



Montana Early Literacy and Numeracy Advisory Council

Recommendations to the Montana Board of Public Education

November 19, 2025

Introduction and Summary

The first five years of life represent the most critical period of brain development, underscoring the foundational role of early learning in shaping long-term academic achievement, career outcomes, and overall well-being.

Decades of research in comprehensive early education models, inclusive of high-quality early literacy and numeracy interventions, are among the strongest predictors of third grade reading proficiency, a benchmark closely correlated with high school graduation, postsecondary attainment, and workforce readiness. Disparities in access to quality early learning mean some children enter kindergarten up to two years behind their peers, further demonstrating the importance of developmentally appropriate early interventions in reducing these gaps. In recent years, Montana has passed targeted early learning legislation to address lagging 3rd grade proficiency scores.

In 2023, Representative Brad Barker (HD 55) sponsored [HB 352](#) to provide targeted interventions to support 3rd grade reading proficiency. The bill established duties of the Board of Public Education to identify an evaluation methodology to determine whether the child is above, at, or below a developmental trajectory leading to reading proficiency upon completion of 3rd grade. The Board of Public Education was also required to choose a home-based early literacy program and design a framework for jumpstart programs for early literacy targeted interventions in schools. The bill was signed by the Governor on May 18, 2023, and went into effect July 1, 2023. The Board of Public Education created the [Montana Early Literacy Advisory Council](#) on September 14, 2023 to provide recommendations to the Board of Public Education on the requirements in HB 352 to provide targeted interventions to support 3rd grade reading proficiency.

Building upon this foundation, in 2025, Representative Melissa Romano (HD 80) sponsored [HB 338](#) to provide targeted interventions to support 3rd grade numeracy proficiency. The bill established duties of the Board of Public Education to identify an evaluation methodology to determine whether the child is above, at, or below a developmental trajectory leading to numeracy proficiency upon completion of 3rd grade. It also allowed for enrollment and program screening year-round. The bill was signed by the Governor on May 5, 2025, and went into effect July 1, 2025. To meet these new requirements, the Board of Public Education reauthorized the Early Literacy Advisory Council as the [Early Literacy and Numeracy Advisory Council](#). The Advisory Council met for the first time on June 2, 2025 to provide recommendations to the Board of Public Education on implementing HB 338 to provide targeted interventions to support 3rd grade math proficiency.

Members of the Advisory Council are as follows:

- ❖ Dr. Norah Barney: Director of Special Education and Curriculum, Anaconda Public Schools
- ❖ Dr. Laurie Barron: Superintendent, Evergreen School District
- ❖ Dr. Anne Penn Cox: Director of Student Services and Early Learning Coordinator, Livingston Public Schools
- ❖ Karen Filipovich: Executive Director, Montana Head Start Association

- ❖ Colette Getten: Former Early Learning Family Center Administrator, Great Falls Public Schools
- ❖ Marisa Graybill: Founder of MG Education Innovations
- ❖ Marie Judisch: Senior Manager of Academic Outcomes and Instruction, Office of Public Instruction
- ❖ Dr. Christine Lux: Professor of Early Childhood Education, Montana State University
- ❖ Lance Melton: Executive Director, Montana School Boards Association
- ❖ Melissa Nikolakakos: Montana Representative, House District 20
- ❖ Dr. Doug Reisig: Executive Director, Montana Quality Education Coalition
- ❖ Melissa Romano: Montana Representative, House District 80
- ❖ Doug Rossberg: Title 1 Instructional Coach, Missoula County Public Schools
- ❖ Nicole Simonsen: Superintendent, Culbertson Public Schools
- ❖ Dr. Allison Wilson: Associate Professor and Director of the Institute for Early Childhood Education, University of Montana

McCall Flynn, Executive Director of the Board of Public Education and Caitlin Jensen, Executive Director of Zero to Five Montana, facilitated the Advisory Council meetings and discussions. Sarah Froehlke of Zero to Five Montana provided research and general meeting support.

The Advisory Council followed the scope of work, as determined by the Board of Public Education:

- ❖ 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 3rd 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 ARM 10.54.903 Evaluation Methodology for Early Numeracy Targeted Interventions (temporary ARM [10.54.903](#))
- ❖ Update Title [10.63.1](#) Early Childhood Education Standards

Background

The Legislature found that the ability to read and perform math at or above grade level is essential for educational success. The Legislature also found that too many Montana children are not proficient in math and reading at the end of 3rd grade. The purpose of HB 338 bill is to:

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

The Advisory Council built on its 2023 work by continuing to develop recommendations for early targeted intervention programming to present to the Board of Public Education, ensuring alignment with existing statute 20-7-Part 18, MCA. In doing so, the Advisory Council prioritized maintaining local control, providing clear and practical guidance to school districts, and aligning new recommendations with already-established rubrics.

