

**Montana Board of Public Education
Early Literacy Advisory Council
Room 152, Montana State Capitol, Helena, MT
October 6, 2023 | 10:00AM-3:30PM**

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

- 10:00AM** **Welcome and Agenda Review**
McCall Flynn and Caitlin Jensen
- 10:10AM** **Review September 21, 2023 Minutes**
McCall Flynn
- 10:15AM** **Questions Pertaining to HB 352 Legislation?**
Advisory Council Discussion
- 10:45AM** **Review Advisory Council Scope of Work**
Caitlin Jensen
- Identify 3rd grade reading proficiency level.
 - Recommend an evaluation methodology which will be used to determine whether a child is at, above, or below a developmental trajectory leading to reading proficiency at the completion of third grade.
 - Identify a framework for the jumpstart program.
- 11:00AM** **What Does Proficiency Look Like in Montana?**
Advisory Council Discussion
- ***Lunch will be provided for Advisory Council members***
- 1:00PM** **Discussion on Assessments and Screening Tools**
Allison Wilson & Caitlin Jensen
- Review survey data
 - Discuss survey data crosswalk
 - Assessment vs Screening
- 3:00PM** **Next steps?**
McCall Flynn
- Next Meeting Dates: October 13, 10am-3:30pm, October 24, location/time TBD
 - 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?
- 3:15PM** **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.
- 3:30PM** **Adjourn**

Montana Board of Public Education
Early Literacy Advisory Council
Meeting Minutes
September 21, 2023 | 12-1PM

Item 1: Welcome and Introductions

McCall opened the meeting at 12:00PM and thanked Early Literacy Advisory Council members for their service to this important advisory council. McCall introduced herself and Caitlin Jensen as facilitators of the council, and briefly reviewed the agenda. Council members introduced themselves.

Council members present: Anne Penn Cox; Norah Barney; Laurie Barron; Colette Getten; Christine Lux; Tammy Elser; Karen Filipovich; Doug Rossberg; Stephanie Olson; Rhea Christensen; Doug Reisig; Lance Melton; Marie Judisch; Council members absent: Nicole Simonsen; Danielle Thompson; Guests: Brad Barker, Representative.

Item 2: Review Purpose & Timeline

- To meet and provide recommendations to the Board of Public Education on the requirements in HB 352 to provide targeted interventions to support 3rd grade reading proficiency.

Caitlin shared that this is an opportunity to review data, look at metrics for early literacy, and to better understand what information is needed. She shared that the council will be meeting over next few months to provide recommendations on HB 352 and that a collaboration “jam” board will be sent out to collect information outside of meetings.

McCall reviewed the Early Literacy Advisory Council membership list that has been approved by the Board of Public Education. She explained that they will schedule three initial meetings in October and then determine whether other meetings are needed in order to meet the December 2023 deadline to provide recommendations to the Board.

Item 3: Review HB 352 Legislation

- Representative Brad Barker

Representative Barker thanked the council for their time and shared information about his background and interest in ensuring kids are prepared for the future. He clarified that although he was not responsible for the bill, he did shepherd it through on behalf of Representatives Linda Reksten and David Beatty. He shared some of the high points in the bill and then took council member questions.

McCall highlighted the specific sections in the bill that impact the council’s work.

Item 4: Review Advisory Council Scope of Work

- Identify 3rd grade reading proficiency level.
- Review previous exceptional circumstances statute language for reference.
- Recommend an evaluation methodology which will be used to determine whether a child is at, above, or below a developmental trajectory leading to reading proficiency at the completion of third grade.
- Identify a framework for the jumpstart program.
- Recommend a home-based early literacy program.
- Review Title 10, Chapter 63 – Early Childhood Education Standards to ensure they align and complement Section 3.

McCall reviewed the scope of work and shared that Board of Public Education members are really relying on them to make recommendations pertaining to the requirements in the bill. She highlighted that the first four bullets will be part of their immediate work and the last two will be discussed later in the year.

Item 5: Review Exceptional Circumstances Statutory Language

- What are the differences?

Lance provided a handout and shared information on the intent and history of the exceptional circumstances language and how school districts are currently taking advantage of the program. He shared that this is being replaced with the new

programs under HB 352. Lance also shared guidance that they are sharing with school boards of trustees on how to transition from exceptional circumstances to these new programs.

Item 6: What assessments or screeners are districts using? What else is out there?

- Which assessments are used in your district and across the state?
- How is assessment data collected?
- Who is doing the assessing?
- How do we use the data?

