

Board composition or governing documents are out of compliance or changes were not reported in accordance with the charter contract and/or statute.

Governance Oversight: Open Meetings Act

The governing board complies with Montana open meetings and public records laws. (References: MCA 20-11-119 (7)(c); Contract Section 4.4)

Source: Annual Calendar, website checks.

Meets Standard

Board meetings, notices, agendas, and minutes comply with MCA Title 2, Chapters 3 and 6 and are publicly accessible.

Does Not Meet Standard

Board composition or governing documents are out of compliance or changes were not reported in accordance with the charter contract and/or statute.

Governance Oversight: Conflicts of Interest

The governing board maintains independence and avoids conflicts of interest. (Reference: Contract Section 4.5).

Source: Conflict of Interest policy and annual disclosure form provided by the Commission.

Meets Standard	The governing board has a conflict-of-interest policy that meets the requirements of the Contract Section 4.5, and provides annual disclosures that are free of conflict violations.
Does Not Meet Standard	The governing board does not have a policy on file that meets the requirements of Contract Section 4.5 or there are unresolved conflicts of interest that violate the conflict-of-interest policy.

Governance Oversight: Financial Oversight

The governing board exercises effective financial oversight and fulfills its fiduciary responsibility to ensure the financial health and sustainability of the school. (Reference: MCA 20-11-118(1)(d); 20-11-119(5); Contract Sections 4.1; 8.3; 8.6).

Source: Approved budgets, budget amendments, annual financial audit, quarterly financial statements, corrective action plans/responses to audits, board minutes.

Meets Standard	The governing board adopts and monitors a balanced annual budget, reviews financial reports and the annual audit, and takes appropriate action to address identified financial risks or compliance issues.
Does Not Meet Standard	The governing board fails to exercise adequate financial oversight, as evidenced by one or more of the following: <ul style="list-style-type: none">● Failure to adopt a balanced budget;● Failure to review financial reports or the annual audit;● Failure to respond to identified financial risks, audit findings, or material compliance issues; or● Board actions or inaction that contribute to material financial noncompliance, fiscal mismanagement, or financial instability.

Operational Integrity: Enrollment and Nondiscrimination

Enrollment, admissions, and lottery policies are open, fair, and nondiscriminatory. (Reference: MCA 20-11-116, 119 (6); Contract Sections 6.2 - 6.4). Source:

Enrollment policy (with lottery).

Meets Standard	Policies and practices comply with the law and charter contract; no substantiated complaints received.
Does Not Meet Standard	Admission and enrollment practices and/or policies are noncompliant. Complaints received and substantiated.

Operational Integrity: Health, Safety, and Welfare

The Choice School maintains systems to protect student health and safety. Reference: MCA 20-11-118 (1)(c); Contract Sections 3.5; 5.6).

Source: compliance with state health and safety requirements

Meets Standard	No unresolved safety violations; incidents reported in compliance with the Contract.
Does Not Meet Standard	Unreported incidents or unresolved safety violations at the school.

Operational Integrity: Background Checks

Employees and board members meet required background check standards. (Reference: MCA 20-11-119 (8)(c); Contract Sections 4.6; 9.4)

Source: Background Checks

Meets Standard	All required background checks completed and documented.
Does Not Meet Standard	Required background checks are missing or incomplete.

Operational Compliance: Submission Requirements

The school submits required reports and documents to the Commission on time and complete.

Source: Epicenter Statistics

Meets Standard	At least 90% of required documents listed in the Annual Calendar of Reporting Requirements were submitted on time during the academic year to the Commission and were complete.
Does Not Meet Standard	Less than 90% of required documents listed in the Annual Calendar of Reporting Requirements were submitted on time during the academic year to the Commission OR documents submitted on time were incomplete.

Section V: Financial Measures

Is the school fiscally sound?

Near Term Health

- Current Ratio
- Unrestricted Days Cash
- Default
- Enrollment Variance

Sustainable Health

- Debt Service Coverage Ratio
- Debt to Asset Ratio
- Financial Compliance Rubric

Near Term Health (Reference: MCA 20-11-117(g) and Contract Section 8.6)

	Current Ratio	Unrestricted Days Cash	Default	Enrollment Variance
Calculation:	Current Assets divided by Current Liabilities	Unrestricted Cash and investments divided by ((Total Expenses minus Deprecation Expense) / 365).	Failure to make payment on a debt.	Actual enrollment divided by the enrollment planned in the budget.
Data Source:	Annual Fiscal Audit Report	Annual Fiscal Audit Report	Annual Fiscal Audit Report, Terms of Debt, Other Formal Notifications Received by School.	Data Source: Student Enrollment Record
Exceeds Standard	The school has a Current Ratio of more than 1.5	The school has more than 60-days cash on hand.	The school has met standards for at least 3 consecutive years, including the most recently completed school year.	The school has met standards for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	The school has a Current Ratio of at least 1.1 OR between 1.0 and 1.1 with a 1-year positive trend	The school has between 30- and 59-days cash on hand and a positive one-year trend. *Note: Schools in their first or second year of operation must have a minimum of 30- days cash on hand.	The school is not in default of any financial obligations and did not experience any instances of default during the fiscal year. Financial obligations include but are not limited to: making payments to vendors and utility services on time, complying with all loan covenants, filing any reports required for maintenance of grants or philanthropic funds, meeting all tax obligations, and operating without financial judgements or property liens.	Enrolment variance is equal to or greater than 95%.

Approaches Standard	The school has a Current Ratio of between .9 and 1.0 OR between 1.0 and 1.1 with a 1-year negative trend.	The school has between 15- and 30-days cash on hand OR Between 30- and 60- days cash on hand with a negative one-year trend.	The school experienced one or more instances of minor default during the fiscal year (such as making late payments); however, the school is not currently in default of any financial obligations.	The enrollment variance was between 90% and 95% OR the enrollment variance was less than 90% and the school provided a mid-year amended budget evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.
Does Not Meet Standard	The school has a Current Ratio of .9 or less.	The school has fewer than 15 days cash on hand.	The school is currently in default of financial obligations.	The enrollment variance was less than 90% and the school did not provide evidence of mid-year budget amendments or operational changes evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.

Sustainable Health (Reference: MCA 20-11-117(g) and Contract Section 8.6)				
	Total Margin and 3-Year Aggregated Total Margin Rubric	Debt Service Coverage Ratio	Debt to Asset Ratio	Financial Compliance Rubric
Calculation:	Most Recent Year Total Margin: e.g., 2026 Net Income divided by 2026 Total Revenue. 3-Year Aggregated Total Margin: (2026 Net Income +2025 Net Income +2024 Net Income) divided by (2026 Total Revenue +2025 Total Revenue +2024 Total Revenue)	If school owns its facility or if the school leases its facility and the lease is capitalized: (Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments) OR If school leases its facility and the lease is not capitalized: (Facility Lease Payments + Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)	Total Liabilities, excluding pension liabilities, divided by Total Assets, excluding pension assets	*School must show evidence of every activity listed to meet standard
Data Source:	Annual Fiscal Audit Report	Annual Fiscal Audit Report	Annual Fiscal Audit Report	Annual Fiscal Audit Report, Desk Audit of Policies, other formal notifications received by school

Exceeds Standard		The school's Debt Service Coverage Ratio is 1.5 or greater OR The school operates debt-free	The school has met standard for 3 consecutive years, including the most recently completed school year. OR The school operates debt-free	
Meets Standard	The Aggregated 3-Year Total Margin is positive and the most recent year Total Margin is positive OR The Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.	Debt Service Coverage Ratio is between 1.1 and 1.49	The school's Debt to Asset Ratio is less than 0.9	<input type="checkbox"/> Accounting Practices: finances are managed in compliance with GAAP <input type="checkbox"/> Financial Transparency: expenditures and contracts are posted on the school's site <input type="checkbox"/> Internal Controls: the school's internal controls are compliant
Approaches Standard	The Aggregated 3-Year Total Margin is greater than -1.5 percent, but the trend does not "Meet Standard."	The school's Debt Service Coverage Ratio is between 0.9 and 1.09	The school's Debt to Asset Ratio is between 0.9 and 1.0	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is evident.
Does Not Meet Standard	The Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.	The school's Debt Service Coverage Ratio is less than 0.9	The school's Debt to Asset Ratio is greater than 1.0	The school is operating under a notification of fiscal concern or a notification of possible or imminent closure OR The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.

ITEM 20

**UPDATE ON PUBLIC CHARTER SCHOOL
SITE VISITS AND BASIC ENTITLEMENTS**

McCall Flynn



Montana Board of Public Education
2025-26 ANB – Basic Entitlement Thresholds

CHARTER SCHOOL NAME	SCHOOL DISTRICT	CURRENT YEAR ANB
Big Horn Academy	Hardin Public Schools	H-76
Billings Early College School	Billings Public Schools	H-55
Billings Multilingual Academy	Billings Public Schools	M-8, H-11
Billings Opportunity School	Billings Public Schools	H-102
Bitterroot Polytech	Hamilton School District	M-27, H-47
Bridger Charter School	Bozeman Public Schools	H-69
Bronc Fast Track Public Charter School	Frenchtown School District	H-80
Butte Pathway Academy	Butte School District	H-44
Central Montana CTE Academy	Lewistown Public Schools	H-74
CORE School at Morningside	Great Falls Public Schools	E-325
East Helena 227 Academy	East Helena School District	M-26, H-60
Flathead PACE Academy	Kalispell Public Schools	H-59
Helena Montessori Charter School	Helena Public Schools	E-224
Libby Central Charter School	Libby Public Schools	H-45
Missoula CONNECT Academy	Missoula County Public Schools	H-73
Missoula TEACH Academy	Missoula County Public Schools	E-75
Mount Ascension Learning Academy	Helena Public Schools	E-18, M-13, H-72
Project for Alternative Learning	Helena Public Schools	H-77
Rise Charter & Distance Learning Academy	Corvallis School District	E-276, M-64, H-60
Rise Charter & Pathways Learning Academy	Corvallis School District	E-241, M-39, H-63
Rising Wolf Charter	Kalispell Public Schools	H-89
Ronan Charter Academy	Ronan School District	M-14, H-32

ITEM 21

REVIEW AND DISCUSSION OF PUBLIC CHARTER SCHOOL DOCUMENTS

- **Application**
- **Evaluation Criteria**

McCall Flynn



Montana Board of Public Education

Public Charter School Application

June 2026

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INTRODUCTION

Title 20, Chapter 6, Part 8, MCA, authorizes the establishment of public charter schools in Montana and tasks 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 public charter school~~ applications will focus on whether implementing the proposals in ~~your~~ the application will lead to the academic, organizational, and financial performance ~~you are promising~~ that are promised in exchange for potential broad flexibility from Montana’s education standards. The ~~evaluation will determine whether following criteria and rubric scales will be used to evaluate each application:~~

- ~~there is an overall intent~~ the applicant demonstrates a commitment to create an innovative public charter school: ~~0-10 pts~~
- ~~there is an overall intent~~ the applicant demonstrates a commitment to create a high-performing public charter school: ~~0-10 pts~~
- the applicant demonstrates a commitment to and robust understanding of personalized and proficiency-based learning: ~~0-10 pts~~
- the academic program is consistent with a high-quality public charter school: ~~0-1 pts~~
- the school governance is consistent with a high-quality public charter school: ~~0-1 pts~~
- the business operations are consistent with a high-quality public charter school: ~~0-1 pts~~
- the community support and need is consistent with a high-quality public charter school: ~~0-10 pts~~
- there is clear and convincing proof of the likelihood of success: ~~0-1 pts~~
- they applicant can open and operate a successful public charter school: ~~and 0-1 pts~~
- ~~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 26-30, 2026 with a deadline of October 30, 2026 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. Final approval of the application will take place at the January 2027 Board of Public Education meeting. Please note the timeline on the Board’s webpage under the Public Charter School tab.

Please provide a brief, direct response to each question using this application template and limit the application to 26 pages. Any appendices, handbooks, policies, and additional documents will be considered as supporting documentation. Please include links, when possible, and refrain from including lengthier documents.

PUBLIC CHARTER APPLICATION

Name of Public Charter School: _____

EXECUTIVE SUMMARY

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
2026-2027

Title 20, Chapter 6, Part 8, MCA, authorizes the establishment of public charter schools in Montana and tasks 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 state 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.

The scoring or evaluation of a public charter school application is intended solely to inform and guide the Board's deliberations and does not constitute approval of the proposed public charter school. A public charter school is not authorized until the Board takes formal action to approve the public charter school. Accordingly, any preliminary scoring, recommendation, or indication of support should not be interpreted as a guarantee or assurance until final approval.

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?~~ 0-10 ___ ~~Y~~
~~N~~

Does the applicant demonstrate a commitment to create an innovative public charter school?

~~Is there an overall intent to create HIGH-PERFORMING public charter schools?~~ 0-10 ___ ~~Y~~
~~N~~

Does the applicant demonstrate a commitment to create a high-performing public charter school?

