



Board of Public Education

Early Literacy Advisory Council

June 02, 2025 | 12-1PM

Advisory Council meetings are open to the public electronically. For those wishing to give virtual public comment, please contact bpe@mt.gov to request the zoom link for the meeting.

Item 1: Welcome and Introductions

Item 2: Review Purpose & Timeline

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

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

- Representative Romano

Item 4: Review Advisory Council Scope of Work

- Recommend an evaluation methodology which will be used to determine whether a child is at, above, or below a developmental trajectory leading to math proficiency at the completion of third grade.
- Create a Screening Tools Crosswalk
- Update ARM [10.54.901](#) Evaluation Methodology for Early Literacy Targeted Interventions
- Update ARM [10.54.902](#) Jumpstart Program Framework for Early Literacy Targeted Intervention
- Update [Title 10, Chapter 63](#) Early Childhood Education Standards

Item 5: Evaluation Methodology

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

Item 6: Next steps?

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

Public Comment

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

Adjourn



Board of Public Education

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

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

Early Literacy Advisory Council

The council's composition:

(See below)

The appointed members, including names and addresses:

(See below)

The council's purpose:

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

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

September 2023-September 2025

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

Facilitators

McCall Flynn

PO Box 200601

Helena, MT 59620

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

Caitlin Jensen, MSW

PO Box 4464

Helena, MT 59604

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

Members

Norah Barney, EdD

1410 W Park Ave

Anaconda, MT 59711

5483 Fairmont Rd

Anaconda, MT 59711

Dr. Norah Barney serves as a Special Education and Curriculum Director at the Anaconda School District where she has overseen the Early Childhood program for the past 11 years. Dr. Barney earned a Bachelor's Degree from Montana State University in Elementary and Special Education in 2002. She earned a Masters' Degree in Special Education in 2005 and earned a Doctorate Degree in Education Leadership in 2018. She created the first inclusive preschool program in the district and expanded the program in 2015. The program is considered high quality as it has excellent staff (all 4 Early Learning Teachers have Masters' Degrees), the literacy scores of the students average at 80% or above for kindergarten readiness, and the program ensures at least 90% of the students have the social emotional skills necessary to be successful. Dr. Barney has a strong background in

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

Laurie Barron, EdD

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

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

Anne Penn Cox, EdD

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

Dr. Anne Penn Cox currently serves as an elementary school Principal, PreK-5 Director of Student Support Services, and the Early Childhood Liaison for the Livingston Public Schools in Livingston, Montana. Having worked both as an educator and an administrator in Park County for the past 10 years, Anne Penn has a plethora of experience in educating and supporting students, staff, and families from diverse backgrounds utilizing the Multi-Tiered Systems of Support (MTSS) framework. The focus of her career to date has been increasing access to high-quality early literacy education, promoting safe and equitable learning environments, collaborating with local and state stakeholders, and supporting diversified instruction for all students including students with disabilities and students from diverse backgrounds. As the District's Early Childhood Liaison, Anne Penn works alongside various community partners in education to encourage, facilitate, and reduce barriers to expansion of high-quality childcare services to families of children aged 0-4 in Livingston and Park County. Additionally, her

work focuses on supporting families and providers in an effort to promote high-quality early childhood experiences that support all children. When she is not in school, Anne Penn can be found in the mountains running, skiing, and snowmobiling or simply enjoying time at home with her family.

Karen Filipovich

426 N Grand Ave
Bozeman, MT 59715

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

Colette Getten

3905 15th Ave S
Great Falls, MT 59405

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

Marisa Graybill

820 S California St
Helena, MT 59601

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

Marie Judisch

PO Box 202501
Helena, MT 59620

Marie Judisch is the Senior Manager of Teaching and Learning at the Office of Public Instruction. She is a born and raised Montanan. Marie graduated from Montana State University with Bachelor's Degrees in Elementary Education and Media Theater Arts in 2011. Marie began her career in education as an elementary math interventionist, gaining experience from the ground up of school systems to support student learning. She has

taught a variety of components of all grades K-8 in her twelve-year career, understanding of the great honor and responsibility it is to meet learners of all abilities where they are. After completing her Master's Degree in Educational Leadership at Montana State University as the Outstanding Graduate for her cohort, Marie served as an elementary school principal in North Central Montana. Throughout her interim as the PK-3 leader, she carried with her the title of K-12 Curriculum Coordinator, K-12 Data and Testing Coordinator, Gifted and Talented Coordinator, as well as serving as the administrator for the 21st Century Community Learning Century grant, all while continuing to teach classes as much as possible. Marie is passionate about supporting Montana educators and students, firmly believing that those living in this great state deserve the very best educational opportunities possible. She calls their family farm in Ledger home, where she and her husband are proudly raising two young daughters.

Dr. Christine Lux

Montana State University
PO Box 173540
Bozeman, MT 59717

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

Lance Melton

863 Great Northern Blvd, Suite 301
Helena, MT 59601

Lance Melton serves as the executive director for the Montana School Boards Association, where he has worked since 1996. Melton previously served as an attorney, lobbyist, director of advocacy and general counsel before the MTSBA Board selected him as its executive director in January 2000. Melton has long represented and championed the constitutional role of community-elected volunteer trustees in developing the full potential of each person under Article X of the Montana Constitution. Working collaboratively with school boards and legislators from throughout Montana, Melton has helped craft and pass legislation expanding opportunities for students and families to enjoy personalized learning paths in Montana's public schools. Melton earned a B.A. in Political Science with highest honors from the University of Montana and earned his J.D. from the University of Montana School of Law in 1992 where he was selected as a member of the Public Land Law Review. Before joining MTSBA, Melton served as an attorney and lobbyist for the Montana Department of Commerce.

Melissa Nikolakakos

Stephanie Olson

732 56th St S.
Great Falls, MT 59405

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

Doug Reisig

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

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

Melissa Romano**Doug Rossberg**

101 Hearth Ct
Missoula, MT 59803

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

Nicole Simonsen

PO Box 459
Culbertson, MT 59218

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

Dr. Allison Wilson

301 PJW College of Education
32 Campus Drive
Missoula, MT

Dr. Allison Wilson, an Associate Professor and the Director of the University of Montana Institute for Early Childhood Education, earned her PhD in Special Education and Early Intervention from the University of

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



AN ACT REVISING LAWS RELATED TO EARLY LITERACY TARGETED INTERVENTIONS TO INCLUDE NUMERACY AND ALLOW GREATER FLEXIBILITY IN EVALUATING CHILDREN FOR ELIGIBILITY; REVISING REPORTING REQUIREMENTS; AMENDING SECTIONS 5-11-222, 20-3-326, 20-5-101, 20-7-1801, 20-7-1802, 20-7-1803, 20-7-1804, AND 20-9-311, MCA; AND PROVIDING AN EFFECTIVE DATE.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

Section 1. Section 5-11-222, MCA, is amended to read:

"5-11-222. Reports to legislature. (1) (a) Except as provided in subsections (1)(b) and (5), a report to the legislature means a biennial report required by the legislature and filed in accordance with 5-11-210 on or before September 1 of each year preceding the convening of a regular session of the legislature.

(b) If otherwise specified in law, a report may be required more or less frequently than the biennial requirement in subsection (1)(a).