Caitlin shared that it's important that we have good data for the next meeting to get a better understanding of what assessments are being used in the field in Montana. She mentioned a survey that was currently being drafted for superintendents, and that it would be shared with council members. Caitlin reiterated that it's important that we understand what curriculums are being used as well.

Item 7: Next steps?

- Zoom or In-person?
- October 6, October 13, TBD
- What items need to be on the next agenda?
- What research or information do you need beforehand?
- What additional questions do you have at this point?

McCall reviewed the next steps for the council and agreed to send out a survey to gather information on dates and times that worked for council members.

Public Comment

No public comment was made.

Adjourn

McCall thanked the council members for their work and adjourned the meeting at 1:05PM.



AN ACT ESTABLISHING EARLY LITERACY TARGETED INTERVENTIONS; PROVIDING LEGISLATIVE FINDINGS, PURPOSE, AND INTENT; PROVIDING DEFINITIONS; ESTABLISHING PARAMETERS AND FUNDING FOR THREE VOLUNTARY EARLY LITERACY TARGETED INTERVENTION PROGRAMS; ESTABLISHING DUTIES OF THE BOARD OF PUBLIC EDUCATION AND THE SUPERINTENDENT OF PUBLIC INSTRUCTION IN ADMINISTERING THE PROGRAMS; ESTABLISHING REPORTING REQUIREMENTS FOR PARTICIPATING SCHOOL DISTRICTS AND THE SUPERINTENDENT OF PUBLIC INSTRUCTION; PROVIDING AN APPROPRIATION; AMENDING SECTIONS 20-5-101, 20-7-117, AND 20-9-311, MCA; AND PROVIDING EFFECTIVE DATES.

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

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

(2) The purposes of this bill are to:

- (a) provide parents with voluntary early literacy interventions for their children;
- (b) increase the number of children who are reading proficient 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 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 [sections 1 through 4] 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 2. Definitions. As used in [sections 1 through 4], unless the context clearly indicates otherwise, the following definitions apply:

(1) "Early literacy targeted intervention" or "intervention" means, as further described in [section 3], 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 [section 3] to be below a trajectory leading to reading 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 proficiency on completion of 3rd grade.

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

Section 3. Early literacy targeted interventions. (1) The trustees of a school district may provide eligible children with any of the interventions described in this section. [Sections 1 through 4] 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 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 proficiency on completion of 3rd grade. The evaluation 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 determined by the board of public education.

(4) A child may not be evaluated for the purposes of [sections 1 through 4] unless requested by the child's parent or guardian. The trustees may administer the 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 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 skills in populations at risk of not being reading proficient 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;

(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 proficiency at the end of 3rd grade.

Section 4. Early literacy targeted interventions -- funding -- reporting. (1) An eligible child participating in a classroom-based program pursuant to [section 3(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 [section 3(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 [section 3(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 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:

- (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 5. 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 [sections 1 through 4]; 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 Act (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."

Section 6. Section 20-7-117, MCA, is amended to read:

"20-7-117. Kindergarten and preschool programs. (1) The trustees of an elementary district shall establish or make available a kindergarten program capable of accommodating, at a minimum, all the children in the district who will be 5 years old on or before September 10 of the school year for which the program is to be conducted or who have been admitted through the exceptional circumstances provision under 20-5-101 by the board of trustees. The kindergarten program, which the trustees may designate as either a half-time or full-time program, must be an integral part of the elementary school and must be financed and governed accordingly, provided that to be eligible for inclusion in the calculation of ANB pursuant to 20-9-311, a child must have reached 5 years of age on or before September 10 of the school year covered by the calculation or have been admitted to the district's kindergarten program by the board of trustees through the exceptional circumstances provision under 20-5-101. A kindergarten program must meet the minimum aggregate hour requirements established in 20-1-301. A kindergarten program that is designated as a full-time program must allow a parent, guardian, or other person who is responsible for the enrollment of a child in school, as provided in 20-5-102, to enroll the child half-time.

(2) The trustees of an elementary school district may establish and operate a free preschool program for children between the ages of 3 and 5 years. When preschool programs are established, they must be an integral part of the elementary school and must be governed accordingly. Financing of preschool programs may not be supported by money available from state equalization aid.

(3) As used in this title, the following definitions apply:

(a) "Kindergarten program" means a half-time or full-time 1-year program immediately preceding a child's entry into 1st grade with curriculum and instruction selected by the board of trustees and aligned to the

content standards established by the board of public education.