~~Is there~~ Does the applicant demonstrate a commitment to and robust understanding of personalized and proficiency-based learning? 0-10 ___ ~~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. 1pt
- Partially consistent with high-quality public charter school. .5pts
- Inconsistent with a high-quality public charter school. 0pts

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. 1pt
- Partially consistent with high-quality public charter school. .5pts
- Inconsistent with a high-quality public charter school. 0pts

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. 1pt
- Partially consistent with high-quality public charter school. .5pts
- Inconsistent with a high-quality public charter school. 0pts

Additional Comments:

COMMUNITY SUPPORT AND NEED

Does the proposal include:

Specific evidence of significant community support for the proposed public charter school; and	Y	N
Opportunities and expectations for parent involvement.	0-10	<u>Y</u>

~~N~~ **this section is to be scored together*

~~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? 0-1pts 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? 0-1pts Y N

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

- Authorize the proposed public charter school based on the current application. 1pt
- 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. 0pts

Additional Comments:

ITEM 22

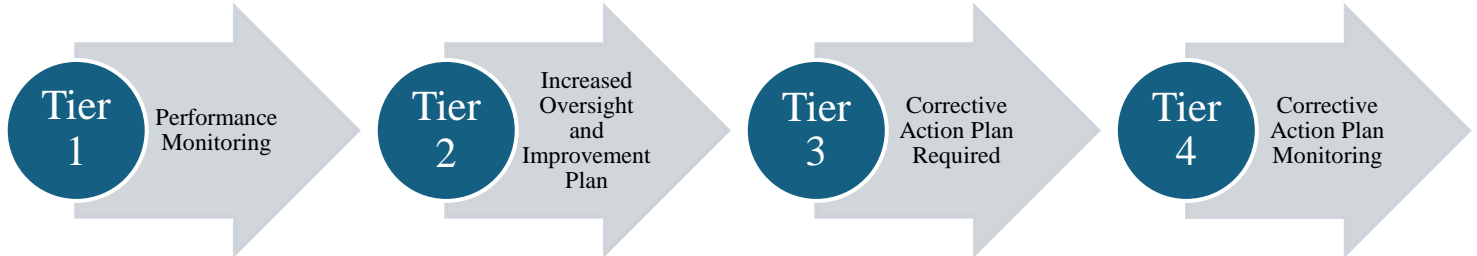
**INFORMATION AND ACTION ON PUBLIC
CHARTER SCHOOL INTERVENTION
PROCESS**

McCall Flynn

Montana Board of Public Education Public Charter School Tiered Intervention Plan

Authority: 20-6-809, MCA – Performance and Renewal Framework

Purpose: To ensure struggling Public Charter Schools receive targeted support and oversight



Tier 1: Performance Monitoring

Trigger:

- One year of not meeting one performance framework indicator

Actions:

- Hold a support meeting with charter leadership
- As outlined in the Performance Framework, require a Performance Monitoring Summary, a brief school-led plan to address identified concern
- Offer technical assistance from the Board of Public Education or partner organizations

Monitoring:

- No formal corrective action required

Tier 2: Increased Oversight and Improvement Plan

Trigger:

- Two consecutive years of failing the same or multiple academic, financial, or organizational indicators
- Significant noncompliance in finance, governance, or legal obligations

Actions:

- Issue an official Notice of Deficiency to the charter leadership
- Required submission of an Improvement Plan
- Include:
 - Root cause analysis
 - Measurable goals
 - Timeline and responsible parties
 - Progress reporting schedule
- Offer technical assistance from the Board of Public Education or partner organizations

Monitoring:

- Improvement Plan progress reviewed against milestones
- Semi-annual check-ins with Board of Public Education staff to align with quarterly reports: Preventative, support-focused, semi-formal, no direct sanctions, used before failure

Tier 3: Corrective Action Plan Required

Trigger:

- Third consecutive year of underperformance
- Failure to improve during Tier 2 interventions
- Multiple unmet indicators across framework area

Actions:

- Issue an official Notice of Deficiency to the charter leadership and governing board chair
- Required submission of a Corrective Action Plan
- Include:
 - Root cause analysis
 - Measurable goals
 - Timeline and responsible parties
 - Progress reporting schedule
- Offer technical assistance from the Board of Public Education or partner organizations
- Quarterly reviews will be conducted during a Board of Public Education meeting

Monitoring

- Corrective Action Plan progress reviewed against milestones
- Public reporting of Corrective Action Plan status
- Quarterly check-ins with Board of Public Education staff to align with quarterly reports: Remedial, compliance-focused, formal and enforceable, linked to consequences, used after failing to meet Tier 1 and Tier 2

Tier 4: Corrective Action Plan Monitoring

Trigger:

- Continued underperformance despite Corrective Action Plan implementation
- Failure to meet Corrective Action Plan milestones
- Ongoing or uncorrected legal/fiscal violations

Actions:

- Board of Public Education initiates a Nonrenewal Review
- School is notified in writing and given hearing opportunity
- Board of Public Education discusses 20-6-810, MCA, for charter revocation or nonrenewal

Monitoring:

- School transitions to closure, appeal, or final improvement deadline under strict conditions

ITEM 23

**REVIEW PUBLIC CHARTER SCHOOL
ANNUAL PERFORMANCE REPORTS**

McCall Flynn



Montana Board of Public Education

2025-26 Public Charter School Compiled Performance Report



Montana Board of Public Education 2025-26 Compiled Performance Report

INTRODUCTION

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

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

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

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

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

2025-26 ACCREDITATION OVERVIEW

This section provides an overview of the accreditation status of each public charter school from the 2025-26 school year. The Superintendent of Public Instruction provides the Board of Public Education with a review of the accreditation process used to determine the accreditation status for all schools, analysis of the data, and a review of the accreditation determinations for all schools. The Board of Public Education approved the accreditation status of all schools at the May 15-16 Board meeting. The following is the accreditation status for each public charter school.

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

Helena Project for Alternative Learning	Helena	High School	Regular	Regular	Regular
Big Horn Academy	Hardin	High School			Provisional
Butte Pathway Academy	Butte	High School			Provisional
Central Montana Career and Technical Education (CTE) Academy	Lewistown	High School			Provisional
Libby Central Charter School	Libby	High School			Provisional
Ronan Charter MS	Ronan	Middle School			Provisional
Ronan Charter HS	Ronan	High School			Provisional

PERFORMANCE FRAMEWORK OVERVIEW

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

PERFORMANCE FRAMEWORK OVERVIEW - ELEMENTARY SCHOOL

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

2024-2025 Academic Performance	Core School	Montessori Charter	Mount Ascension	Rise Distance	Rise Pathways	TEACH Academy
Mission or School-Specific Goal(s)						
Overall Math Proficiency and Growth						
Overall ELA Proficiency and Growth						
Subgroup Math Proficiency and Growth						

Subgroup ELA Proficiency and Growth						
Attendance	Applicable 2025					
Student Engagement						
Graduation Rate	Applicable 2025					
Support for Transitions						
Post-Secondary Readiness	High School Only					
Financial Performance						
Financial Performance and Stability						
Recurrent Enrollment	Applicable 2025					
Organizational Performance						
Charter Governing Board Performance and Stewardship						

2025-2026 Academic Performance	Core School	Montessori Charter	Mount Ascension	Rise Distance	Rise Pathways	TEACH Academy
Mission or School-Specific Goal(s)						
Overall Math Proficiency and Growth						
Overall ELA Proficiency and Growth						
Subgroup Math Proficiency and Growth						
Subgroup ELA Proficiency and Growth						
Attendance						
Student Engagement						
Support for Transitions						
Post-Secondary Readiness (High School Only)						
Financial Performance						
Financial Performance and Stability						
Recurrent Enrollment						
Organizational Performance						
Charter Governing Board Performance and Stewardship						

PERFORMANCE FRAMEWORK OVERVIEW - MIDDLE SCHOOL

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

2024-2025 Academic Performance	Multilingual Academy	Bitterroot Polytech	CONNECT Academy	227 Academy	Mount Ascension	Rise Distance	Rise Pathways
Mission or School-Specific Goal(s)							
Overall Math Proficiency and Growth	N/A						
Overall ELA Proficiency and Growth							
Subgroup Math Proficiency and Growth							
Subgroup ELA Proficiency and Growth							
Attendance	Applicable 2025						
Student Engagement							
Graduation Rate	Applicable 2025						
Support for Transitions							
Post-Secondary Readiness	High School Only						
Financial Performance							
Financial Performance and Stability							
Recurrent Enrollment	Applicable 2025						
Organizational Performance							
Charter Governing Board Performance and Stewardship							

2025-2026 Academic Performance	Multilingual Academy	Bitterroot Polytech	Ronan Academy	227 Academy	Mount Ascension	Rise Distance	Rise Pathways
Mission or School-Specific Goal(s)							
Overall Math Proficiency and Growth							
Overall ELA Proficiency and Growth							
Subgroup Math Proficiency and Growth							
Subgroup ELA Proficiency and Growth							
Attendance			Applicable 2026-2027				
Student Engagement							
Support for Transitions							
Post-Secondary Readiness (High School Only)							

Financial Performance														
Financial Performance and Stability														
Recurrent Enrollment														
Organizational Performance														
Charter Governing Board Performance and Stewardship														

PERFORMANCE FRAMEWORK OVERVIEW - HIGH SCHOOL

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

2024-2025 Academic Performance	BECS	BMA	BOS	HBP	BCA	BFT	CA	227	PACE	PAL	MAL	RCD	RCP	RWC
Mission or School-Specific Goal(s)														
Overall Math Proficiency and Growth	K-8 Only													
Overall ELA Proficiency and Growth	K-8 Only													
Subgroup Math Proficiency and Growth	K-8 Only													
Subgroup ELA Proficiency and Growth	K-8 Only													
Attendance	Applicable 2025													
Student Engagement														
Graduation Rate	Applicable 2025													
Support for Transitions	K-8 Only													
Post-Secondary Readiness														
Financial Performance														
Financial Performance and Stability														
Recurrent Enrollment	Applicable 2025													
Organizational Performance														
Charter Governing Board Performance and Stewardship														

2025-2026 Academic Performance	BECS	BMA	BOS	HBP	BCA	BFT	CA	227	PACE	PAL	MAL	RCD	RCP	RWP
Mission or School-Specific Goal(s)														
Overall Math Proficiency and Growth														
Overall ELA Proficiency and Growth														

2025-26 PUBLIC CHARTER SCHOOL NUMBERS AT A GLANCE

1. Public charter schools serve approximately 4,129 students statewide (2.9% of total enrollment). This includes 1,526 elementary students, 405 middle school students, and 2,198 high school students.
2. Enrollment has increased from approximately 3,612 students (2.5%) in 2024-25, reflecting continued growth in public charter school participation. A majority of students are served at the high school level.
3. Public charter schools serve diverse student populations through mission-specific models. Elementary-focused programs such as TEACH Academy, CORE School at Morningside, and Helena Montessori Charter School emphasize foundational, student-centered learning.
4. Early college and accelerated pathways are provided by Billings Early College School and Bronc Fast Track Public Charter School, supporting students in earning college credit while in high school.
5. Language development and specialized academic programming are emphasized by Billings Multilingual Academy, supporting multilingual learners through targeted instructional models.
6. Career and technical education and workforce readiness are central to Bitterroot Polytech, Central Montana Career and Technical Education Academy, Libby Central Charter School, and Ronan Charter Academy, which provide hands-on, industry-aligned learning opportunities.
7. Alternative and credit recovery pathways are supported by Billings Opportunity School, Big Horn Academy, and Project for Alternative Learning Charter School, serving students who benefit from non-traditional learning environments.
8. Personalized and flexible learning models are implemented by Bridger Charter Academy, PACE Academy, Butte Pathway Academy, Mount Ascension Learning Academy, and 227 Academy, supporting individualized pacing and student-specific pathways.
9. Student engagement and flexible program delivery are emphasized by CONNECT Academy, which provides responsive supports tailored to individual student needs.
10. Experiential and project-based learning approaches are central to Rising Wolf Charter School, supporting outdoor education and hands-on learning experiences.
11. Multi-grade and flexible delivery models are provided by RISE Charter & Distance Learning Academy and RISE Charter & Pathway Learning Academy, serving students across elementary, middle, and high school grade levels.
12. Public charter schools report that personnel costs represent the largest expenditure category, accounting for approximately 70-80% of total spending, with instruction remaining the primary focus.
13. Overall, public charter schools continue to demonstrate progress toward mission-specific goals, financial stability, and organizational compliance. Notably, 6 schools met all Performance Framework standards, and 5 additional schools met all but one standard.



**Montana Board of Public Education
Public Charter School Performance Framework
Evaluation Rubric**

OVERVIEW

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

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

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

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

- Student Engagement
- Support for Transitions

These performance framework indicators, measures, and metrics must align to mission-specific goals, and when possible, exceed provisions in Title 20 of the Montana Code Annotated and Title 10 of the Administrative Rules of Montana. The performance framework indicators, measures, and metrics must be reported to the Board of Public Education no later than October 31 of the first year of operation.