While early literacy interventions were guided by the established Science of Reading framework, the Advisory Council determined that no comparable, evidence-based model existed for early numeracy. To address this gap, members examined national best practices and reviewed approaches from other states, including Rhode Island and Kentucky, to inform Montana's emerging framework for early numeracy.

In order to meet the July 1, 2025 implementation date set by HB 338, the Advisory Council recommended to the Board of Public Education a temporary rule authorizing early numeracy instruction for the 2025–2026 school year. The Board of Public Education unanimously approved the recommendation. At the same time, the Advisory Council began drafting a permanent rule that would replace the temporary measure and establish a detailed evaluation methodology for early numeracy.

“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.

20-7-1803, MCA, states that the Board of Public Education shall select 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:

- ❖ developmentally appropriate;
- ❖ research-based;
- ❖ cost-effective; and
- ❖ if possible, aligned with formative assessments that inform instruction in the classroom-based program and the jumpstart program.

A child may not be evaluated for the early intervention programs unless requested by the child's parent or guardian. The trustees may administer the evaluation methodology 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.

The Advisory Council emphasized that the evaluation methodology for early numeracy must reflect the natural progression of children's mathematical development, beginning with foundational skills such as number naming, oral counting, and quantity comparison, and building toward strategic counting, problem solving, and addition and subtraction. The Advisory Council identified a defined set of numeracy skills to serve as the basis for assessing children and students and determining eligibility for early targeted intervention programs (Appendix A).

To ensure these skills are introduced and measured at developmentally appropriate stages, the Advisory Council created a Skills Progression Table that aligns each skill with the optimal timing for assessment and instruction (Appendix C).

Conclusion

The work of the Early Literacy and Numeracy Advisory Council reflects Montana’s continued commitment to ensuring every child enters school with the tools they need to succeed. By building upon proven literacy interventions and developing a framework for early numeracy, the Advisory Council has taken important steps to close learning gaps and strengthen educational outcomes across the state. With the temporary rule in place for the 2025–2026 school year and the development of a permanent evaluation methodology underway, Montana is positioned to provide schools with the clarity, resources, and support needed to meet the requirements of HB 338. This collaborative effort among educators, policymakers, and stakeholders underscores the shared vision that all children, regardless of background, should have the opportunity to reach literacy and numeracy proficiency by the end of 3rd grade.

The Montana Early Literacy and Numeracy Advisory Council would like to thank the Board of Public Education for the opportunity to participate in this work. The information and recommendations provided in this document are well researched and have proven to be highly successful in other states. By approving these recommendations, we are confident that more students in Montana will receive early targeted interventions, which will in turn support their pathway to 3rd grade proficiency.

Appendices

- A. Draft Rule – ARM 10.54.903 Early Numeracy Evaluation Methodology
- B. Screening Tools Crosswalk
- C. Skills Progression Table
- D. Draft Rule – ARM 10.63.1 Early Childhood Education Standards

APPENDIX A

Title 10, Chapter 54, Part 9

Early ~~Literacy~~-Targeted Interventions Standards

10.54.901 EVALUATION METHODOLOGY FOR EARLY LITERACY TARGETED INTERVENTIONS

- (1) The local board of trustees shall adopt and ensure use of an evaluation methodology to identify, enroll, and admit children to early ~~literacy~~-targeted interventions. The evaluation methodology used must be overseen by and include application of professional judgment of qualified employees. A child may not be evaluated for the purposes of these interventions unless requested by the child's parent or guardian. The district must maintain evidence of the request. The evaluation methodology ~~may be administered in April, May, or June, and~~ must assess at least one of the following literacy skills:
- (a) For four-year-olds:
 - (i) oral language;
 - (ii) phonological awareness;
 - (iii) alphabet knowledge.
 - (b) Prior to kindergarten:
 - (i) oral language;
 - (ii) phonological awareness;
 - (iii) alphabet knowledge.
 - (c) Prior to first grade:
 - (i) phoneme awareness;
 - (ii) listening comprehension;
 - (iii) developmental spelling;
 - (iv) vocabulary (expressive or receptive);
 - (v) word reading (nonsense or real);
 - (vi) reading composite.
 - (d) Prior to second grade:
 - (i) listening comprehension;
 - (ii) developmental spelling;
 - (iii) vocabulary (expressive or receptive);
 - (iv) word reading (nonsense or real);
 - (v) connected text reading fluency;
 - (vi) connected text accuracy;
 - (vii) reading composite.
 - (e) Prior to third grade:
 - (i) developmental spelling;
 - (ii) vocabulary (expressive or receptive);
 - (iii) word reading (nonsense or real);
 - (iv) connected text reading fluency;
 - (v) connected text accuracy;
 - (vi) reading comprehension;
 - (vii) reading composite.