(2) Reports to the legislature include:

(a) annual reports on the unified investment program for public funds and public retirement systems and state compensation insurance fund assets audits from the board of investments in accordance with Article VIII, section 13, of the Montana constitution;

(b) federal mandates requirements from the governor in accordance with 2-1-407;

(c) activities of the state records committee in accordance with 2-6-1108;

(d) revenue studies from the director of revenue, if requested, in accordance with 2-7-104;

(e) legislative audit reports from the legislative audit division in accordance with 2-8-112 and 23-7-410;

(f) the annual performance report of each department to the appropriate interim budget committee and legislative policy interim committee in accordance with 2-12-105;

- (g) progress on gender and racial balance from the governor in accordance with 2-15-108;
- (h) a mental health report from the ombudsman in accordance with 2-15-210;
- (i) policies related to children and families from the interagency coordinating council for state prevention in accordance with 2-15-225;
- (j) watercourse name changes, if any, from the secretary of state in accordance with 2-15-401;
- (k) results of programs established in 2-15-3111 through 2-15-3113 from the livestock loss board in accordance with 2-15-3113;
- (l) the allocation of space report from the department of administration required in accordance with 2-17-101;
- (m) information technology activities in accordance with 2-17-512;
- (n) state strategic information technology plan exceptions, if granted, from the department of administration in accordance with 2-17-515;
- (o) the state strategic information technology plan and biennial report from the department of administration in accordance with 2-17-521 and 2-17-522;
- (p) reports from standing, interim, and administrative committees, if prepared, in accordance with 2-17-825 and 5-5-216;
- (q) statistical and other data related to business transacted by the courts from the court administrator, if requested, in accordance with 3-1-702;
- (r) the judicial standards commission report in accordance with 3-1-1126;
- (s) an annual report on the actual cost of legislation that had a projected fiscal impact from the office of budget and program planning in accordance with 5-4-208;
- (t) a link to annual state agency reports on grants awarded in the previous fiscal year established by the legislative finance committee in accordance with 5-12-208;
- (u) reports prepared by the legislative fiscal analyst, and as determined by the analyst, in accordance with 5-12-302(4);
- (v) a report, if necessary, on administrative policies or rules adopted under 5-11-105 that may impair the independence of the legislative audit division in accordance with 5-13-305;
- (w) if a waste of state resources occurs, a report from the legislative state auditor, in accordance

with 5-13-311;

- (x) school funding commission reports each fifth interim in accordance with 5-20-301;
- (y) a report of political committee operations conducted on state-owned property, if required, from a political committee to the legislative services division in accordance with 13-37-404;
- (z) a report concerning taxable value from the department of revenue in accordance with 15-1-205;
- (aa) a report on tax credits from the revenue interim committee in accordance with 15-30-2303;
- (bb) semiannual reports on the Montana heritage preservation and development account from the Montana heritage preservation and development commission in accordance with 15-65-121;
- (cc) general marijuana regulation reports and medical marijuana registry reports from the department of revenue in accordance with 16-12-110;
- (dd) annual reports on general fund and nongeneral fund encumbrances from the department of administration in accordance with 17-1-102;
- (ee) loans or loan extensions authorized for two consecutive fiscal years from the department of administration and office of commissioner of higher education, including negative cash balances from the commissioner of higher education, in accordance with 17-2-107;
- (ff) a report of local government entities that have balances contrary to limitations provided for in 17-2-302 or that failed to reduce the charge from the department of administration in accordance with 17-2-304;
- (gg) an annual report from the board of investments in accordance with 17-5-1650(2);
- (hh) a quarterly report from the office of budget and program planning to the legislative finance committee identifying the amount and the type of debt payoff or other expenditure from the debt and liability free account in accordance with 17-6-214;
- (ii) a report on retirement system trust investments and benefits from the board of investments in accordance with 17-6-230;
- (jj) recommendations for reductions in spending and related analysis, if required, from the office of budget and program planning in accordance with 17-7-140;
- (kk) a statewide facility inventory and condition assessment from the department of administration in accordance with 17-7-202;

- (ll) actuarial reports and investigations for public retirement systems from the public employees' retirement board in accordance with 19-2-405;
- (mm) a work report from the public employees' retirement board in accordance with 19-2-407;
- (nn) annual actuarial reports and evaluations from the teachers' retirement board in accordance with 19-20-201;
- (oo) reports from the state director of K-12 career and vocational and technical education, as requested, in accordance with 20-7-308;
- (pp) 5-year state plan for career and technical education reports from the board of regents in accordance with 20-7-330;
- (qq) a gifted and talented students report from the office of public instruction in accordance with 20-7-904;
- (rr) status changes for at-risk students from the office of public instruction in accordance with 20-9-328;
- (ss) status changes for American Indian students from the office of public instruction in accordance with 20-9-330;
- (tt) reports regarding the Montana Indian language preservation program from the office of public instruction in accordance with 20-9-537;
- (uu) proposals for funding community colleges from the board of regents in accordance with 20-15-309;
- (vv) expenditures and activities of the Montana agricultural experiment station and extension service, as requested, in accordance with 20-25-236;
- (ww) reports, if requested by the legislature, from the president of each of the units of the higher education system in accordance with 20-25-305;
- (xx) reports, if prepared by a public postsecondary institution, regarding free expression activities on campus in accordance with 20-25-1506;
- (yy) reports from the Montana historical society trustees in accordance with 22-3-107;
- (zz) state lottery reports in accordance with 23-7-202;
- (aaa) state fund reports, if required, from the commissioner in accordance with 33-1-115;

- (bbb) reports from the department of labor and industry in accordance with 39-6-101;
- (ccc) victim unemployment benefits reports from the department of labor and industry in accordance with 39-51-2111;
- (ddd) state fund business reports in accordance with 39-71-2363;
- (eee) risk-based capital reports, if required, from the state fund in accordance with 39-71-2375;
- (fff) child custody reports from the office of the court administrator in accordance with 41-3-1004;
- (ggg) reports of remission of fine or forfeiture, respite, commutation, or pardon granted from the governor in accordance with 46-23-316;
- (hhh) annual statewide public defender reports from the office of state public defender in accordance with 47-1-125;
- (iii) a trauma care system report from the department of public health and human services in accordance with 50-6-402;
- (jjj) an annual report on chemical abortion data from the department of public health and human services in accordance with 50-20-709;
- (kkk) Montana criminal justice oversight council reports in accordance with 53-1-216;
- (lll) medicaid block grant reports from the department of public health and human services in accordance with 53-1-611;
- (mmm) reports on the approval and implementation status of medicaid section 1115 waivers in accordance with 53-2-215;
- (nnn) provider rate, medicaid waiver, or medicaid state plan change reports from the department of public health and human services in accordance with 53-6-101;
- (ooo) medicaid funding reports from the department of public health and human services in accordance with 53-6-110;
- (ppp) proposals regarding managed care for medicaid recipients, if required, from the department of public health and human services in accordance with 53-6-116;
- (qqq) reports on toxicology and prescription drug registry information from the suicide prevention officer in accordance with 53-21-1101;
- (rrr) suicide reduction plans from the department of public health and human services in

accordance with 53-21-1102;

(sss) annual compliance reports from certifying organizations to the criminal justice oversight council in accordance with 53-24-311;

(ttt) a compliance and inspection report from the department of corrections in accordance with 53-30-604;

(uuu) emergency medical services grants from the department of transportation in accordance with 61-2-109;