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

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

PERFORMANCE TARGETS AND RATINGS

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

Exceeds Standard

This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.

Meets Standard

The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.

Approaches Standard

Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.

Does Not Meet Standard

Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.

PERFORMANCE FRAMEWORK – ACADEMIC

Is the public charter school academically successful?

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

Student Achievement Goals

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

Student Achievement Goals Rubric	
Exceeds Standard	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard	The public charter school has provided relevant and reliable evidence to show that they have met their mission- or school-specific student achievement goal.
Approaches Standard	The public charter school has met some of the minimum expectations but has not fully met their mission- or school-specific student achievement goal.
Does Not Meet Standard	The public charter school has no evidence to support meeting their mission- or school-specific student achievement goal.

Student Academic Proficiency/Growth

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

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

Definitions:

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

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

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

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

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

Achievement gaps in both proficiency and growth between major student subgroups

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

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

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

ELA Subgroup Performance Rubric	
Exceeds Standard	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard	The public charter school has provided evidence of the use of a tool for measuring student ELA performance for major student subgroups, along with data demonstrating an increase in student learning progression, growth, or proficiency with subgroup performance data, and evidence of how the data from the tool is used to inform teaching and learning.
Approaches Standard	The public charter school has provided evidence of the use of a valid and reliable tool for measuring ELA performance for major student subgroups and data evidence demonstrating an increase in student learning progression, growth, or proficiency with subgroup performance data.

Does Not Meet Standard	The public charter school has no evidence to support student learning for major student subgroups in ELA.
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Attendance

Guiding Question: Is the public charter school’s annual attendance rate meeting the state average of 33% of students attending school 95% or more?

Attendance Rate Rubric	
Exceeds Standard	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard	The public charter school has provided relevant and reliable evidence to show that their average daily attendance rate meets the state average.
Approaches Standard	The public charter school has provided relevant and reliable evidence to show that their average daily attendance rate falls slightly below the minimum standard at either 30-32% of students attending school 90-94%.
Does Not Meet Standard	The public charter school’s average daily attendance rate does not meet the state average and falls below 30% of students attending school 90%.

Student Engagement

Guiding Question: Provide evidence to show how students are engaged in their learning.

Student Engagement Rubric	
Exceeds Standard	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard	The public charter school has provided at least two pieces of relevant and reliable evidence to show that students are engaged in their learning.
Approaches Standard	The public charter school has provided one piece of relevant and reliable evidence to show that students are engaged in their learning.
Does Not Meet Standard	The public charter school has no evidence to show that students are engaged in their learning.

Support for Transitions (Grades K-8 Only)

Guiding Question: How is the public charter school supporting students as they transition into a new school setting, for example, kindergarten entry or transition to middle school or high school?

Transitions Rubric	
Exceeds Standard	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard	The public charter school has provided at least two pieces of relevant and reliable evidence to support transitions into new school settings for students.
Approaches Standard	The public charter school has provided one piece of relevant and reliable evidence to show support for students as they transition into a new school setting.
Does Not Meet Standard	The public charter school has no evidence to show for students as they transition into new school settings.

Postsecondary Readiness (Grades 9-12 Only)

Guiding Question: How is the public charter school ensuring that students graduate college and career ready?

Postsecondary Readiness Rubric (College and Career Readiness)	
Exceeds Standard	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard	The public charter school has provided two or more pieces of evidence to show that students are graduating ready for college and/or career opportunities.
Approaches Standard	The public charter school has provided one piece of evidence to show that students are graduating ready for college and/or career opportunities.
Does Not Meet Standard	The public charter school has provided no evidence to ensure students are graduating ready for college and/or career opportunities.

PERFORMANCE FRAMEWORK – FINANCIAL

Is the public charter school financially healthy?

Public charter schools have the autonomy to manage their finances, consistent with state and federal law. The Board of Public Education's role is to define clear, measurable, and attainable financial standards and targets that a school must meet as a condition of renewal. The Board of Public Education has developed and utilized a good set of tools to assess and monitor a school's financial health while respecting a school's autonomy.

Financial Performance and Stability

Guiding Question: Does the public charter school materially comply with applicable laws, rules, regulations, and provisions of the Charter Contract relating to financial reporting requirements including timely and complete submission of required documents?

Financial Performance and Stability Rubric	
Meets Standard	The public charter school has provided relevant and reliable evidence that it materially complies with applicable laws, rules, regulations, and provisions of the Charter Contract relating to financial reporting requirements including timely and complete submission of required documents, such as: <ul style="list-style-type: none">• Public Charter Initial Statement.• Public Charter Financial Summaries.• Public Charter Annual Projections.• Trustee Financial Summaries.
Does Not Meet Standard	The public charter school does not materially comply with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements due to failure to make timely and complete submission of required documents, including failure or unwillingness to provide additional information requested by the Board of Public Education.

Recurrent enrollment from year to year

Guiding Question: Is the public charter school within 95% of its projected enrollment or is the three-year average enrollment greater than its projected enrollment?

Recurrent Enrollment Rubric	
Meets Standard	The public charter school has provided relevant and reliable evidence to show that it is within 95% of its projected enrollment or the public charter school's three-year average is greater than its projected enrollment.
Does Not Meet Standard	The public charter school does not meet their recurrent enrollment targets and does not provide sufficient evidence to support these targets.

PERFORMANCE FRAMEWORK – ORGANIZATIONAL

Is the public charter school organizationally sound?

The Board of Public Education is responsible for holding public charter schools accountable for sound and well- functioning organizational practices to protect the public interest. The Organizational Framework provides a comprehensive lens to the extent to which public charter schools are meeting operational expectations and protecting student and public interests while simultaneously honoring public charter schools’ rightful autonomy to design and deliver school models that meet students’ needs.

Charter Governing Board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract

Guiding Question: Does the Charter Governing Board comply with basic governance requirements?

Governance Oversight Rubric	
Meets Standard	<p>The Charter Governing Board has provided relevant and reliable evidence that it complies with basic governance requirements such as:</p> <ul style="list-style-type: none"> • monitoring academic performance at least once a quarter. • reviewing financial reports at each board meeting. • engaging in strategic planning. • conducting evaluations of its school leader, in accordance with Charter Governing Board policies. • monitoring compliance with its charter contract. • monitoring compliance with applicable law and regulations. • ensuring compliance with the family and community engagement plan.
Does Not Meet Standard	<p>The Charter Governing Board fails to materially comply with any one of the activities outlined above.</p>

OPEN ENDED QUESTIONS

1. How has the public charter school prioritized innovation different from a program that the school district could operate or currently operate without the public charter designation?
2. Why is the public charter school innovating? What are the student needs in the community that are trying to be met?
3. How is the public charter school flexible and nimble in response to the needs of students?
4. What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?
5. What have you learned, and what goals do you want to set moving forward?

❖ LICENSURE COMMITTEE – (Items 24-25)

Dr. Ron Slinger

ITEM 24

ACTION ON THE PROPOSED NOTICE OF
PUBLIC HEARING AND TIMELINE
PERTAINING TO RULEMAKING IN ARM
TITLE 10, CHAPTER 57, EDUCATOR
LICENSURE STANDARDS AND
AUTHORIZE FILING OF THE NOTICE
WITH THE SECRETARY OF STATE FOR
PUBLICATION IN THE MONTANA
ADMINISTRATIVE REGISTER

Dr. Ron Slinger



**MONTANA
ADMINISTRATIVE
REGISTER**



BOARD OF PUBLIC EDUCATION

NOTICE OF PROPOSED RULEMAKING

MAR NOTICE NO. 2026-103.1

Summary

Adoption of NEW RULE 1 (10.57.223), amendment of ARM 10.57.102, and repeal of ARM 10.57.437 and 10.57.438 pertaining to Class 8 Licensure in the Educator Licensure Standards

Hearing Date and Time

Monday, June 29, 2026, at 10:00 a.m.

Virtual Hearing Information

Please click the link below to join the webinar: <https://mt-gov.zoom.us/j/84951503541>

Comments

Comments may be submitted using the contact information below. Comments must be received by Monday, July 6, 2026, at 5:00 p.m.

Accommodations

The agency will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. Requests must be made by Monday, June 22, 2026, at 5:00 p.m.

Contact

General Reasonable Necessity Statement

Under existing administrative rules, postsecondary faculty who teach dual credit courses must hold appropriate licensure under ARM 10.57.437 and ARM 10.57.438. Montana's requirement that postsecondary faculty obtain a K-12 teaching license to teach dual credit courses is unique among states and may create administrative barriers that limit the availability of dual enrollment opportunities for students.

20-4-101(3), MCA, currently provides an exception for postsecondary faculty to teach high school students for college credit, but does not extend that exception to dual credit courses. This distinction may limit the number of dual credit opportunities available to students and schools, despite the presence of qualified and credentialed postsecondary faculty.

The board of public education proposes these changes to reduce barriers while maintaining appropriate safeguards and supporting expanded access to dual credit opportunities aligned with statewide goals to prepare students for postsecondary education and the workforce.

Rulemaking Actions

AMEND

The rules proposed to be amended are as follows, stricken matter interlined, new matter underlined:

10.57.102 DEFINITIONS

The following definitions apply to this chapter.

- (1) "Acceptable evidence" means relevant official transcripts, university recommendation, certificates of completion, and other documentation as required by the Board of Public Education or the Superintendent of Public Instruction.
- (2) "Accredited specialist program" means:
 - (a) for school psychologists, a program for the preparation of specialists approved or accredited by:
 - (i) the National Association of School Psychologists (NASP);
 - (ii) a state board of public education or a state agency;

- (b) for school counselors, a program for the preparation of specialists approved or accredited by:
 - (i) the Council for the Accreditation of Counseling and Related Education Programs (CACREP); or
 - (ii) a state board of public education or a state agency.
- (3) "Appropriate grade level(s)" means early childhood, elementary, middle, secondary, or other levels as defined by the Board of Public Education.
- (4) "Appropriate official" means the Superintendent of Public Instruction, the dean of the school of education or another official designated by them.
- (5) "Approved preparation program" means:
 - (a) An educator preparation program accredited by the Council for the Accreditation of Educator Preparation (CAEP), the Association for Advancing Quality Educator Preparation (AAQEP), or the Montessori Accreditation Council for Teacher Education (MACTE). A MACTE educator preparation program is subject to the following restrictions:
 - (i) Completion of a MACTE accredited program may only be used by an applicant for licensure who has also completed at least a bachelor's degree; and
 - (ii) The resulting license granted to an applicant for licensure who has completed a MACTE accredited program shall be limited to early grades or middle grades licensure and only for the grade levels covered by the MACTE accredited program completed by the applicant; or
 - (b) An educator preparation program at an institutionally accredited college or university approved or accredited by a state board of education or state education agency; or
 - (c) An educator preparation program approved by a state board of education or state education agency that leads to licensure in the state of preparation.
- (6) "Certification" means licensure of an educator/specialist, as issued by the state of Montana, based on completion of a teacher, administrator, specialist program of an approved educator preparation program. Certification includes grade level(s), endorsement(s), and classification.
- (7) "College credit" means credit received for completion of a course from an institutionally accredited college or university.
- (8) "Course work GPA" means the weighted average of teacher education program course grades, weighted by credit hours, and calculated over the defined period of study at an institutionally accredited college or university. The weights reflect the relative contributions of teacher education program course requirements, including

content area coursework, based on contact hours or credits earned. The weighted average is calculated as follows:

- (a) For each course required by the program, multiply the numeric grade value earned by the number of credits for the course;
- (b) Sum the products for all the courses included in (a); and
- (c) Divide the sum calculated in (b) by the total credits for all the required courses.

(9) "Dual Credit" means a course in which students earn both high school credit and postsecondary credit offered by a postsecondary institution or taught at a high school by a qualified high school instructor. Courses may be taken during or outside the regular school day.

~~(9)~~(10) "Endorsement" means an official indication on a license of the grade level(s), subject area(s), or specialist program area(s) as listed in Subchapter 4 for which the licensee is authorized. Grade levels are:

- (a) P-3 (early childhood);
- (b) K-8 (elementary);
- (c) 4-8 (middle grades);
- (d) 5-12 (secondary, content-specific);
- (e) K-12 (as delineated in ARM 10.57.412); and
- (f) P-12 (special education and school psychologist).

~~(10)~~(11) "Exchange teacher" means a person from outside the United States with exceptional expertise and contracted to provide instruction that is on an exchange program with a school district or university.

~~(11)~~(12) "Institutionally accredited" means a college or university accredited by one of the following:

- (a) Higher Learning Commission;
- (b) Middle States Association of Schools and Colleges;
- (c) New England Association of Schools and Colleges;
- (d) Northwest Commission on Colleges and Universities;
- (e) Southern Association of Schools and Colleges; or
- (f) Western Association of Schools and Colleges.

~~(12)~~(13) "Lapsed license" means:

- (a) the licensee has not earned the required number of professional development units during the term of the license; or
- (b) the licensee has earned the required number of professional development units during the term of the license but has not renewed the license by June 30 following the year of expiration.