(b) "Preschool program" means a half-time or full-time program to prepare children for entry into kindergarten and governed by standards adopted by the board of public education."

Section 7. 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.

(ii) A pupil who participates in a jumpstart program under [sections 1 through 4] 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 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 conditions exist affecting transportation, such as poor roads, mountains, rivers, or other obstacles to travel, or

when any other condition exists 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 onsite or offsite 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 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 electronic or

offsite delivery methods, including but not limited to tutoring, distance learning programs, online programs, and technology delivered learning programs, while attending a school of the district or any other nonsectarian offsite instructional setting with the approval of the trustees of the district. The pupil shall:

- (i) meet the residency requirements for that district as provided in 1-1-215;
- (ii) 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) attend school in the district under a mandatory attendance agreement as provided in 20-5-321.
- (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 8. Appropriation. (1) There is appropriated \$1.5 million from the state general fund to the office of public instruction for the fiscal year beginning July 1, 2024.

(2) The money must be used for the per-student costs of the home-based early literacy program pursuant to [sections 1 through 4].

(3) The legislature intends that the appropriation in this section be considered part of the ongoing base for the next legislative session.

Section 9. Transition. (1) The board of public education, the office of public instruction, and the boards of trustees of school districts shall collaborate and prepare for the full implementation of [sections 1 through 4] in the school year beginning July 1, 2024. The legislature intends that the evaluation methodology be available for administration in the spring of 2024 to determine child eligibility.

(2) The legislature intends that school districts operating multiyear kindergarten programs in the school year beginning July 1, 2023, plan for the transition to early literacy targeted intervention programs under [sections 1 through 4] for the school year beginning July 1, 2024.

Section 10. Codification instruction. [Sections 1 through 4] are intended to be codified as an integral part of Title 20, chapter 7, and the provisions of Title 20, chapter 7, apply to [sections 1 through 4]

Section 11. Effective dates. (1) Except as provided in subsection (2), [this act] is effective July 1, 2023.

(2) [Sections 5 through 7] are effective July 1, 2024.

- END -

Proficiency in Montana

Statute as amended in [SB 8](#) (O'Brien; 2023)

[20-7-1601](#) Forms of personalized learning -- legislative intent. (1) The legislature finds and declares pursuant to Article X, section 1, of the 1972 Montana constitution that forms of personalized learning authorized under Montana law, including but not limited to work-based learning pursuant to 20-7-1510, proficiency-based learning as defined in subsection (2) of this section, determinations of course equivalency by an elected board of trustees under 20-3-324(18), offsite instruction under 20-7-118, and transformational learning, are appropriate means of fulfilling the people's goal of developing the full educational potential of each person. The provision of and participation in forms of personalized learning under this part and in compliance with accreditation standards of the board of public education are constitutionally compliant and protected. The legislature declares that any public or private regulation that discriminates against a district or pupil participating in forms of personalized learning referenced in this section is inconsistent with constitutional goals and guarantees under Article X of the Montana constitution.

(2) As used in this title, unless the context clearly indicates otherwise, the following definitions apply:

(a) "**Proficiency**" means a measure of competence that is demonstrated through application in a performance assessment.

(b) "**Proficiency-based learning**" means an education system in which student progress is based on a student's demonstration of competence rather than on the basis of seat time or the age or grade level of the student.

ARM Title 10, Chapter 55, School Accreditation Standards (effective July 1, 2023)

[10.55.601](#) ACCREDITATION STANDARDS: PROCEDURES

(3) To ensure a learner-centered system and establish a plan for continuous education improvement, the school district shall develop, implement, monitor, and evaluate an integrated strategic action plan and make the plan publicly available.

[10.55.602](#) DEFINITIONS

(31) "**Personalized learning**" means to:

(a) develop individualized pathways for career and postsecondary educational opportunities that honor individual interests, passions, strengths, needs, and culture;

(b) support the student through the development of relationships among teachers, family, peers, the business community, postsecondary education officials, public entities, and other community stakeholders;

(c) embed community-based, experiential, online, and work-based learning opportunities; and

(d) foster a learning environment that incorporates both face-to-face and virtual connections.

(34) "**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.

(35) "**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.

[10.55.603](#) CURRICULUM AND ASSESSMENT

(1) Local school districts shall develop and implement a proficiency-based learning model that includes curriculum aligned to all content standards and appropriate learning progressions.