(vvv) annual financial reports on the environmental contingency account from the department of environmental quality in accordance with 75-1-1101;

(www) a report from the land board, if prepared, in accordance with 76-12-109;

(xxx) an annual state trust land report from the land board in accordance with 77-1-223;

(yyy) a noxious plant report, if prepared, from the department of agriculture in accordance with 80-7-713;

(zzz) state water plans from the department of natural resources and conservation in accordance with 85-1-203;

(aaaa) reports on the allocation of renewable resources grants and loans for emergencies, if required, from the department of natural resources and conservation in accordance with 85-1-605;

(bbbb) water storage projects from the governor's office in accordance with 85-1-704;

(cccc) upper Clark Fork River basin steering committee reports, if prepared, in accordance with 85-2-338;

(dddd) upland game bird enhancement program reports in accordance with 87-1-250;

(eeee) private land/public wildlife advisory committee reports in accordance with 87-1-269;

(ffff) a future fisheries improvement program report from the department of fish, wildlife, and parks in accordance with 87-1-272;

(gggg) license revenue recommendations from the department of fish, wildlife, and parks in accordance with 87-1-629;

(hhhh) reports from the department of fish, wildlife, and parks on conservation licenses sold and revenue received in accordance with 87-2-201;

(iiii) hydrocarbon and geology investigation reports from the bureau of mines and geology in accordance with 90-2-201;

(jjjj) coal ash markets investigation reports from the department of commerce in accordance with 90-2-202;

(kkkk) an annual report from the pacific northwest electric power and conservation planning council in accordance with 90-4-403;

(llll) community property-assessed capital enhancements program reports from the Montana facility finance authority in accordance with 90-4-1303;

(mmmm) veterans' home loan mortgage loan reports from the board of housing in accordance with 90-6-604;

(nnnn) matching infrastructure planning grant awards by the department of commerce in accordance with 90-6-703(3); and

(oooo) Montana coal endowment program reports from the department of commerce in accordance with 90-6-710.

(3) Reports to the legislature include reports made to an interim committee as follows:

(a) reports to the law and justice interim committee, including:

(i) a report on fentanyl-related mandatory minimums from the attorney general in accordance with 2-15-505;

(ii) findings of the domestic violence fatality review commission in accordance with 2-15-2017;

(iii) the report from the missing indigenous persons review commission in accordance with 2-15-2018;

(iv) reports from the department of justice and public safety officer standards and training council in accordance with 2-15-2029;

(v) reports on district court judge caseload and substitutions from the office of court administrator in accordance with 3-1-713;

(vi) information on the Montana False Claims Act from the department of justice in accordance with 17-8-416;

(vii) annual case status reports from the attorney general in accordance with 41-3-210;

- (viii) an annual report from the department of public health and human services on the number of referrals to county attorneys pursuant to 41-3-202(1)(b)(i) in accordance with 41-3-211;
- (ix) office of court administrator reports in accordance with 41-5-2003;
- (x) reports on pending investigations from the public safety officer standards and training council in accordance with 44-4-408;
- (xi) statewide public safety communications system activities from the department of justice in accordance with 44-4-1606;
- (xii) the annual report on the activities of the sexual assault response network program and the sexual assault response team committee from the department of justice in accordance with 44-4-1705;
- (xiii) reports on the status of the crisis intervention team training program from the board of crime control in accordance with 44-7-110;
- (xiv) restorative justice grant program status and performance from the board of crime control in accordance with 44-7-302;
- (xv) law enforcement agency facial recognition technology use reports from the department of justice in accordance with 44-15-111(3);
- (xvi) reports on third-party vendors providing facial recognition services to state agencies reports in accordance with 44-15-111(4)(b);
- (xvii) reports on offenders under supervision with new offenses or violations from the department of corrections in accordance with 46-23-1016;
- (xviii) supervision responses grid reports from the department of corrections in accordance with 46-23-1028;
- (xix) statewide public defender reports and information from the office of state public defender in accordance with 47-1-125;
- (xx) every 5 years, a percentage change in public defender funding report from the legislative fiscal analyst in accordance with 47-1-125;
- (xxi) every 5 years, statewide public defender reports on the percentage change in funding from the office of state public defender in accordance with 47-1-125; and
- (xxii) a report from the quality assurance unit from the department of corrections in accordance with

53-1-211;

- (b) reports to the state administration and veterans' affairs interim committee, including:
 - (i) a report that includes information technology activities and additional information from the information technology board in accordance with 2-17-512 and 2-17-513;
 - (ii) a report from the capitol complex advisory council in accordance with 2-17-804;
 - (iii) a report on the employee incentive award program from the department of administration in accordance with 2-18-1103;
 - (iv) a board of veterans' affairs report in accordance with 10-2-102;
 - (v) a report on the decennial veterans' long-term care needs study from the department of public health and human services and the Montana veterans' affairs division in accordance with 10-2-903;
 - (vi) a report on grants to the Montana civil air patrol from the department of military affairs in accordance with 10-3-802;
 - (vii) annual reports on statewide election security from the secretary of state in accordance with 13-1-205;
 - (viii) reports on money received in the special account for implementing the Help America Vote Act from the secretary of state in accordance with 13-1-209;
 - (ix) a report regarding the youth voting program, if requested, from the secretary of state in accordance with 13-22-108;
 - (x) a report from the commissioner of political practices in accordance with 13-37-120;
 - (xi) a report on retirement system trust investments from the board of investments in accordance with 17-6-230;
 - (xii) actuarial valuations and other reports from the public employees' retirement board in accordance with 19-2-405 and 19-3-117;
 - (xiii) actuarial valuations and other reports from the teachers' retirement board in accordance with 19-20-201 and 19-20-216;
 - (xiv) a report on the reemployment of retired members of the teachers' retirement system from the teachers' retirement board in accordance with 19-20-732; and
 - (xv) changes, if any, affecting filing-office rules under the Uniform Commercial Code from the

secretary of state in accordance with 30-9A-527;

- (c) reports to the children, families, health, and human services interim committee, including:
 - (i) a report from the department of public health and human services on the programs, grants, and services funded under the healing and ending addiction through recovery and treatment account in 16-12-122;
 - (ii) Montana foster youth higher education assistance program grant reports from the commissioner of higher education in accordance with 20-26-633;
 - (iii) prescription drug registry reports from the board of pharmacy in accordance with 37-7-1514;
 - (iv) Montana HELP Act workforce development reports from the department of public health and human services in accordance with 39-12-103;
 - (v) reports from the department of public health and human services on the department's efforts regarding the volunteer program to support child protective services activities in accordance with 41-3-132;
 - (vi) annual reports from the child and family ombudsman in accordance with 41-3-1211;
 - (vii) reports on activities and recommendations on child protective services activities, if required, from the child and family ombudsman in accordance with 41-3-1215;
 - (viii) reports on the out-of-state placement of high-risk children with multiagency service needs from the department of public health and human services in accordance with 52-2-311;
 - (ix) private alternative adolescent residential and outdoor programs reports from the department of public health and human services in accordance with 52-2-803;
 - (x) provider rate, medicaid waiver, or medicaid state plan change reports from the department of public health and human services in accordance with 53-6-101;
 - (xi) a report from the department of public health and human services on home and community-based services provider information in 53-6-406;
 - (xii) a report concerning mental health managed care services, if managed care is in place, from the advisory council in accordance with 53-6-710;
 - (xiii) quarterly medicaid reports related to expansion from the department of public health and human services in accordance with 53-6-1325;
 - (xiv) annual Montana developmental center reports from the department of public health and human services in accordance with 53-20-225; and