~~(13)~~(14) "License" or "licensure" means a certificate issued or applied for under 20-4-101, et seq., MCA.

~~(14)~~(15) "Military dependent" means an adult dependent of a member of the armed forces of the United States, or a reserve component of the armed forces of the United States, stationed in Montana in accordance with military orders or stationed in Montana before a temporary assignment to duties outside of the state.

~~(15)~~(16) "Student-teaching portfolio" means a type of performance assessment that asks candidates to demonstrate what they have learned, how they engage in the learning process, and how they apply their knowledge demonstrating their preparedness for the teaching profession.

~~(16)~~(17) "Supervised teaching experience" means teaching experience while under the supervision of an approved educator preparation program and is identified through acceptable evidence as delineated in ARM 10.57.102(1) as field experience, internship, practicum, or student teaching.

~~(17)~~(18) "Unrestricted license" means a current license that is not an emergency or provisional license.

~~(18)~~(19) "Year of administrative experience" means employment as a licensed administrator at any level within a P-12 school system, or in an educational institution specified in 20-9-707, MCA, for a minimum of a 180-day school year or its equivalent in minimum aggregate hours as defined by 20-1-301, MCA, and during that year, must have been at least a 0.5 full time employee (FTE). Experience as a County Superintendent may be considered as "administrative" experience with evidence of the following:

- (a) possession of a Class 3 license for the time period requested to be considered as administrative experience; and
- (b) the school(s) they are claiming to hold or have held supervisory responsibilities over have provided notice that the county superintendent served in an administrative role.

~~(19)~~(20) "Year of teaching experience" means employment as a licensed teacher at any level within a P-12 school system, or in an educational institution specified in 20-9-707, MCA, for a minimum of a 180-day school year or its equivalent in minimum aggregate hours as defined by 20-1-301, MCA, and during that year, must have

been at least a 0.5 full time employee (FTE). Experience gained prior to initial licensure is not considered.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-4-102, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-4-106, MCA

ADOPT

The rules proposed to be adopted are as follows:

NEW RULE 1 DUAL CREDIT FACULTY LICENSE EXCEPTION

- (1) An instructor employed by the Montana university system or an institutionally accredited postsecondary institution of is not required to hold a teacher or specialist certificate as classified in ARM 10.57.4 when teaching a postsecondary course offered to high school students for dual credit.
- (2) Postsecondary institutions offering dual credit courses for Montana public schools accredited by the Board of Public Education shall:
 - (a) annually register with the Office of Public Instruction, prior to delivering dual credit courses;
 - (b) annually identify the Montana school districts served in the current school year by the postsecondary institution, including the course titles, course codes, and the credit value for each dual credit course provided; and
 - (c) document instructors of dual credit courses by providing their names and professional area of specialization.
- (3) The Superintendent of Public Instruction shall provide an annual report to the Board of Public Education on the number of postsecondary faculty providing dual credit courses, number of dual credit courses provided, and the K-12 endorsement areas taught.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-4-102, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-4-103, 20-4-106, MCA

REPEAL

The rules proposed to be repealed are as follows:

10.57.437 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE

- (1) ~~A faculty member of a college or university is required to hold a Class 8 dual credit license, unless already licensed or eligible for licensure as a Class 1, 2, or 4 and properly endorsed, whenever a faculty member is teaching a dual credit course at the college or university for which one or more students will earn both high school and college credit.~~
- (2) ~~The license is valid for five years.~~
- (3) ~~To obtain a Class 8 dual credit postsecondary faculty license, an applicant shall provide the following:~~
 - (a) ~~verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing institutionally accredited college or university;~~
 - (b) ~~compliance with all other nonacademic requirements for licensure as required by 20-4-104, MCA, ARM 10.57.201 and 10.57.201A;~~
 - (c) ~~recommendation from the Chief Academic Officer from an institutionally accredited college or university verifying the applicant plans to teach in a subject covered by the K-12 endorsement areas in ARM 10.57.438, and will teach a subject in which the applicant has a major or minor; and~~
 - (d) ~~verification of completion of the online course "An Introduction to Indian Education for All in Montana."~~
- (4) ~~A Class 8 dual credit postsecondary faculty license may be consecutively reissued upon submission and approval of an application for renewal. An educator with a lapsed Class 8 license must submit a new application.~~
- (5) ~~A Class 8 license shall not be valid unless the licensee is in an employment relationship with an institutionally accredited college or university.~~

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-4-102, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.438 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE ENDORSEMENTS

- ~~(1) — Areas approved for endorsement on Class 8 dual credit-only postsecondary faculty licenses are listed in ARM 10.57.412 and 10.57.421.~~
- ~~(2) — Applicants for the Class 8 license with degrees in highly specialized academic areas and hired by the college or university to teach specific courses not covered by the K-12 endorsement areas in (1), may be eligible for a designation in their area of specialization as approved by the Superintendent of Public Instruction.~~

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-4-102, MCA

Implementing statute(s): Mont. Const. Art. X., sec. 9, 20-4-106, 20-4-108, MCA

Small Business Impact

The board of public education adopts rules that primarily impact teachers, administrators, and school district operations. The board works in cooperation with public schools across the state to implement the rules that are adopted. Given that the board does not work directly with small businesses, the small business impact analysis performed as required under 2-4-111, MCA, indicates that no small businesses are likely to be directly impacted by the proposed rule changes.

Bill Sponsor Notification

The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

Interested Persons

The board of public education maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, email, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by email unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person above or may be made by completing a request form at any rules hearing held by the board.

Rule Reviewer

McCall Flynn

Approval

Dr. Tim Tharp
Board Chair

ITEM 25

**ACTION ON THE SUPERINTENDENT'S
RECOMMENDATION ON THE ANNUAL
AND FILING FEE AMOUNTS FOR THE
CLASS 9 SPECIAL EDUCATION
TECHNICIAN LICENSE**

Crystal Andrews

Montana Board of Public Education Executive Summary

Date: May 21-22, 2026

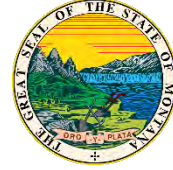
Presentation	Annual and Filing Fee Amount for Class 9 Special Education Technician License
Presenter	Crystal Andrews
Position Title	Senior Manager, School and Educator Effectiveness Office of Public Instruction
Overview	<p>A fee needs to be set and approved by the BPE for the new Class 9 Special Education Technician License.</p> <p>Attached is the Montana Educator Licensure fee schedule with the recommended annual fee for the Class 9 license.</p>
Requested Decision(s)	Action Item
Related Issue(s)	
Recommendation(s)	Approve the annual and filing fee amount for the Class 9 Special Education Technician License recommended by State Superintendent Hedalen.



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Susie Hedalen, State Superintendent
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Montana Educator Licensure

Effective June 1, 2026



Fees

Class of License	Fee	Length of License
Class 1, 3, 6	First-Time MT License - \$95.00* Subsequent License(s)- \$85.00	5 years
Class 2, 4, 5, 7, 8, 9	First-Time MT License- \$80.00* Subsequent License(s)- \$70.00	Class 2,4,7,8, 9- 5 years Class 5A- 1 year Class 5B/C- 3 years
<i>*The non-refundable \$10.00 processing fee for all initial applications is included above.</i> Montana Code Annotated 2021, 20-4-109		
Non- License	Fee	Expiration
Emergency Authorization of Employment (EAE)	First-Time Applicant- \$12.00* Subsequent Applicant- \$6.00	1 year
Internship	\$17.00	1 year
<i>*The non-refundable \$6.00 processing fee for all initial applications is included above.</i> Montana Code Annotated 2021, 20-4-111		
Additional Fees	Fee	Description
Reinstatement of License	Varies depending on the license	See the first table for subsequent license fees.
Upgrade a License	\$70.00 \$85.00 \$85.00	Upgrade a Class 5 to a Class 2 license. Upgrade a Class 2 or 5 to a Class 1 license. Upgrade a Class 5 to a Class 3 license.
Adding an Endorsement to License	Varies depending on the license	See the first table for subsequent license fees.

How To Pay

Payments are part of the application process in the TeachMT licensure system. Electronic payment is the only acceptable payment method.

Refund Policy

Fees are NOT refundable. Please ensure you select and submit the correct application as the OPI fee will not apply toward a future or corrected application and will need to be paid with each application submitted. Once an individual submits an application and related processing fee, OPI will under no circumstances refund the fee.

Return Fee Policy

If for some reason a payment is returned, OPI is charged by a third-party provider to cover the cost of the fee. The applicant will be notified of the returned payment and has 30 days to submit a money order/cashier check to the OPI for the amount of the payment. If the applicant does not submit payment, his/her license will be voided and the applicant will have to reapply.

❖ **ACCREDITATION COMMITTEE – (Items 26-29)**

Dr. Hannah Neiskens

ITEM 26

**ACTION ON WAIVING THE DEFICIENCY
DEVIATION IN ARM 10.55.605 FOR
NONLICENSED OR MISASSIGNED DUAL
CREDIT EDUCATORS**

**Dr. Julie Murgel
Crystal Andrews**

Montana Board of Public Education Executive Summary

Date: May 21-22, 2026

Presentation	Provide information on waiving the deficiency deviation in ARM 10.55.605 for non-licensed or misassigned dual credit educators.
Presenter	Julie Murgel, Crystal Andrews
Position Title	Chief Program Officer Senior Manager, School and Educator Effectiveness Office of Public Instruction
Overview	The Superintendent of Public Instruction recommends the Board of Public Education waive the deficiency deviation that is applied in the accreditation assurance standard for rubric E (Assignment and Licensure of Staff).
Requested Decision(s)	Action Item
Related Issue(s)	ARM 10.55.605(7) ARM 10.55.707
Recommendation(s)	Approve the recommended waiver for 10.55.605(7)(a) for the 2025-26 school year by the State Superintendent.



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ARM 10.55.605(7)(a) Waiver

Challenge/Opportunity	Relevant ARM/MCA	Waiver
Accreditation		
<p>Dual Credit teachers not licensed or misassigned by endorsement area result in schools receiving a deviation as outlined on accreditation Rubric E in the reference guide.</p> <p>School administrators may face a difficult choice: either offer students dual credit opportunities from an unlicensed or misassigned post-secondary educator or risk a deviation in their school's accreditation status.</p>	<ul style="list-style-type: none"> ▪ 2024-2025 Criteria Reference Guide (See pg. 10) ▪ ARM 10.55.605(7) Categories of Accreditation ▪ ARM 10.55.707 Teacher Licensure Requirements ▪ ARM 10.55.708 Teaching Assignments ▪ ARM 10.57.437 Class 8 License ▪ ARM 10.57.438 Class 8 Endorsements 	<p>Remove the use of 2025-2026 data that contains deviations for dual credit teachers. The Rubric E data will be averaged for the first two accreditation cycles (2026-2027, 2027-2028).</p> <p>The expectations outlined in 10.55.707 and 10.55.708 will continue to be applied in Rubric E for all other licensed educators including Class 1, 2, 4, 5, 7, and Emergency Authorization of Employment.</p>

Standard: School Leadership				
E. Assignment and Licensure of Staff	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><i>Guiding Question:</i> Are staff appropriately licensed and assigned?</p> <p>(ARM 10.55.702) (ARM 10.55.703) (ARM 10.55.704) (ARM 10.55.705) (ARM 10.55.707) (ARM 10.55.708) (ARM 10.55.709) (ARM 10.55.710) (ARM 10.55.716)</p>	<p><input type="checkbox"/> School has one or more unlicensed staff</p> <p>AND/OR</p> <p><input type="checkbox"/> School has ensured everyone is licensed, but more than 25% are not appropriately assigned</p> <p>AND/OR</p> <p><input type="checkbox"/> School has more than 25% defined staffing ratios that have not been met</p>	<p><input type="checkbox"/> School has ensured everyone is licensed, but 25% or less are not appropriately assigned</p> <p>AND/OR</p> <p><input type="checkbox"/> School has 25% or less defined staffing ratios that have not been met</p>	<p><input type="checkbox"/> School has ensured everyone is licensed, but 10% or less are not appropriately assigned</p> <p>AND/OR</p> <p><input type="checkbox"/> School has 10% or less defined staffing ratios that have not been met</p>	<p><input type="checkbox"/> School has staffed licensed educators and assigned them appropriately by endorsement area, and by the defined staffing ratios</p>
<p>The following information will be gathered from TMT and Infinite Campus by OPI; please do not submit any data for this indicator.</p>				

ITEM 27

**ACTION ON REINSTATEMENT OF
ACCREDITATION STATUS FOR
REOPENING BASIN ELEMENTARY
SCHOOL**

Crystal Andrews

Montana Board of Public Education Executive Summary

Date: May 21-22, 2026

Presentation	Action on reinstatement of Basin Elementary School's accreditation status for reopening.
Presenter	Crystal Andrews
Position Title	Senior Manager, School and Educator Effectiveness Office of Public Instruction
Overview	Basin Elementary School (SC0609) has requested to reopen for the 2026-2027 school year. Basin Elementary School completed the accreditation process in 2024-2025 and received Regular status. Due to the full accreditation process not being reported during the 2025-2026 school year, it is recommended that Basin Elementary School be approved for reinstatement with Regular status.
Requested Decision(s)	Action Item
Related Issue(s)	None
Recommendation(s)	Approve the reopening of Basin Elementary School and the reinstatement of their regular accreditation status.



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ITEM 28

**ACTION ON THE PROPOSED
PROCEDURES AND SCHEDULES FOR
REVIEWING THE ACCREDITATION
STATUS OF EACH SCHOOL**

Crystal Andrews

Montana Board of Public Education Executive Summary

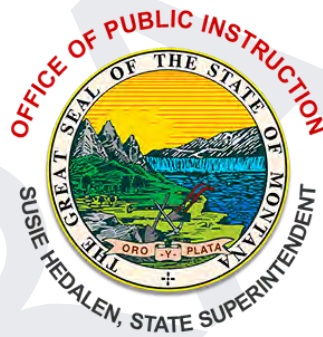
Date: May 21-22, 2026

Presentation	Proposed Accreditation Process and Schedule for FY27-29.
Presenter	Julie Murgel, Crystal Andrews
Position Title	Chief Program Officer Senior Manager, School and Educator Effectiveness Office of Public Instruction
Overview	Following the presentations on Assurance Standards (March) and Student Performance Standards (May 21), we are now seeking formal action on the proposed accreditation process for the upcoming cycles.
Requested Decision(s)	Action Item
Related Issue(s)	None
Recommendation(s)	Approve the proposed accreditation process and schedule for FY27-29 as recommended by the Superintendent of Public Instruction.



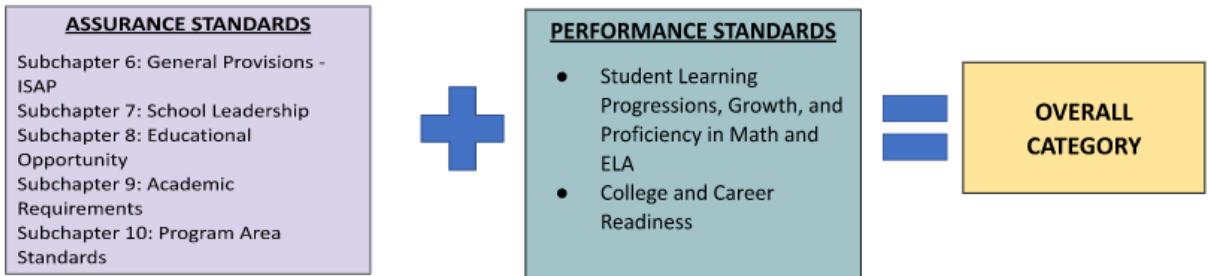
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Susie Hedalen, State Superintendent
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ACCREDITATION STATUS
CRITERIA REFERENCE GUIDE
FY2027-2029



DRAFT

3 Year Cycle - Accreditation Status Criteria Reference Guide



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

If a school has a facility that creates an unhealthy environment with safety and health hazards as reported through DPPHS, DEQ, or County Health Departments the overall accreditation status will be Deficiency.

Overview of Accreditation Process - Assurances

Assurances			
Standard	Value	Due	Platform
I. Accreditation General Assurance	Meets/Does Not Meet	Annually	AccredMT
II. Indian Education For All - Funding (Public Schools)	Meets/Does Not Meet	Annually	AccredMT

Assurance Standards			
Standard	Value	Due	Platform
A. School Leadership - Assignment and Licensure of Staff	3	Annually	Infinite Campus
B. School Leadership - Teacher Load and Class Size	3	Annually	Infinite Campus
C. School Leadership - Professional Development Schedule	3	Annually	Infinite Campus
D. Academic Requirements - Basic Education Program Offerings (MS/HS only)	3	Annually	Infinite Campus
E. District Assurances	6	On Cycle	AccredMT
F. General Provisions - ISAP Process (CNA)	3	On Cycle	AccredMT
G. General Provisions - ISAP Content (Goals)	3	On Cycle	AccredMT
H. General Provisions - ISAP Content (Graduate Profile)	3	On Cycle	AccredMT
I. General Provisions - Curriculum	3	On Cycle	AccredMT
J. General Provisions - Assessment	3	On Cycle	AccredMT
K. School Leadership - Professional Development Plan	3	On Cycle	AccredMT
L. School Leadership - Family and Community Engagement	3	On Cycle	AccredMT
M. School Leadership - Mentorship & Induction	3	On Cycle	AccredMT
N. School Leadership - Evaluation	3	On Cycle	AccredMT
O. Educational Opportunity - School Climate	3	On Cycle	AccredMT
P. Academic Requirements - Indian Education For All	3	On Cycle	AccredMT
TOTAL Possible Points - 51 for Middle and High Schools 48 for Elementary			

Assurance Rubric Scoring			
	Elementary School	Middle School	High School
Regular	36-48	39-51	39-51
Regular MD	24-35	25-37	25-37
Advice	12-23	12-24	12-24
Deficiency	0-11	0-11	0-11

Evaluating Assurance Standards - Annual Requirements

Standard: School Leadership - MUST BE COMPLETED ANNUALLY				
A. Assignment and Licensure of Staff	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Questions:</i></p> <p>Are staff appropriately licensed and assigned?</p> <p>Are the school/district FTE staffing requirements met?</p> <p>ARM 10.55.702 ARM 10.55.703 ARM 10.55.704 ARM 10.55.705 ARM 10.55.707 ARM 10.55.708 ARM 10.55.709 ARM 10.55.710 ARM 10.55.716</p>	<input type="checkbox"/> School has one or more unlicensed teacher or specialist AND/OR <input type="checkbox"/> School has ensured everyone is licensed, but more than 25% are not appropriately assigned AND/OR <input type="checkbox"/> School/district is more than 25% of the student enrollment value or licensed staff value for applicable FTE position expectations	<input type="checkbox"/> School has ensured teachers and specialists are licensed AND <input type="checkbox"/> School has ensured teachers and specialists are licensed, but no more than 25% are not appropriately assigned AND <input type="checkbox"/> School/district is within 25% of the student enrollment value or licensed staff value for applicable FTE position expectations	<input type="checkbox"/> School has ensured teachers and specialists are licensed AND <input type="checkbox"/> School has no more than 10% not appropriately assigned AND <input type="checkbox"/> School/district is within 10% of the student enrollment value or licensed staff value for applicable FTE position expectations	<input type="checkbox"/> School has ensured teachers and specialists are licensed AND <input type="checkbox"/> School has no more than 5% not appropriately assigned AND <input type="checkbox"/> School/district is within 5% of the student enrollment value or licensed staff value for applicable FTE position expectations
<p>The following information will be gathered from TMT and Infinite Campus by OPI; do not submit any data for this indicator.</p>				
<p>Applicable Positions with FTE Requirements: Superintendent, Principal, Curriculum Coordinator, Library, & School Counselor</p>				

Standard: School Leadership - MUST BE COMPLETED ANNUALLY				
B. Teacher Load and Class Size	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Do all classes meet the requirements for size as outlined in ARM 10.55.712 and ARM 10.55.713?</p> <p>ARM 10.55.712 ARM 10.55.713</p>	<input type="checkbox"/> School has more than 25% of classes that have an overload without assigned qualified human resources that comply with all fingerprint and background check requirements	<input type="checkbox"/> School has no more than 25% of classes that have an overload without assigned qualified human resources that comply with all fingerprint and background check requirements	<input type="checkbox"/> School has no more than 10% of classes that have an overload without assigned qualified human resources that comply with all fingerprint and background check requirements	<input type="checkbox"/> School has no more than 5% of classes that have an overload without assigned qualified human resources that comply with all fingerprint and background check requirements
<p>The following information will be gathered from Infinite Campus by OPI; do not submit any data for this indicator.</p>				

Standard: School Leadership - MUST BE COMPLETED ANNUALLY				
C. Professional Development Schedule	Deficiency (0)	Advice (1)	Regular MD	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the district's Professional Development(PD) plan meet the requirements of 20-1-304 and 20-4-304, MCA, including a minimum of three pupil instruction related (PIR) days dedicated exclusively to PD?</p> <p>ARM 10.55.714 (2)</p>	<input type="checkbox"/> District does not offer any PIR days dedicated to PD	<input type="checkbox"/> District has not met the minimum hours of PD as set forth in 20-1-304 and 20-4-304 MCA	n/a	<input type="checkbox"/> District has met all requirements, including a minimum of three pupil instruction related days for the PD plan as set forth in 20-1-304 and 20-4-304 MCA
<p>The following information will be gathered from Infinite Campus by OPI; do not submit any data for this indicator.</p>				

Standard: Academic Requirements - MUST BE COMPLETED ANNUALLY				
D. Basic Education Program Offerings	Deficiency (0)	Advice	Regular MD	Regular (3)
<p><i>Guiding Question:</i></p> <p>Is the school offering all the required components for middle and high school as outlined in 10.55.902 & 10.55.904?</p> <p>ARM 10.55.902 ARM 10.55.904</p>	<input type="checkbox"/> School is missing 1 or more of the required program area for high school and/or middle school grades as outlined in 10.55.902 & 10.55.904 AND/OR <input type="checkbox"/> School is not meeting the minimum required units in 1 or more program areas as outlined in 10.55.902 & 10.55.904	n/a	n/a	<input type="checkbox"/> School has offered all the required program areas for high school and/or middle school/Junior High School/7th and 8th grade programs and at the minimum required units as outlined in 10.55.902 & 10.55.904
<p>The following information will be gathered from Infinite Campus by OPI; do not submit any data for this indicator.</p> <p><i>Middle School Philosophy does not have unit requirements as outlined in 10.55.902(3)</i></p>				

Evaluating Assurance Standards - On Cycle Submission

Standard: District Assurances - ON CYCLE				
E. District Assurances	Deficiency (0)	Advice	Regular MD	Regular (6)
<p><i>Guiding Question:</i></p> <p>Is the district ensuring all required ARM 10.55 district accreditation policies, procedures, and plans are in effect?</p>	<input type="checkbox"/> District has not assured that all required ARM 10.55 accreditation policies, procedures, and plans are in effect	N/A	N/A	<input type="checkbox"/> District has assured all required ARM 10.55 district accreditation policies, procedures, and plans are in effect

Standard: General Provisions – Integrated Strategic Action Plan - ON CYCLE				
F. Integrated Strategic Action Plan - Process	Deficiency (0)	Advice	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the district have a comprehensive needs assessment, as defined in ARM 10.55.602(8), and does the district use stakeholder input and feedback?</p> <p>ARM 10.55.601(3) ARM 10.55.602 (8)</p>	<p>The district provided no evidence of:</p> <input type="checkbox"/> A comprehensive needs assessment conducted at least every three years	N/A	<p>The district provided evidence of:</p> <input type="checkbox"/> A comprehensive needs assessment conducted at least every three years	<p>The district provided evidence of:</p> <input type="checkbox"/> A comprehensive needs assessment conducted at least every three years
<p>COGNIA ACCREDITED DISTRICTS DO NOT SUBMIT - If only partial district is accredited by Cognia you will need to submit</p> <p>DEFINITIONS</p> <p>"Comprehensive needs assessment" means a process that is used to identify district and school area(s) of need, the root causes of identified gaps, set priorities, and inform an action plan for improvement.</p> <p>"Stakeholders" means community members who may be involved and invested in districts, schools, programs, and outcomes for students. Stakeholders include students, families, educators, leaders, business and community leaders, taxpayers, and the many partners who support them.</p>				
<p><u>GUIDANCE</u></p> <p>OPI has a free CNA tool available for district use, but this specific tool is NOT required for accreditation purposes.</p> <p>Do not only submit blank survey tools.</p> <p>Do not submit individual survey results.</p> <p>A comprehensive needs assessment does not mean only a survey; it could include community meetings, PLC meetings, etc.</p>				
<p><u>SAMPLE EVIDENCE MAY INCLUDE</u></p> <p><i>A single document may include all of the criteria/sample evidence needed to receive a regular (3) score.</i></p> <p>A Comprehensive Needs Assessment Sample Evidence May Include: This could include a summary of CNA findings AND/OR gap analysis AND/OR root cause analysis.</p> <p>Stakeholder Input and Feedback Evidence May Include: board agendas AND/OR schedule of community meetings AND/OR screenshot of social media, emails, Infinite Campus, or other communication channels of opportunity for input AND/OR summary of stakeholder meetings (dates, stakeholder group attendance) AND/OR group survey results.</p>				

Standard: General Provisions – Integrated Strategic Action Plan - ON CYCLE

G. Integrated Strategic Action Plan - Product	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the district ISAP include two or more educational goals? Are the action steps aligned to those goals?</p> <p>ARM 10.55.601 (3) ARM 10.55.601 (4b)</p>	<p><input type="checkbox"/> The district does not have evidence of an Integrated Strategic Action Plan</p>	<p>The district provided evidence of an Integrated Strategic Action Plan that Includes:</p> <p><input type="checkbox"/> One educational goal</p>	<p>The district provided evidence of an Integrated Strategic Action Plan that Includes:</p> <p><input type="checkbox"/> Two or more educational goals</p>	<p>The district provided evidence of an Integrated Strategic Action Plan that Includes:</p> <p><input type="checkbox"/> Two or more educational goals</p> <p>AND</p> <p><input type="checkbox"/> Action steps aligned to goals</p>

COGNIA ACCREDITED DISTRICTS DO NOT SUBMIT - If only partial district is accredited by Cognia you will need to submit

DEFINITIONS

"Integrated strategic action plan"(ISAP) means a district plan adopted by the board of trustees that:

- (a) is aligned with the peoples' goal in [Article X, Section 1](#) of the Montana Constitution of developing the full educational potential of each person;
- (b) ensures a learner-centered system and continuous improvement that reflects local context and needs;
- (c) is based on school-level comprehensive needs assessment;
- (d) has engaged stakeholders and addresses stakeholder input and feedback; and
- (e) aligns with the requirements of applicable state and federal programs.