- (xv) annual children's mental health outcomes from the department of public health and human services in accordance with 53-21-508;
- (xvi) suicide reduction plans from the department of public health and human services in accordance with 53-21-1102;
- (d) reports to the economic affairs interim committee, including:
 - (i) the annual state compensation insurance fund budget from the board of directors in accordance with 5-5-223 and 39-71-2363;
 - (ii) medical marijuana registry reports from the department of revenue in accordance with 16-12-110;
 - (iii) general marijuana regulation reports from the department of revenue in accordance with 16-12-110(3);
 - (iv) annual reports on complaints against physicians certifying medical marijuana use from the board of medical examiners in accordance with 16-12-110(6);
 - (v) an annual report on the administrative rate required from the department of commerce from the Montana heritage preservation and development commission in accordance with 22-3-1002;
 - (vi) biennial reports from the department of labor and industry on weighing device license fees and cost increases in accordance with 30-12-203;
 - (vii) state fund reports from the insurance commissioner, if required, in accordance with 33-1-115;
 - (viii) risk-based capital reports, if required, from the state fund in accordance with 33-1-115 and 39-71-2375;
 - (ix) annual reinsurance reports from the Montana reinsurance association board required in accordance with 33-22-1308;
 - (x) reports from the department of labor and industry concerning board attendance in accordance with 37-1-107;
 - (xi) annual reports on physician complaints related to medical marijuana from the board of medical examiners in accordance with 37-3-203;
 - (xii) prescription drug registry reports from the board of pharmacy in accordance with 37-7-1514;
 - (xiii) status reports on the special revenue account and fees charged as a funding source from the

board of funeral service in accordance with 37-19-204;

(xiv) unemployment insurance program integrity act reports from the department of labor and industry in accordance with 39-51-706;

(xv) law enforcement agency facial recognition technology use reports from the department of justice in accordance with 44-15-111(3);

(xvi) reports on third-party vendors providing facial recognition services to state agencies reports in accordance with 44-15-111(4)(b);

(xvii) status reports on the distressed wood products industry revolving loan program from the department of commerce in accordance with 90-1-503;

(e) reports to the education interim committee, including:

(i) reemployment of retired teachers, specialists, and administrators reports from the retirement board in accordance with 19-20-732;

(ii) a report on participation in the interstate compact on educational opportunity for military children in accordance with 20-1-231;

(iii) grow your own grant program reports from the commissioner of higher education in accordance with 20-4-601;

(iv) reports on out-of-district attendance from the superintendent of public instruction in accordance with 20-5-324;

(v) reports from the education and workforce data governing board in accordance with 20-7-138;

(vi) state-level strengthening career and technical student organizations program reports from the superintendent of public instruction in accordance with 20-7-320;

(vii) a report from the superintendent of public instruction concerning educational programs for eligible children receiving in-state inpatient treatment of serious emotional disturbances in accordance with 20-7-435;

(viii) reports from the Montana digital academy governing board in accordance with 20-7-1201;

(ix) advanced opportunity program reports from the board of public education in accordance with 20-7-1506;

(x) progress on transformational learning plans from the board of public education in accordance

with 20-7-1602;

(xi) reports on early literacy-targeted interventions from the superintendent of public instruction in accordance with 20-7-1804;

(xii) budget amendments, if needed, from school districts in accordance with 20-9-161;

(xiii) reports regarding the Montana Indian language preservation program from the office of public instruction in accordance with 20-9-537;

(xiv) annual Montana resident student financial aid program reports from the commissioner of higher education in accordance with 20-26-105;

(xv) Montana foster youth higher education assistance program grant reports from the commissioner of higher education in accordance with 20-26-633;

(xvi) a historic preservation office report from the historic preservation officer in accordance with 22-3-423; and

(xvii) interdisciplinary child information agreement reports from the office of public instruction in accordance with 52-2-211;

(f) reports to the energy and telecommunications interim committee, including:

(i) the high-performance building report from the department of administration in accordance with 17-7-214;

(ii) an annual report from the consumer counsel in accordance with 69-1-222;

(iii) annual universal system benefits reports from utilities, electric cooperatives, and the department of revenue in accordance with 69-8-402;

(iv) small-scale hydroelectric power generation reports from the department of natural resources and conservation in accordance with 85-1-501; and

(v) geothermal reports from the Montana bureau of mines and geology in accordance with 90-3-1301;

(g) reports to the revenue interim committee, including:

(i) use of the qualified endowment tax credit report from the department of revenue in accordance with 15-1-230;

(ii) tax rates for the upcoming reappraisal cycle from the department of revenue in accordance with

15-7-111;

(iii) information about job growth incentive tax credits from the department of revenue in accordance with 15-30-2361;

(iv) student scholarship contributions from the department of revenue in accordance with 15-30-3112;

(v) media production tax credit economic impact reports from the department of commerce in accordance with 15-31-1011; and

(vi) reports that actual or projected receipts will result in less revenue than estimated from the office of budget and program planning, if necessary, in accordance with 17-7-140;

(h) reports to the transportation interim committee, including:

(i) biodiesel tax refunds from the department of transportation in accordance with 15-70-433;

(ii) cooperative agreement negotiations from the department of transportation in accordance with 15-70-450; and

(iii) a special fuels inspection report from the department of transportation in accordance with 61-10-154;

(i) reports to the environmental quality council, including:

(i) compliance and enforcement reports required in accordance with 75-1-314;

(ii) the state solid waste management and resource recovery plan, every 5 years, from the department of environmental quality in accordance with 75-10-111;

(iii) annual orphan share reports from the department of environmental quality in accordance with 75-10-743;

(iv) Libby asbestos superfund oversight committee reports in accordance with 75-10-1601;

(v) annual subdivision sanitation reports from the department of environmental quality in accordance with 76-4-116;

(vi) quarterly reports from the department of environmental quality on the number and percentage of overdue files in accordance with 76-4-116;

(vii) state trust land accessibility reports from the department of natural resources and conservation in accordance with 77-1-820;

- (viii) biennial land banking reports and annual state land cabin and home site sales reports from the department of natural resources and conservation in accordance with 77-2-366;
- (ix) biennially invasive species reports from the departments of fish, wildlife, and parks and natural resources and conservation in accordance with 80-7-1006;
- (x) annual invasive species council reports in accordance with 80-7-1203;
- (xi) sand and gravel reports, if an investigation is completed, in accordance with 82-2-701;
- (xii) reports from the western Montana conservation commission in accordance with 85-1-904;
- (xiii) annual sage grouse population reports from the department of fish, wildlife, and parks in accordance with 87-1-201;
- (xiv) annual gray wolf management reports from the department of fish, wildlife, and parks in accordance with 87-1-901;
- (xv) biennial Tendoy Mountain sheep herd reports from the department of fish, wildlife, and parks in accordance with 87-2-702;
- (xvi) wildlife habitat improvement project reports from the department of fish, wildlife, and parks in accordance with 87-5-807; and
- (xvii) annual sage grouse oversight team activities and staffing reports in accordance with 87-5-918;
- (j) reports to the water policy interim committee, including:
 - (i) drought and water supply advisory committee reports in accordance with 2-15-3308;
 - (ii) total maximum daily load reports from the department of environmental quality in accordance with 75-5-703;
 - (iii) state water plans from the department of natural resources and conservation in accordance with 85-1-203;
 - (iv) small-scale hydroelectric power generation reports from the department of natural resources and conservation in accordance with 85-1-501;
 - (v) renewable resource grant and loan program reports from the department of natural resources and conservation in accordance with 85-1-621;
 - (vi) reports from the western Montana conservation commission in accordance with 85-1-904;
 - (vii) quarterly adjudication reports from the department of natural resources and conservation and

the water court in accordance with 85-2-281;