GUIDANCE

Integrated Strategic Action Plan: Includes goals and action steps aligned to goals

Educational Goals: Goals may include academic and/or other district priorities ([ARM 10.55.701](#))

SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (3) score.

Goals Sample Evidence May Include: Specific Measurable Actionable Relevant Time-bound Goals **AND/OR** Objective Key Results Goals **AND/OR** Purposeful Actionable Continuous Trackable Goals **AND/OR** Clarity Goals

Action Steps Sample Evidence May Include: Specific steps to achieve each goal

Standard: General Provisions – Graduate Profile - ON CYCLE

H. Integrated Strategic Action Plan - Graduate Profile	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the district have evidence of a completed, publicly available graduate profile and specific steps to achieve it?</p> <p>ARM 10.55.601 (4a) ARM 10.55.602 (17, 23, 27) ARM 10.55.701 (2, 4)</p>	<p><input type="checkbox"/> District has no evidence of graduate profile</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> A graduate profile</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> A graduate profile</p> <p>AND</p> <p><input type="checkbox"/> Where the graduate profile is publicly available</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> A graduate profile</p> <p>AND</p> <p><input type="checkbox"/> Where the graduate profile is publicly available</p> <p>AND</p> <p><input type="checkbox"/> Specific steps to achieve the graduate profile</p>

DEFINITIONS
"Graduate profile" means a learner-centered model(s) based on a shared vision of learner attributes that students should have when they graduate.

GUIDANCE
A district may refer to a graduate profile using another term such as: profile of a learner, learner profile, profile of a graduate.

Steps to Achieve: Steps towards Implementation of the graduate profile

Additional Guidelines for Graduate Profile in ARM: [10.55.701: Board of Trustees \(2a, 4\)](#), [10.55.714: Professional Development \(1a\)](#)

SAMPLE EVIDENCE MAY INCLUDE
A single document may include all of the criteria/sample evidence needed to receive a regular (3) score.

Graduate Profile Evidence - A copy of the district’s approved graduate profile

Publicly Available Sample Evidence May Include - Link to website, picture of graduate profile publicly posted

Steps to Achieve Sample Evidence May Include - Implementation plan for students such as chart, list, schedule, lesson plans, or work plan with action steps, and professional development related to graduate profile.

Standard: General Provisions – Curriculum - ON CYCLE

I. Curriculum	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the district have evidence of reviewing curriculum standards at least every five years or consistent with the state's standards revision schedule and reviewing curriculum and instructional materials to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians?</p> <p>ARM 10.55.603(4b, 4d) ARM 10.55.803 (1c)</p>	<p><input type="checkbox"/> District has no evidence reviewing curriculum</p>	<p>N/A</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> Reviewing curriculum standards at least every five years or consistent with the state's standards revision schedule</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> Reviewing curriculum standards at least every five years or consistent with the state's standards revision schedule</p> <p>AND</p> <p><input type="checkbox"/> Reviewing curriculum and instructional materials to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians in the curriculum</p>

DEFINITIONS

"**Content standard**" means what all students should know, understand, and be able to do in a specific content area. See the [Administrative Rules of Montana Title 10 Chapter 55 starting at subchapter 10](#) to see all the specific content standards.

SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (3) score.

Reviewing Curriculum Sample Evidence May Include: evidence from consortium of review process **AND/OR** scope and sequence that were recently reviewed that includes what standards are being taught when **AND/OR** an example from most recently reviewed curricular area

Reviewing for Inclusion of American Indian Cultural Heritage Sample Evidence May Include: meeting notes from review session specifically related to the inclusion of American Indian cultural heritage **AND/OR** agenda from review session specifically related to the inclusion of American Indian cultural heritage **AND/OR** narrative of the process specifically related to the inclusion of American Indian cultural heritage **AND/OR** evidence from consortium specifically related to the inclusion of American Indian cultural heritage

Standard: General Provisions – Assessment - ON CYCLE

J. Assessment Plan	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the district have a developed assessment plan that details progression, growth, and proficiency and uses multiple assessment measures and methods?</p> <p>ARM 10.55.603(5)</p>	<p><input type="checkbox"/> District has no evidence of an assessment plan</p>	<p>The district provided evidence of an assessment plan that:</p> <p><input type="checkbox"/> Is developed</p>	<p>The district provided evidence of an assessment plan that:</p> <p><input type="checkbox"/> Is developed</p> <p>AND</p> <p><input type="checkbox"/> Details progression, growth, and proficiency</p>	<p>The district provided evidence of an assessment plan that:</p> <p><input type="checkbox"/> Is developed</p> <p>AND</p> <p><input type="checkbox"/> Details progression, growth, and proficiency</p> <p>AND</p> <p><input type="checkbox"/> Uses more than 1 measure and method to assess student growth and proficiency in content standards and content-specific grade-level or grade-band learning progressions in all program areas</p>

COGNIA ACCREDITED DISTRICTS DO NOT SUBMIT - If only partial district is accredited by Cognia you will need to submit

DEFINITIONS

"**Assessment**" means the gathering, organizing, and evaluation of information about student learning progression, growth, and proficiency in order to monitor and measure the effectiveness of the instructional program.

"**Proficiency-based learning**" means systems of instruction, assessment, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills as outlined in the state content standards.

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

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

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

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

SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (3) score.

Developed Assessment Plan Sample Evidence May Include - plan district has developed

Progression, Growth, and Proficiency Sample Evidence May Include - for each assessment type used the district must describe whether they use the tool for progress, growth, and proficiency. **NOT STUDENT PERFORMANCE DATA** - tools **AND/OR** reports **AND/OR** systems that track if progression, growth and proficiency is taking place

More than 1 Measure of Student Progress Sample Evidence May Include - common assessments **AND/OR** ongoing assessments **AND/OR** teacher-made assessments **AND/OR** district assessments **AND/OR** state assessments **AND/OR** teaching strategies (formative assessments)

Standard: School Leadership - Educator Effectiveness - ON CYCLE

K. Professional Development Plan	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the district have a publicly available professional development plan that includes ARM 10.55.714(1)(a-n) and was evaluated, developed, and recommended by an advisory committee and approved by the board of trustees?</p> <p>ARM 10.55.714(1&3)</p>	<p><input type="checkbox"/> District has no evidence of a professional development plan</p>	<p>The district provided evidence of a professional development plan that:</p> <p><input type="checkbox"/> Assures that the professional development includes ARM 10.55.714(1)(a-n)</p> <p>AND</p> <p><input type="checkbox"/> Is available to employees and the public</p>	<p>The district provided evidence of a professional development plan that:</p> <p><input type="checkbox"/> Assures that the professional development includes ARM 10.55.714(1)(a-n)</p> <p>AND</p> <p><input type="checkbox"/> Is available to employees and the public</p> <p>AND</p> <p><input type="checkbox"/> Is evaluated, developed, and recommended by an advisory committee, which shall include, but not be limited to, trustees, administrators, and teachers. The majority of the committee shall be teachers</p>	<p>The district provided evidence of a professional development plan that:</p> <p><input type="checkbox"/> Assures that the professional development includes ARM 10.55.714(1)(a-n)</p> <p>AND</p> <p><input type="checkbox"/> Is available to employees and the public</p> <p>AND</p> <p><input type="checkbox"/> Is evaluated, developed, and recommended by an advisory committee, which shall include, but not be limited to, trustees, administrators, and teachers. The majority of the committee shall be teachers</p> <p>AND</p> <p><input type="checkbox"/> Is aligned with the district graduate profile and educational goals</p>

COGNIA ACCREDITED DISTRICTS DO NOT SUBMIT - If only partial district is accredited by Cognia you will need to submit

DEFINITIONS
[10.55.714\(1a-n\) Professional Development Plan:](#) Check link for assurances

GUIDANCE

Majority Teachers - More than 50% of the committee must be made up of teachers.

Evaluated - Evaluate the current year's plan

Developed and Recommended - Develop and recommend the next year's plan by an advisory committee and approved by the board of trustees

Educational Goals: Goals may include academic and/or other district priorities ([ARM 10.55.701](#))

SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (3) score.

Available to Employees and Public Sample Evidence May Include - Link to website, picture of professional development plan publicly posted

Evaluation, Development, and Recommendation by an Advisory Committee Sample Evidence May Include - List of committee members with position titles **AND** documentation/agendas/meeting minutes of professional development plan being evaluated/developed/recommended.

Aligned with the District Graduate Profile and Educational Goals Sample Evidence May Include - documentation/meeting minutes discussing graduate profile alignment in professional development plan

Standard: School Leadership - Family and Community Engagement - ON CYCLE

L. Family and Community Engagement	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the local board of trustees have a family and community engagement plan that is aligned to the ISAP and meets the family and community engagement goals in 10.55.722(1)(c&d)? 10.55.722 (1 a, c, d)</p>	<p><input type="checkbox"/> District has no evidence of a family and community engagement plan</p>	<p>N/A</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> A family and community engagement plan</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> A family and community engagement plan</p> <p>AND</p> <p><input type="checkbox"/> Assurances that the plan includes the goals in 10.55.722(c&d)</p>

COGNIA ACCREDITED DISTRICTS DO NOT SUBMIT - If only partial district is accredited by Cognia you will need to submit

DEFINITIONS

"**Community engagement**" means the partnership between members of the community and schools that may share resources and volunteer to support student well-being and learning development.

"**Family engagement**" means a partnership with shared responsibility among families, educational staff, and community groups to promote each student's learning, well-being, and development of full educational potential during their entire K-12 experience.

GUIDANCE

A plan should include multiple opportunities to engage with families over the course of a school year.

SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (3) score.

Family and Community Engagement Plan May Include Multiple Activities Such As: parent-teacher conferences **AND/OR** Title I annual meetings/surveys **AND/OR** Back to School night **AND/OR** open house **AND/OR** FAFSA nights **AND/OR** literacy/math/academic nights **AND/OR** college/career days **AND/OR** voc-rehab **AND/OR** cultural activities **AND/OR** family and community engagement agendas **AND/OR** family and community engagement calendar of events

Standard: School Leadership - Educator Effectiveness - ON CYCLE

M. Mentorship and Induction	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the district have a mentorship and induction program for initial licensed and incoming educators, and does the district assure the program includes all the areas in ARM 10.55.723(1)? ARM 10.55.723</p>	<p><input type="checkbox"/> District has no evidence of a mentorship and induction program</p>	<p>N/A</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> A mentorship and induction program for initial licensed and incoming educators</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> A mentorship and induction program for initial licensed and incoming educators</p> <p>AND</p> <p><input type="checkbox"/> Assuring the program includes the areas in 10.55.723(1)</p>

COGNIA ACCREDITED DISTRICTS DO NOT SUBMIT - If only partial district is accredited by Cognia you will need to submit

DEFINITIONS

[10.55.723 \(1a-e\) Mentorship and Induction](#): Check link for assurances

GUIDANCE

The mentorship and induction program may include the following criteria - provide training for mentors through the Montana Teacher Learning Hub, professional organizations, or other professional development opportunities; prioritize mentor-mentee matches that are grade and subject-level aligned; focus on research-based instructional practice; engage with mentoring partners in professional collaboration; and establish effective coaching for learning methods.
[ARM 10.55.723\(2\)](#)

SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (3) score.

Mentorship and Induction Program MAY INCLUDE: proof of a mentorship and induction program through evidence from an outside provider, activities from a consortium or district, selection of mentor/mentee matches, coaching for learning methods, research-based practices, professional collaboration between mentor partners.