(viii) water reservation reports from the department of natural resources and conservation in accordance with 85-2-316;

(ix) instream flow reports from the department of fish, wildlife, and parks in accordance with 85-2-436; and

(x) ground water investigation program reports from the bureau of mines and geology in accordance with 85-2-525;

(k) reports to the local government interim committee, including:

(i) reports from the local government center on petitions received that resulted in the development and delivery of training in accordance with 7-1-206;

(ii) sand and gravel, if an investigation is completed, in accordance with 82-2-701;

(iii) assistance to local governments on federal land management proposals from the department of commerce in accordance with 90-1-182; and

(iv) emergency financial assistance to local government reports from the department of commerce, if requests are made, in accordance with 90-6-703(2);

(l) reports to the state-tribal relations committee, including:

(i) reports from the missing indigenous persons review commission in accordance with 2-15-2018;

(ii) the Montana Indian language preservation program report from the office of public instruction in accordance with 20-9-537;

(iii) reports from the missing indigenous persons task force in accordance with 44-2-411;

(iv) a report from the department of justice on missing persons response team training grants awarded in accordance with 44-2-416;

(v) state-tribal economic development commission activities reports from the state-tribal economic development commission in accordance with 90-1-132; and

(vi) state-tribal economic development commission reports provided regularly by the state director of Indian affairs in accordance with 90-11-102.

(4) Reports to the legislature include multistate compact and agreement reports, including:

(a) multistate tax compact reports in accordance with 15-1-601;

- (b) interstate compact on educational opportunity for military children reports in accordance with 20-1-230 and 20-1-231;
 - (c) compact for education reports in accordance with 20-2-501;
 - (d) Western regional higher education compact reports in accordance with 20-25-801;
 - (e) interstate insurance product regulation compact reports in accordance with 33-39-101;
 - (f) interstate medical licensure compact reports in accordance with 37-3-356;
 - (g) interstate compact on juveniles reports in accordance with 41-6-101;
 - (h) interstate compact for adult offender supervision reports in accordance with 46-23-1115;
 - (i) vehicle equipment safety compact reports in accordance with 61-2-201;
 - (j) multistate highway transportation agreement reports in accordance with 61-10-1101; and
 - (k) western interstate nuclear compact reports in accordance with 90-5-201.
- (5) Reports, transfers, statements, assessments, recommendations and changes required under 17-7-138, 17-7-139, 17-7-140, 19-2-405, 19-2-407, 19-3-117, 19-20-201, 19-20-216, 23-7-202, 33-1-115, and 39-71-2375 must be provided as soon as the report is published and publicly available. Reports required in subsections (2)(a), (2)(gg), (2)(ii), and (3)(b)(xi) must be provided following issuance of reports issued under Title 5, chapter 13."

Section 2. Section 20-3-326, MCA, is amended to read:

"20-3-326. Information on educational opportunities -- duties of trustees. (1) The board of trustees of a school district shall develop, update, and annually provide to students and families of the district information on the educational opportunities available through the schools of the district. The information must align to the legislative intent of preserving and protecting the right to access personalized learning as set forth in 20-7-1601 and must be designed to empower families in understanding the options available to them in partnering with schools to develop their child's full educational potential. A school board may satisfy its obligation through the use of model resources developed by an organization of school boards of which the school board is a member.

(2) The information provided under subsection (1) must include, at a minimum, the following educational and extracurricular opportunities:

- (a) evaluation and identification of children with disabilities and special education programs beginning at age 3 pursuant to 20-7-411;
 - (b) early literacy targeted interventions pursuant to 20-7-1801 through 20-7-1804;
 - (c) part-time enrollment of a student who is otherwise enrolled at a nonpublic or home school pursuant to 20-5-101;
 - (d) admission to a school of a district beginning at age 5 pursuant to 20-5-101, and the option to enroll a child in a half-time kindergarten program pursuant to 20-7-117;
 - (e) proficiency-based learning and other forms of personalized learning pursuant to 20-7-1601, including options for obtaining course equivalency and course waiver determinations from the board of trustees pursuant to 20-3-324(18);
 - (f) participation in extracurricular activities, including participation by nonpublic and home school students pursuant to 20-5-112;
 - (g) access to remote instruction, including through the Montana digital academy pursuant to Title 20, chapter 7, part 12, and through other school districts as provided in 20-7-118;
 - (h) out-of-district attendance pursuant to Title 20, chapter 5, part 3;
 - (i) availability of funding to support student access to advanced opportunities, if applicable to a district pursuant to 20-7-1506;
 - (j) career and technical education pursuant to Title 20, chapter 7, part 3, including the attainment of industry-recognized credentials and work-based learning, pursuant to 20-7-1510;
 - (k) early college, dual enrollment, and running start opportunities, pursuant to 20-9-706; and
 - (l) other opportunities for school-age children through Montana public schools that:
 - (i) support the development of a child's full educational potential;
 - (ii) assist in reducing the costs of postsecondary education and workforce preparation; and
 - (iii) foster life success.
- (3) The legislature intends that boards of trustees and organizations of boards of trustees communicate and collaborate with the education interim committee to demonstrate the implementation of the requirements of this section and to identify additional opportunities following legislative sessions."

Section 3. Section 20-5-101, MCA, is amended to read:

"20-5-101. Admittance of child to school. (1) The trustees shall assign and admit a child to a school in the district when the child is:

(a) 5 years of age or older on or before September 10 of the year in which the child is to enroll but is not yet 19 years of age;

(b) a resident of the district; and

(c) otherwise qualified under the provisions of this title to be admitted to the school.

(2) The trustees of a district may assign and admit any nonresident child to a school in the district under the tuition provisions of this title.

(3) (a) The trustees may at their discretion assign and admit a child to a school in the district who is under 5 years of age or an adult who is 19 years of age or older if there are exceptional circumstances that merit waiving the age provision of this section. The trustees may also admit an individual who has graduated from high school but is not yet 19 years of age even though no special circumstances exist for waiver of the age provision of this section.

(b) As used in this subsection, "exceptional circumstances" means any of the following:

(i) the child is being admitted into a preschool program established by the trustees pursuant to 20-7-117;

(ii) the child is determined by the trustees to be ready for kindergarten and the child's parents have requested early entry into the district's regular 1-year kindergarten program;

(iii) the child is being admitted into an early ~~literacy~~ targeted intervention classroom or jumpstart program pursuant to Title 20, chapter 7, part 18; or

(iv) the adult is 19 years of age or older and in the trustees' determination would benefit from educational programs offered by a school of the district.

(c) The admittance of an individual under this subsection (3) does not in and of itself impact the ANB calculations governed by 20-9-311.