Standard: School Leadership - Educator Effectiveness - ON CYCLE

N. Evaluation	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the district have an evaluation instrument and a process for the completion of periodic written evaluations of all regularly employed instructional personnel?</p> <p>ARM 10.55.724(1&2)</p>	<p><input type="checkbox"/> District has no evidence of an evaluation instrument and process</p>	<p><input type="checkbox"/> N/A</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> An evaluation instrument</p> <p>OR</p> <p><input type="checkbox"/> A process for the completion of periodic written evaluations of all regularly employed instructional personnel</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> An evaluation instrument</p> <p>AND</p> <p><input type="checkbox"/> A process for the completion of periodic written evaluations of all regularly employed instructional personnel</p>

COGNIA ACCREDITED DISTRICTS DO NOT SUBMIT - If only partial district is accredited by Cognia you will need to submit

GUIDANCE

“Regularly employed” is considered .5 FTE or higher for certified instructional staff

SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (3) score.

Evaluation Instrument: the instrument (tool) being used

Process for Evaluations Sample Evidence May Include: schedule for evaluation for certified instructional staff (teachers) **AND/OR** district policy **AND/OR** portion under the Collective Bargaining Agreement (CBA) **AND/OR** portion under the staff handbook **AND/OR** narrative of the process

Standard: Educational Opportunity - ON CYCLE

O. School Climate	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the district assure the school policies, procedures, and rules address all areas in ARM 10.55.801(1), have a valid and reliable school climate tool, and use the results to make data-driven decisions about programs and practices that could improve school climate?</p> <p>ARM 10.55.801</p>	<p><input type="checkbox"/> The district has no evidence of aligning policies with ARM 10.55.801(1), measuring school climate with a valid tool, or using climate data to guide improvement efforts.</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> Assuring school policies, procedures, and rules address all areas in 10.55.801(1)</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> Assuring school policies, procedures, and rules address all areas in 10.55.801(1)</p> <p>AND</p> <p><input type="checkbox"/> Measuring school climate through a valid and reliable tool to understand student, staff, family, and community perceptions</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> Assuring school policies, procedures, and rules address all areas in 10.55.801(1)</p> <p>AND</p> <p><input type="checkbox"/> Measuring school climate through a valid and reliable tool to understand student, staff, family, and community perceptions</p> <p>AND</p> <p><input type="checkbox"/> Using the results of school climate tool to make data-driven decisions about programs and practices that could improve school climate</p>

COGNIA ACCREDITED SCHOOLS DO NOT SUBMIT- If only partial district is accredited by Cognia you will need to submit

DEFINITIONS

[10.55.801\(1a-h\) SCHOOL CLIMATE](#): Check link for assurances

GUIDANCE

Climate Tool: The district may utilize its comprehensive needs assessment if it addresses school climate. The tool may be utilized in conjunction with the accreditation cycle and does not need to be completed annually. The tool may be developed by the district and does not have to be a written survey.

SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (3) score.

Climate Tool Evidence: the tool that was used

Data-Driven Decisions Sample Evidence May Include: narrative **AND/OR** document of how the district used the evidence to set goals **AND/OR** how the district used the evidence to develop its integrated strategic action plan

Standard: Academic Requirements - ON CYCLE				
P. Indian Education For All	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the district have an Indian Education for All (IEFA) policy, student work samples or evidence of student participation from each grade-band that includes integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, for all students, across all content areas, and in-service training related to IEFA?</p> <p>ARM 10.55.901 (1) ARM 10.55.902 (1) ARM 10.55.904 (1) ARM 10.55.1003 2(a-i) MCA 20-1-501 MCA 20-1-502 MCA 20-1-503</p>	<input type="checkbox"/> District has no evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented	<p>The district provided evidence of:</p> <input type="checkbox"/> District IEFA policy	<p>The district provided evidence of:</p> <input type="checkbox"/> District IEFA policy	<p>The district provided evidence of:</p> <input type="checkbox"/> District IEFA policy
<p>DEFINITIONS</p> <p>*MCA 20-1-502 3(c) - in-service training provided by a local board of trustees of a school district, which is developed and conducted in cooperation with tribal education departments, tribal community colleges, or other recognized Indian education resource specialists</p>				
<p>GUIDANCE</p> <p>Grade-Bands - K-2, 3-5, 6-8, 9-12 (If you do not have all these grade-bands please submit one for each grade band that you have)</p> <p>Student Participation Evidence - one piece of evidence of student work samples reflecting IEFA-integration of evidence from each grade-band</p> <p>Cooperation with Indian Tribal Groups - OPI curriculum resources for Indian Education for All have been developed in conjunction with the advice and assistance of cultural consultants from Montana Tribal Nations. In addition, members from the Montana Advisory Council on Indian Education have provided input and review of tribal-specific materials that are about the Tribal Nations they represent</p> <p>Other Recognized Indian education resource specialists include the Office of Public Instruction IEFA team, Montana Indian Education Association, Tribal Education Department</p>				
<p>SAMPLE EVIDENCE MAY INCLUDE</p> <p>District IEFA Policy Sample Evidence May Include: Recognition of Native American Cultural Heritage or IEFA Policy (2450) AND/OR other IEFA-related policies</p> <p>Student Participation and Integration Across All Content Standards Sample Evidence for Each Grade-Band May Include: examples of student work from grade-band (K-2, 3-5, 6-8, 9-12)</p> <p>IEFA-related Inservice Training Sample Evidence May Include: publication of the professional development plan or calendar AND/OR school or consortium agenda or materials from one completed professional development AND/OR Hub courses completions (beyond Intro to IEFA for educator licensure) AND/OR OPI IEFA trainings AND/OR IEFA Best Practices Conference AND/OR Tribal Education Department professional development AND/OR other nationally recognized professional development</p>				

Overview Accreditation Process - Student Performance

Student Performance		
Standard	Levels	Value
SP-1. Student Learning Outcomes - Math	Elementary and Middle School	7
SP-2. Student Learning Outcomes - ELA	Elementary and Middle School	7
SP-3. Student Attendance	Elementary and Middle School	3
SP-4. Student Learning Outcomes - Early Literacy	Elementary Schools with K-2 Grades	3
SP-5. Student Learning Outcomes - Middle School College and Career Readiness	Middle School & Elementary Schools without K-2 Grades	3
SP-7. Student Learning Outcomes - Math	High School	7
SP-8. Student Learning Outcomes - ELA	High School	7
SP-9. Graduation Rate	High School	3
SP-10. College and Career Readiness	High School	3
TOTAL	20 Possible Points for High School 20 Possible Points for Elementary/Middle School	

Student Performance Rubric Scoring			
	Elementary	Middle School	High School
Regular	16 - 20	16 - 20	16 - 20
Regular MD	12 - 15	12 - 15	12 - 15
Advice	8 - 11	8 - 11	8 - 11
Deficiency	0 - 7	0 - 7	0 - 7

Evaluating Student Performance Standards - On Cycle Requirements

1. Student Learning Outcomes - Math <i>Guiding Question:</i> How does the school perform on MAST in Math? 10.55.606(3) <i>(Elementary and Middle Grade Schools)</i>	Deficiency (0)	Advice (3)	Regular MD (5)	Regular (7)
	The school provided evidence of: <input type="checkbox"/> A school proficiency for Math is below 5%	The school provided evidence of: <input type="checkbox"/> A school proficiency for Math of at least 5%	The school provided evidence of: <input type="checkbox"/> A school proficiency for Math of at least 10%	The school provided evidence of: <input type="checkbox"/> A school proficiency for Math of at least 15%
GUIDANCE OPI will select the school's highest overall math proficiency score from the 3 years prior to the accreditation cycle. Schools with less than 10 students' data will not be published. The following information will be gathered from the assessment team at OPI; please do not submit any data for this indicator.				

2. Student Learning Outcomes - ELA <i>Guiding Question:</i> How does the school perform on MAST in ELA? 10.55.606(3) <i>(Elementary and Middle Grade Schools)</i>	Deficiency (0)	Advice (3)	Regular MD (5)	Regular (7)
	The school provided evidence of: <input type="checkbox"/> Proficiency for ELA is below 5%	The school provided evidence of: <input type="checkbox"/> Proficiency for ELA of at least 5%	The school provided evidence of: <input type="checkbox"/> Proficiency for ELA of at least 10%	The school provided evidence of: <input type="checkbox"/> A school proficiency for ELA of at least 15%
GUIDANCE OPI will select the school's highest overall ELA proficiency score from the 3 years prior to the accreditation cycle. Schools with less than 10 students' data will not be published. The following information will be gathered from the assessment team at OPI; please do not submit any data for this indicator.				

3. Student Learning Outcomes - Attendance <i>Guiding Question:</i> How is the school ensuring students are attending school on a regular basis? 10.55.606(3) <i>(Elementary Schools without K-2 Grades and Middle Grade Schools)</i>	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
	<input type="checkbox"/> School's average daily attendance rate is less than 82%	The school provided evidence of: <input type="checkbox"/> The average daily attendance rate is between 82% -86.99%	The school provided evidence of: <input type="checkbox"/> The average daily attendance rate is between 87% -89.99%	The school provided evidence of: <input type="checkbox"/> The average daily attendance rate is 90% or above
GUIDANCE OPI will select the school's highest overall average daily attendance rate from the 3 years prior to the accreditation cycle. Schools with less than 10 students' data will not be published. The following information will be gathered from Infinite Campus by OPI; do not submit any data for this indicator.				

4. Student Learning Outcomes - K-2 Literacy Growth	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>How is the school ensuring literacy growth for students K-2?</p> <p>10.55.606(3) <i>(Elementary Schools with K-2 grades)</i></p>	<p><input type="checkbox"/> School provided NO evidence of data from approved evaluation methodology tool to show K-2 students literacy growth</p>	<p>The school provided evidence of:</p> <p><input type="checkbox"/> Data from approved evaluation methodology tool from ONE grade to show K-2 students literacy growth</p> <p>AND</p> <p><input type="checkbox"/> Reporting student literacy performance to parents or guardians</p>	<p>The school provided evidence of:</p> <p><input type="checkbox"/> Data from approved evaluation methodology tool for at least TWO grades to show K-2 students literacy growth</p> <p>AND</p> <p><input type="checkbox"/> Reporting student literacy performance to parents or guardians</p>	<p>The school provided evidence of:</p> <p><input type="checkbox"/> Data from approved evaluation methodology tool for all THREE grades to show K-2 students literacy growth</p> <p>AND</p> <p><input type="checkbox"/> Reporting student literacy performance to parents or guardians</p>

DEFINITIONS

"Student growth" means changes in student learning as measured from one point in time to another.

GUIDANCE

Submit the best of the prior 3 years.

Submit class level data AND/OR redact student identifiable information.

Schools with less than 10 students' data will not be published.

Student growth: Year to Year **AND/OR** Fall to Spring **AND/OR** Winter to Spring

Free Evaluation Methodology Tool: DIBELS **OR** Acadience

SAMPLE EVIDENCE MAY INCLUDE

Approved Evaluation Methodology Tool for Early Literacy: Use a tool from the [BPE List of Approved Evaluation Methodology Tools](#) **OR** a tool that is research based and developmentally appropriate for measuring growth

Reporting of Student Literacy Performance to Parents or Guardians Sample Evidence May Include: Sample letter and/or report that is provided to parents or guardians

5. Student Learning Outcomes - Career Exploration Opportunities	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>How is the school providing opportunities for college and career exploration for middle grades?</p> <p>10.55.606(3) (Middle Schools & Elementary Schools without K-2 grades)</p>	<p><input type="checkbox"/> School has provided NO evidence showing that students have engaged in college and career exploration opportunities</p> <p>OR</p> <p><input type="checkbox"/> School has evidence that less than 30% of 8th graders have engaged in college and career readiness planning</p>	<p>The school provided one of the following:</p> <p><input type="checkbox"/> One piece of evidence demonstrating that middle grades students have engaged in college and career exploration opportunities</p> <p>OR</p> <p><input type="checkbox"/> Evidence of at least 30% of 8th-grade students engaged in college and career readiness planning</p>	<p>The school provided one of the following:</p> <p><input type="checkbox"/> Two pieces of evidence demonstrating that middle grades students have engaged in college and career exploration opportunities</p> <p>OR</p> <p><input type="checkbox"/> Evidence of at least 40% of 8th-grade students engaged in college and career readiness planning</p>	<p>The school provided one of the following:</p> <p><input type="checkbox"/> Three pieces of evidence demonstrating that middle grades students have engaged in college and career exploration opportunities</p> <p>OR</p> <p><input type="checkbox"/> Evidence of at least 50% of 8th-grade students engaged in college and career readiness planning</p>
<p><u>GUIDANCE</u></p> <p>Do not submit student work samples as evidence.</p> <p>Submit information from the cycle year or prior year.</p> <p>Engaging in College and Career Readiness Planning: A process that helps students make decisions throughout their academic journey, enabling self-discovery, career exploration, academic planning, and college preparation. It outlines a student's academic, personal, and career goals and maps out the steps required to achieve them.</p> <p>Middle Grades - 5th, 6th, 7th, & 8th Grades</p> <p>Plans may be completed in 5th, 6th, 7th, or 8th grade but by 8th grade 50% need to have the planning complete.</p>				
<p><u>SAMPLE EVIDENCE MAY INCLUDE</u></p> <p>Engaged in College and Career Exploration Opportunities Sample Evidence May Include: lesson or unit plans AND/OR career fairs AND/OR job shadowing AND/OR participation with guest speakers AND/OR field trips AND/OR six year plans AND/OR peer mentoring program</p> <p>Engaged in College and Career Readiness Opportunities Sample Evidence May Include: report that shows percentage of students AND/OR Montana Career Information System (MCIS) AND/OR report from Level All AND/OR STARS Act AND/OR YouScience AND/OR Xello</p>				

6. Student Learning Outcomes - Math <i>Guiding Question:</i> How does the school perform using the average ACT Math Score? 10.55.606(3) <i>(High School)</i>	Deficiency (0)	Advice (3)	Regular MD (5)	Regular (7)
	<input type="checkbox"/> School has a 3 year average math score below 16	The school provided evidence of: <input type="checkbox"/> A 3 year average math score of at least 16	The school provided evidence of: <input type="checkbox"/> A 3 year average math score of at least 17	The school provided evidence of: <input type="checkbox"/> A 3 year average math score at or above 18

GUIDANCE

The following information will be gathered from the assessment team at OPI; please do not submit any data for this indicator.