(4) The trustees shall assign and admit a child who is homeless, as defined in the Stewart B. McKinney Homeless Assistance Act₁ (Public Law 100-77), to a school in the district regardless of residence. The trustees may not require an out-of-district attendance agreement or tuition for a homeless child.

(5) The trustees shall assign and admit a child whose parent or guardian is being relocated to Montana under military orders to a school in the district and allow the child to preliminarily enroll in classes and apply for programs offered by the district prior to arrival and establishing residency.

(6) Except for the provisions of subsection (4), tuition for a nonresident child must be paid in accordance with the tuition provisions of this title.

(7) The trustees' assignment of a child meeting the qualifications of subsection (1) to a school in the district outside of the adopted school boundaries applicable to the child is subject to the district's grievance policy. Upon completion of procedures set forth in the district's grievance policy, the trustees' decision regarding the assignment is final.

(8) The trustees shall assign and admit a child who is enrolled in a nonpublic or home school and who meets the requirements of subsection (1) as a part-time enrollee at the request of the child's parent or guardian.

(9) For the purposes of this part, "part-time enrollee" means a qualifying pupil who is enrolled and admitted at one of the fractional levels that qualify for part-time ANB pursuant to 20-9-311(4)(a) or (4)(d)."

Section 4. Section 20-7-1801, MCA, is amended to read:

"20-7-1801. Findings -- purpose -- legislative intent. (1) The legislature finds that the ability to read and to perform math at or above grade level is essential for educational success. The legislature also finds that too many Montana children are not reading-proficient in reading or math at the end of 3rd grade.

(2) The purposes of this bill part are to:

- (a) provide parents with voluntary early literacy interventions for their children;
- (b) increase the number of children who are reading-proficient in reading and math at the end of 3rd grade and in so doing help those children develop their full educational potential pursuant to Article X, section 1(1), of the Montana constitution; and
- (c) foster a strong economic return for the state on early literacy educational investment through enhancing Montana's skilled workforce and decreasing future reliance on social programs and the criminal justice system.

(3) The legislature intends that the board of public education, the office of public instruction, and

the boards of trustees of school districts collaborate to implement this part and achieve the purposes under subsection (2).

(4) The legislature further intends that the board of public education, the office of public instruction, and the boards of trustees of school districts collaborate on an ongoing basis to gather, analyze, and make available outcome data and continually refine the interventions to increase the efficacy and efficiency of each intervention."

Section 5. Section 20-7-1802, MCA, is amended to read:

"20-7-1802. Definitions. As used in this part, unless the context clearly indicates otherwise, the following definitions apply:

(1) "Early **literacy** targeted intervention" or "intervention" means, as further described in 20-7-1803, any of the following:

- (a) a classroom-based program;
- (b) a home-based program; or
- (c) a jumpstart program.

(2) "Eligible child" means a child who is determined through the evaluation methodology selected by the board of public education pursuant to 20-7-1803 to be below a trajectory leading to reading **or math** proficiency at the end of 3rd grade.

(3) "Evaluation methodology" means a research-based methodology, instrument, or assessment selected by the board of public education to determine, based on a child's age or grade level, whether the child is above, at, or below a developmental trajectory leading to reading **or math** proficiency on completion of 3rd grade.

(4) "Trustees" means the board of trustees of an elementary or K-12 school district."

Section 6. Section 20-7-1803, MCA, is amended to read:

"20-7-1803. Early **literacy targeted interventions.** (1) The trustees of a school district may provide eligible children with any of the interventions described in this section. This part may not be construed to limit the duty or authority of trustees to provide educational opportunities described elsewhere in this title.

(2) The board of public education shall determine ~~an evaluation methodology~~ evaluation methodologies to determine, based on a child's age or grade level, whether the child is above, at, or below a developmental trajectory leading to reading or math proficiency on completion of 3rd grade. The evaluation methodologies must be:

- (a) developmentally appropriate;
- (b) research-based;
- (c) cost-effective; and
- (d) if possible, aligned with formative assessments that inform instruction in the classroom-based program and the jumpstart program.

(3) The superintendent of public instruction shall provide school districts with access to and technical support for the evaluation ~~methodology, instrument, or assessment methodologies~~ determined by the board of public education.

(4) A child may not be evaluated for the purposes of this part unless requested by the child's parent or guardian. The trustees may administer ~~the an~~ evaluation methodology in April, May, or June to a child who will be 4 years of age or older on or before the following September 10 and who has not yet entered 3rd grade. A child who is evaluated to be below trajectory for 3rd-grade reading or math proficiency for the child's age or grade level is an eligible child for the subsequent school year.

(5) (a) For an eligible child who is 4 years of age or older on or before September 10 of the year in which the child is to participate in the program and who is not entering and who has not completed kindergarten, the trustees may offer a classroom-based program, which may be a half-time or full-time program. A full-time program must allow a parent or guardian to enroll the child half-time.

(b) The classroom-based program must align with developmentally appropriate early education learning standards as determined by the board of public education. The standards must include a requirement for ongoing evaluation of student progress used to tailor instruction to specific student needs.

(6) (a) For an eligible child who is 4 years of age or older on or before September 10 of the year in which the child is to participate in the program and who has not yet completed 2nd grade, the trustees may offer a home-based program.

(b) The home-based program must be selected by the board of public education and must:

- (i) be operated by a nonprofit entity;
 - (ii) be research-based and proven effective at developing early literacy or numeracy skills in populations at risk of not being reading-proficient in reading or math at the end of 3rd grade;
 - (iii) foster parental engagement; and
 - (iv) have a cost of no more than \$1,000 a year for each child.
- (c) The superintendent of public instruction shall provide school districts with access to and technical support for the home-based early literacy program.

(7) (a) For an eligible child who is 5 years of age or older on or before September 10 of the year in which the child is to participate in the program and who has not yet completed 3rd grade, the trustees may offer a jumpstart program.

- (b) The jumpstart program must:
- (i) take place during the time between the end of one school calendar year and the start of the next school calendar year, as determined by the trustees, preceding a child's entry into kindergarten, 1st grade, 2nd grade, or 3rd grade;
 - (ii) be at least 4 weeks in duration and provide at least 120 instructional hours;
 - (iii) be aligned to a framework determined by the board of public education; and
 - (iv) be designed in a manner to increase the likelihood of a child being evaluated at the end of the ensuing school year to be at or above a trajectory leading to reading or math proficiency at the end of 3rd grade."

Section 7. Section 20-7-1804, MCA, is amended to read:

"20-7-1804. Early literacy-targeted interventions -- funding -- reporting. (1) An eligible child participating in a classroom-based program pursuant to 20-7-1803(5) must be included in enrollment counts for the purpose of ANB calculations in the manner described in 20-9-311.

(2) The superintendent of public instruction shall pay for the costs for an eligible child participating in a home-based program pursuant to 20-7-1803(6) from funds appropriated for this purpose. The cost for each child may not exceed \$1,000 a year. If the annual appropriation for this program is not sufficient to fully fund all eligible children participating in the home-based program, the superintendent shall limit participation on a first-

come, first-served basis.

(3) An eligible child participating in a jumpstart program pursuant to 20-7-1803(7) must be counted as quarter-time enrollment for the purpose of ANB calculations pursuant to 20-9-311.