OPI will use the school's average from the 3 years prior to the accreditation cycle.

7. Student Learning Outcomes - ELA <i>Guiding Question:</i> How does the school perform using the average ACT English Language Arts(ELA), which is based on the English, reading and writing ACT subsets? 10.55.606(3) <i>(High School)</i>	Deficiency (0)	Advice (3)	Regular MD (5)	Regular (7)
	<input type="checkbox"/> School has a 3-year average ELA score below 16	The school provided evidence of: <input type="checkbox"/> A 3-year average ELA score of at least 16	The school provided evidence of: <input type="checkbox"/> A 3-year average ELA score of at least 17	The school provided evidence of: <input type="checkbox"/> A 3-year average ELA score at or above 18

GUIDANCE

The following information will be gathered from the assessment team at OPI; please do not submit any data for this indicator.

OPI will use the school's average from the 3 years prior to the accreditation cycle.

8. Student Learning Outcomes - Graduation Rate <i>Guiding Question:</i> How is the school ensuring that students are graduating? 10.55.606(3) <i>(High School)</i>	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
	<input type="checkbox"/> School has a 3-year average graduation rate below 66.8%	The school provided evidence of: <input type="checkbox"/> A 3- year average graduation rate of at least 66.8%	The school provided evidence of: <input type="checkbox"/> A 3-year average graduation rate of at least 73%	The school provided evidence of: <input type="checkbox"/> A 3-year average graduation rate at or above 80%

GUIDANCE

The following information will be gathered from the assessment team at OPI; please do not submit any data for this indicator.

Graduation rate is determined using the 4-year cohort graduation rate.

OPI will use the school's average from the 3 years prior to the accreditation cycle.

<p>9. College and/or Career Readiness Opportunities</p> <p><i>Guiding Question:</i></p> <p>How is the school ensuring that students graduate college and/or career ready?</p> <p>10.55.606(3) (High School)</p>	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
	<input type="checkbox"/> School has less than 5% of graduates at Level 1 of the STARS Act OR <input type="checkbox"/> Less than 20% of all students by graduation have engaged in college and career readiness planning.	<p>The school provided evidence of:</p> <input type="checkbox"/> 5% -10% of graduates at Level 1 of the STARS Act OR <input type="checkbox"/> At least 20% of students engaged in college and career readiness planning by graduation	<p>The school provided evidence of:</p> <input type="checkbox"/> 10.01%–15% of graduates performing at Level 1 under the STARS Act OR <input type="checkbox"/> At least 50% of students engaged in college and career readiness planning by graduation	<p>The school provided evidence of:</p> <input type="checkbox"/> At least 15% of graduates at Level 1 of the STARS Act OR <input type="checkbox"/> At least 80% of students engaged in college and career readiness planning by graduation

DISTRICT MUST CHOOSE PRIOR TO SUBMISSION. (OPI will make STARS Act information available prior to submission)

GUIDANCE

Do not submit student work samples as evidence.

Submit information from the cycle year or prior year.

College and career readiness planning may happen in the 8th grade and can be utilized for this rubric.

Engaging in College and Career Readiness Planning: A process that helps students make decisions throughout their academic journey, enabling self-discovery, career exploration, academic planning, and college preparation. It outlines a student's academic, personal, and career goals and maps out the steps required to achieve them.

SAMPLE EVIDENCE MAY INCLUDE

STARS ACT: *This information comes from Infinite Campus.*

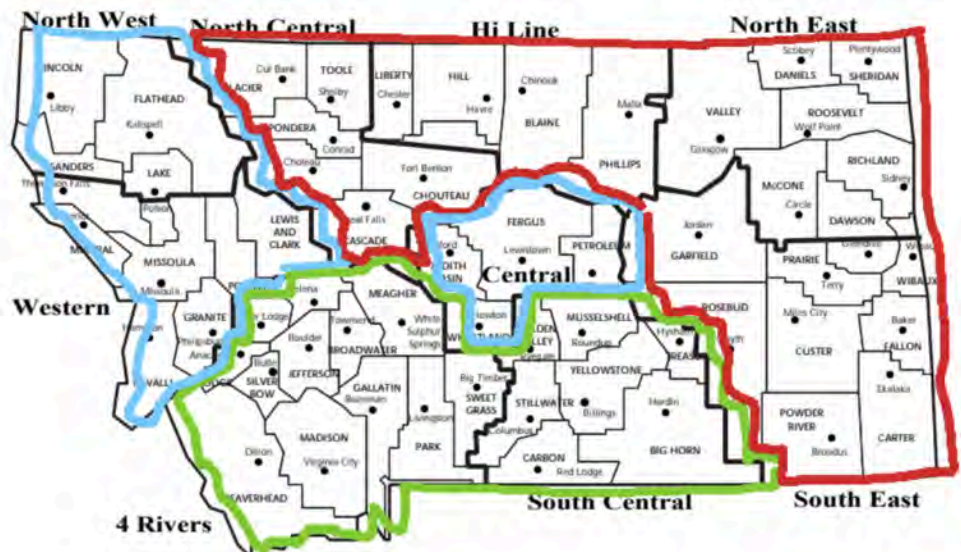
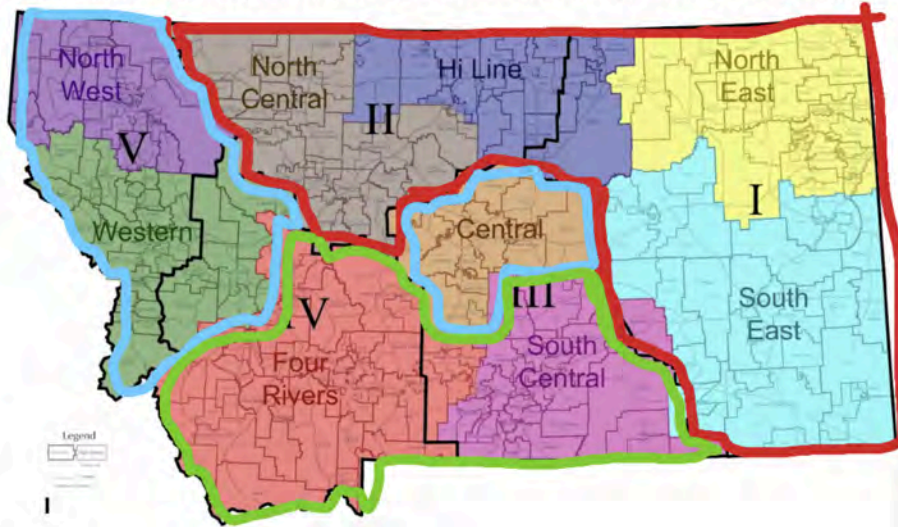
Engaged in College and Career Readiness Opportunities Sample Evidence May Include: Report that shows percentage of students **AND/OR** MCIS **AND/OR** Report from Level All

3 Year Cycle -

Cycle	Cycle 1	Cycle 2	Cycle 3
School Year	2026-2027	2027-2028	2028-2029
MASS Regions	GROUP A North Central, Hi-Line, North East, South East	GROUP C North West, Western, Central	GROUP B 4 Rivers, South Central
Platform Opens	Tuesday, September 8, 2026	Tuesday, September 7, 2027	Tuesday, September 5, 2028
Due Date	Friday, February 26, 2027	Friday, February 25, 2028	Friday, February 23, 2029

Accreditation Groupings for
3 Year Cycles

Montana School Systems, RESA/CSPD Boundaries and MASS Regions



ITEM 29

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

Crystal Andrews

Montana Board of Public Education Executive Summary

Date: May 21-22, 2026

Presentation	Recommend approval of the 2025-2026 Montana Accreditation Status Report for Deficient and certain Advice schools (listed below).
Presenter	Crystal Andrews
Position Title	Senior Manager, School and Educator Effectiveness Office of Public Instruction
Overview	<p>The Superintendent of Public Instruction provides the Board of Public Education the 2025-2026 Montana Accreditation Status Report. This presentation includes a review of the process used to determine accreditation status for the deficient schools along with those in advice status who chose to complete the process.</p> <p>Superintendent Hedalen recommends approval of the 2025-2026 Final Accreditation Status for the following schools: Heart Butte HS, Heart Butte 6-8, Heart Butte Elementary Lustre Christian High School Lame Deer HS, Lame Deer 7-8, Lame Deer School Stanford Junior High, Stanford School Harlowton HS, Hillcrest 7-8, Hillcrest School Jefferson High School Hobson High School Two Eagle River High School</p> <p>The 2025-2026 Montana Accreditation Status Report is embargoed until May 22, 2026.</p>
Requested Decision(s)	Action Item
Related Issue(s)	None
Recommendation(s)	Approve the 2025-2026 Accreditation Status for the Deficient and certain Advice (listed above) schools recommended by the State Superintendent.



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

❖ ASSESSMENT COMMITTEE – (Item 30)

Renee Rasmussen

ITEM 30

ACTION ON LISTING THE
SUPERINTENDENT'S
RECOMMENDATIONS ON MODIFICATIONS
TO THE SINGLE SYSTEM OF STATEWIDE
ASSESSMENT – MATH AND ENGLISH
LANGAUGE ART AS AN ACTION ITEM ON
THE JULY BOARD MEETING AGENDA

Renee Rasmussen

**FUTURE AGENDA ITEMS July 22-24, 2026
Helena, MT**

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

❖ **BOARD OF PUBLIC EDUCATION**
STRATEGIC PLANNING

Dr. Tim Tharp

**12:15PM DISCUSSION ON GOALS AND INITIAL
STRATEGIC PRIORITIES CONT.**

**1:15PM DISCUSS MONITORING AND
ACCOUNTABILITY**

2:00PM WRAP UP AND NEXT STEPS



Board of Public Education

Strategic Planning Timeline

September 11–12, 2025 | Board Meeting – Kickoff

- Presentation on strategic planning timeline and process.
- Review project plan, roles, and expectations.
- **Output:** Confirm process, timeline, and stakeholder engagement plan.

October–December 2025 | Pre-Engagement Phase (Between Meetings)

- Gather baseline information and data for priority areas.
- Identify and outreach to key stakeholders.

January 15–16, 2026 | Board Meeting – Mission & Vision

- Review mission statement.
- Discuss and draft vision statement.
- **Pre-Reading:** NASBE *Roadmap to Excellence* - Strategic Planning for State Boards and NASBE Policy Update - New State Strategic Plans Zero In on Learning Recovery
- **Output:** Draft vision statement.

February–March 2026 | (Between Meetings)

- Follow up from January Board Meeting.
- Prepare draft vision statement.

March 19–20, 2026 | Board Meeting – Vision & Commitments

- Review and refine vision statement.
- Discuss commitments and initial strategic priorities.
- **Pre-Reading:** Goals and commitments adopted by other states.
- **Output:** Final vision statement.

April–May 2026 | (Between Meetings)

- Follow up from March Board Meeting.
- Prepare commitments and initial strategic priorities.

May 21–22, 2026 | Board Meeting – Commitments & Priorities

- Review commitments and initial strategic priorities.
- Identify 1–2 critical issues per priority.
- Establish related goals and metrics of success.
- **Output:** Draft monitoring/accountability framework.

June–July 2026 | Draft Development (Between Meetings)

- Follow up from May Board Meeting.
- Prepare related goals and metrics of success.
- Outreach to stakeholders for feedback.

July 22–24, 2026 | Board Meeting – Draft Review & Feedback

- Review first draft of strategic plan and incorporate stakeholder feedback.
- **Output:** Give direction for revisions.

August–Early September 2026 | Draft Development Cont. (Between Meetings)

- Follow up from July Board Meeting.
- Continue draft development and revisions.

September 24–25, 2026 | Board Meeting – Strategic Plan Adoption

- Review final draft, incorporating public comment and stakeholder feedback.
- **Output:** Final Strategic Plan.