(4) Trustees offering an early literacy-targeted intervention shall closely monitor the program and report annually to the superintendent of public instruction on the efficacy of the program no later than July 15. The superintendent shall collaborate with trustees in maximizing the efficiency of fulfilling this reporting requirement. The report must include anonymized information on student progress, including the student's performance on:

(a) the evaluation methodology that led to eligibility for the program;

(b) any formative assessments administered;

(c) if administered, the evaluation methodology at the end of the school year in which intervention was provided; and

(d) any statewide reading and math assessments administered in grades 4 through 6.

(5) Pursuant to 20-7-104, the superintendent of public instruction shall monitor early literacy targeted interventions and gather data to evaluate the efficacy of the interventions while protecting the privacy rights of students and families. The superintendent shall report, in accordance with 5-11-210, to the education interim committee and the education interim budget committee no later than September 1 annually. The report must contain a comparison analysis by intervention type, including no intervention, and must include:

(a) the number of participating and nonparticipating children and districts;

(b) longitudinal data displaying the proficiency level of participating and nonparticipating children at each grade level following participation in an intervention;

(c) at a time when the data is available, long-term outcome data for participants and nonparticipants, including but not limited to:

(i) assessment data in 8th grade and high school;

(ii) high school graduation rates; and

(iii) postsecondary participation rates; and

(d) a list of schools offering one or more targeted interventions and a list of the matched comparable nonparticipating schools that on the most recent 4th grade statewide reading assessment and

math assessments:

- (i) had 75% or more of its students score at proficient or above; or
- (ii) improved the percentage of students scoring at proficient or above by 10 or more percentage points."

Section 8. Section 20-9-311, MCA, is amended to read:

"20-9-311. Calculation of average number belonging (ANB) -- 3-year averaging. (1) Average number belonging (ANB) must be computed for each budget unit as follows:

(a) compute an average enrollment by adding a count of regularly enrolled pupils who were enrolled as of the first Monday in October of the prior school fiscal year to a count of regularly enrolled pupils on the first Monday in February of the prior school fiscal year or the next school day if those dates do not fall on a school day, and divide the sum by two; and

(b) multiply the average enrollment calculated in subsection (1)(a) by the sum of 180 and the approved pupil-instruction-related days for the current school fiscal year and divide by 180.

(2) For the purpose of calculating ANB under subsection (1), up to 7 approved pupil-instruction-related days may be included in the calculation.

(3) When a school district has approval to operate less than the minimum aggregate hours under 20-9-806, the total ANB must be calculated in accordance with the provisions of 20-9-805.

(4) (a) Except as provided in subsection (4)(d), for the purpose of calculating ANB, enrollment in an education program:

(i) from 180 to 359 aggregate hours of pupil instruction per school year is counted as one-quarter-time enrollment;

(ii) from 360 to 539 aggregate hours of pupil instruction per school year is counted as half-time enrollment;

(iii) from 540 to 719 aggregate hours of pupil instruction per school year is counted as three-quarter-time enrollment; and

(iv) 720 or more aggregate hours of pupil instruction per school year is counted as full-time enrollment.

(b) Except as provided in subsection (4)(d), enrollment in a program intended to provide fewer than 180 aggregate hours of pupil instruction per school year may not be included for purposes of ANB.

(c) Enrollment in a self-paced program or course may be converted to an hourly equivalent based on the hours necessary and appropriate to provide the course within a regular classroom schedule.

(d) A school district may include in its calculation of ANB a pupil who is enrolled in a program providing fewer than the required aggregate hours of pupil instruction required under subsection (4)(a) or (4)(b) if the pupil has demonstrated proficiency in the content ordinarily covered by the instruction as determined by the school board using district assessments. The ANB of a pupil under this subsection (4)(d) must be converted to an hourly equivalent based on the hours of instruction ordinarily provided for the content over which the student has demonstrated proficiency.

(e) (i) Except as provided in subsection (4)(e)(ii), a pupil in kindergarten through grade 12 who is concurrently enrolled in more than one public school, program, or district may not be counted as more than one full-time pupil for ANB purposes. When a pupil is concurrently enrolled in more than one district, any fractional enrollment under subsection (4)(a) must be attributed first to a pupil's nonresident district.

(ii) A pupil who participates in a jumpstart program under Title 20, chapter 7, part 18, may be counted as up to 1 1/4 enrollment for ANB purposes. A district shall add one-quarter enrollment for a pupil who participated in ~~an early literacy a~~ jumpstart program to the pupil's regular enrollment count under this subsection (4) in both the October and February enrollment counts following the student's participation in the jumpstart program.

(5) For a district that is transitioning from a half-time to a full-time kindergarten program, the state superintendent shall count kindergarten enrollment in the previous year as full-time enrollment for the purpose of calculating ANB for the elementary programs offering full-time kindergarten in the current year. For the purposes of calculating the 3-year ANB, the superintendent of public instruction shall count the kindergarten enrollment as one-half enrollment and then add the additional kindergarten ANB to the 3-year average ANB for districts offering full-time kindergarten.

(6) When a pupil has been absent, with or without excuse, for more than 10 consecutive school days, the pupil may not be included in the enrollment count used in the calculation of the ANB unless the pupil resumes attendance prior to the day of the enrollment count.

(7) (a) The enrollment of preschool pupils, as provided in 20-7-117, may not be included in the ANB calculations.

(b) Except as provided in subsection (7)(c), a pupil who has reached 19 years of age by September 10 of the school year may not be included in the ANB calculations.

(c) A pupil with disabilities who is over 19 years of age and has not yet reached 21 years of age by September 10 of the school year and who is receiving special education services from a school district pursuant to 20-7-411(4)(a) may be included in the ANB calculations if:

- (i) the student has not graduated;
- (ii) the student is eligible for special education services and is likely to be eligible for adult services for individuals with developmental disabilities due to the significance of the student's disability; and
- (iii) the student's individualized education program has identified transition goals that focus on preparation for living and working in the community following high school graduation since age 16 or the student's disability has increased in significance after age 16.

(d) A school district providing special education services pursuant to subsection (7)(c) is encouraged to collaborate with agencies and programs that serve adults with developmental disabilities in meeting the goals of a student's transition plan.

(8) The average number belonging of the regularly enrolled pupils for the public schools of a district must be based on the aggregate of all the regularly enrolled pupils attending the schools of the district, except that:

- (a) the ANB is calculated as a separate budget unit when:
 - (i) a school of the district is located more than 20 miles beyond the incorporated limits of a city or town located in the district and at least 20 miles from any other school of the district, the number of regularly enrolled pupils of the school must be calculated as a separate budget unit for ANB purposes and the district must receive a basic entitlement for the school calculated separately from the other schools of the district;
 - (ii) a school of the district is located more than 20 miles from any other school of the district and incorporated territory is not involved in the district, the number of regularly enrolled pupils of the school must be calculated separately for ANB purposes and the district must receive a basic entitlement for the school calculated separately from the other schools of the district;

(iii) the superintendent of public instruction approves an application not to aggregate when geographic barriers exist affecting transportation, such as poor roads, mountains, rivers, or other obstacles to travel, that would result in an unusual hardship to the pupils of the school if they were transported to another school, the number of regularly enrolled pupils of the school must be calculated separately for ANB purposes and the district must receive a basic entitlement for the school calculated separately from the other schools of the district; or

(iv) two or more districts consolidate or annex under the provisions of 20-6-422 or 20-6-423, the ANB and the basic entitlements of the component districts must be calculated separately for a period of 3 years following the consolidation or annexation. Each district shall retain a percentage of its basic entitlement for 3 additional years as follows:

- (A) 75% of the basic entitlement for the fourth year;
- (B) 50% of the basic entitlement for the fifth year; and
- (C) 25% of the basic entitlement for the sixth year.

(b) when a junior high school has been approved and accredited as a junior high school, all of the regularly enrolled pupils of the junior high school must be considered as high school district pupils for ANB purposes;

(c) when a middle school has been approved and accredited, all pupils below the 7th grade must be considered elementary school pupils for ANB purposes and the 7th and 8th grade pupils must be considered high school pupils for ANB purposes; or

(d) when a school has been designated as nonaccredited by the board of public education because of failure to meet the board of public education's assurance and performance standards, the regularly enrolled pupils attending the nonaccredited school are not eligible for average number belonging calculation purposes, nor will an average number belonging for the nonaccredited school be used in determining the BASE funding program for the district.

(9) The district shall provide the superintendent of public instruction with semiannual reports of school attendance, absence, and enrollment for regularly enrolled students, using a format determined by the superintendent.

- (10) (a) Except as provided in subsections (10)(b) and (10)(c), enrollment in a basic education

program provided by the district through any combination of in-person or remote instruction may be included for ANB purposes only if the pupil is offered access to the complete range of educational services for the basic education program required by the accreditation standards adopted by the board of public education.

(b) Access to school programs and services for a student placed by the trustees in a private program for special education may be limited to the programs and services specified in an approved individual education plan supervised by the district.

(c) Access to school programs and services for a student who is incarcerated in a facility, other than a youth detention center, may be limited to the programs and services provided by the district at district expense under an agreement with the incarcerating facility.

(d) This subsection (10) may not be construed to require a school district to offer access to activities governed by an organization having jurisdiction over interscholastic activities, contests, and tournaments to a pupil who is not otherwise eligible under the rules of the organization.

(11) A district may include only, for ANB purposes, an enrolled pupil who is otherwise eligible under this title and who is:

(a) a resident of the district or a nonresident student admitted by trustees under a student attendance agreement and who is attending a school or an offsite instructional setting of the district;

(b) unable to attend school due to a medical reason certified by a medical doctor and receiving individualized educational services supervised by the district, at district expense, at a home or facility that does not offer an educational program;

(c) unable to attend school due to the student's incarceration in a facility, other than a youth detention center, and who is receiving individualized educational services supervised by the district, at district expense, at a home or facility that does not offer an educational program;

(d) receiving special education and related services, other than day treatment, under a placement by the trustees at a private nonsectarian school or private program if the pupil's services are provided at the district's expense under an approved individual education plan supervised by the district;

(e) participating in the running start program at district expense under 20-9-706;

(f) receiving educational services, provided by the district, using appropriately licensed district staff at a private residential program or private residential facility licensed by the department of public health and

human services;

(g) enrolled in an educational program or course provided at district expense using remote delivery methods, including but not limited to tutoring, distance learning programs, online programs, and technology delivered learning programs. The pupil:

- (i) must meet the residency requirements for that district as provided in 1-1-215;
- (ii) shall live in the district and must be eligible for educational services under the Individuals With Disabilities Education Act or under 29 U.S.C. 794; or
- (iii) must be enrolled in the educational program or course under a mandatory attendance agreement as provided in 20-5-321; or

(iv) must be receiving remote instruction under 20-7-118(1)(c).

(h) a resident of the district attending the Montana youth challenge program or a Montana job corps program under an interlocal agreement with the district under 20-9-707.

(12) A district shall, for ANB purposes, calculate the enrollment of an eligible Montana youth challenge program participant as half-time enrollment.

(13) (a) A district may, for ANB purposes, include in the October and February enrollment counts an individual who is otherwise eligible under this title and who during the prior school year:

- (i) resided in the district;
- (ii) was not enrolled in the district or was not enrolled full time; and
- (iii) completed an extracurricular activity with a duration of at least 6 weeks.

(b) (i) Except as provided in subsection (13)(b)(ii), each completed extracurricular activity under subsection (13)(a) may be counted as one-sixteenth enrollment for the individual, but under this subsection (13) the individual may not be counted as more than one full-time enrollment for ANB purposes.

(ii) Each completed extracurricular activity lasting longer than 18 weeks may be counted as one-eighth enrollment.

(c) For the purposes of this section, "extracurricular activity" means:

(i) a sport or activity sanctioned by an organization having jurisdiction over interscholastic activities, contests, and tournaments;

(ii) an approved career and technical student organization, pursuant to 20-7-306; or

(iii) a school theater production.

(14) (a) For an elementary or high school district that has been in existence for 3 years or more, the district's maximum general fund budget and BASE budget for the ensuing school fiscal year must be calculated using the current year ANB for all budget units or the 3-year average ANB for all budget units, whichever generates the greatest maximum general fund budget.

(b) For a K-12 district that has been in existence for 3 years or more, the district's maximum general fund budget and BASE budget for the ensuing school fiscal year must be calculated separately for the elementary and high school programs pursuant to subsection (14)(a) and then combined.

(15) The term "3-year ANB" means an average ANB over the most recent 3-year period, calculated by:

(a) adding the ANB for the budget unit for the ensuing school fiscal year to the ANB for each of the previous 2 school fiscal years; and

(b) dividing the sum calculated under subsection (15)(a) by three."

Section 9. Transition. A school district may administer a numeracy-based evaluation methodology as soon as the methodology is determined by the board of public education pursuant to 20-7-1803, and a district may incorporate numeracy in jumpstart programs starting on or after [the effective date of this act].

Section 10. Effective date. [This act] is effective on passage and approval.

- END -

I hereby certify that the within bill,
HB 338, originated in the House.

Chief Clerk of the House

Speaker of the House

Signed this _____ day
of _____, 2025.

President of the Senate

Signed this _____ day
of _____, 2025.

HOUSE BILL NO. 338

INTRODUCED BY M. ROMANO, J. REAVIS, B. EDWARDS, J. ISALY, M. LEE, M. NIKOLAKAKOS, P. STRAND, T. CROWE, P. ELVERUM, S. FYANT, J. WEBER, J. SOOKTIS, A. GRIFFITH, D. POWERS, M. CUNNINGHAM, S. ROSENZWEIG, E. TILLEMANN, E. BUTTREY, G. HUNTER, L. JONES, E. MATTHEWS, F. SMITH, C. SPRUNGER, M. FOX, D. BAUM, M. CAFERRO, B. CARTER, J. COHENOUR, T. FRANCE, S. HOWELL, J. KARLEN, C. KEOGH, K. KORTUM, L. REKSTEN, E. STAFMAN, K. SULLIVAN, M. THANE, P. TUSS, S. DEMAROIS, J. DARLING, D. JOY, C. FITZPATRICK, J. LYNCH

AN ACT REVISING LAWS RELATED TO EARLY LITERACY TARGETED INTERVENTIONS TO INCLUDE NUMERACY AND ALLOW GREATER FLEXIBILITY IN EVALUATING CHILDREN FOR ELIGIBILITY; REVISING REPORTING REQUIREMENTS; AMENDING SECTIONS 5-11-222, 20-3-326, 20-5-101, 20-7-1801, 20-7-1802, 20-7-1803, 20-7-1804, AND 20-9-311, MCA; AND PROVIDING AN EFFECTIVE DATE.