- (2) The list of approved evaluation methodology screening tools must be reviewed in odd years through a process of review complying with the provisions of Title 2, chapter 3, MCA, to ensure continuous adherence to developmentally appropriate and research-based screening tool requirements. Any changes to the list must be published and made publicly available by the Board of Public Education no later than 30 days after adoption of any changes. The removal of an evaluation methodology screening tool shall not be effective until July 1 following such removal.
- (3) A local board of trustees adopting and using one of the approved evaluation methodology screening tools shall be construed to have complied with this rule.
 - (a) Use of one of the approved evaluation methodology screening tools shall not, however, be required, provided that the district's adopted evaluation methodology screening tool conforms to the requirements of (1).
- (4) For the purposes of this rule, "evaluation methodology" means an age-appropriate 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 third grade.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-1803, MCA

10.54.902 JUMPSTART PROGRAM FRAMEWORK FOR EARLY ~~LITERACY~~-TARGETED INTERVENTIONS

- (1) The local board of trustees may offer a jumpstart program to support early ~~literacy~~-targeted intervention based on evaluation methodology identified in ARM 10.54.901 as aligned to the Montana Early Childhood Education Standards and the Montana Content Standards for English Language Arts and Literacy and Mathematics.
- (2) The jumpstart program must be overseen by and include application of professional judgment of qualified employees and must 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 third grade.
- (3) For the purposes of this rule, "jumpstart program" means a program that is at least four weeks in duration and provides at least 120 instructional hours and takes 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, first grade, second grade, or third grade.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-1803, MCA

10.54.903 ~~EARLY NUMERACY INTEGRATION FOR 2025-26 SCHOOL YEAR~~
EVALUATION METHODOLOGY FOR EARLY NUMERACY TARGETED INTERVENTIONS

- ~~(1) A local school district that administered the evaluation methodology for early literacy targeted interventions in accordance with ARM 10.54.901 in preparation for the 2025-2026 school year may admit qualified students in the classroom-based program for 4-year-olds.~~
- ~~(2) The early targeted interventions may include both English Language Arts and Literacy and Mathematics and Numeracy Content Standards as described in ARM 10.63.110(2).~~
- (1) The local board of trustees shall adopt and ensure use of an evaluation methodology to identify, enroll, and admit children to early targeted interventions. The evaluation methodology used must be overseen by and include application of professional judgment of qualified employees. A child may not be evaluated for the purposes of these interventions unless requested by the child's parent or guardian. The district must maintain evidence of the request. The evaluation methodology must assess at least one of the following numeracy skills:
- (a) For four-year-olds:
 - a. number naming;
 - b. one-to-one correspondence;
 - c. oral counting;
 - d. quantity comparison.
 - (b) Prior to kindergarten:
 - a. number naming;
 - b. one-to-one correspondence;
 - c. oral counting;
 - d. quantity comparison;
 - e. cardinality.
 - (c) Prior to first grade:
 - a. oral counting;
 - b. quantity comparison;
 - c. cardinality;
 - d. subitizing;
 - e. numeral identification;
 - f. math composite.
 - (d) Prior to second grade:
 - a. subitizing;
 - b. number order;
 - c. strategic counting;
 - d. numeral identification;
 - e. number comparison;
 - f. addition and subtraction;
 - g. math composite.
 - (e) Prior to third grade:
 - a. numeral identification;
 - b. number comparison;

- c. addition and subtraction;
- d. problems in context;
- e. math composite.

- (2) The list of approved evaluation methodology screening tools must be reviewed in odd years through a process of review complying with the provisions of Title 2, chapter 3, MCA, to ensure continuous adherence to developmentally appropriate and research-based screening tool requirements. Any changes to the list must be published and made publicly available by the Board of Public Education no later than 30 days after adoption of any changes. The removal of an evaluation methodology screening tool shall not be effective until July 1 following such removal.
- (3) A local board of trustees adopting and using one of the approved evaluation methodology screening tools shall be construed to have complied with this rule.
 - (a) Use of one of the approved evaluation methodology screening tools shall not, however, be required, provided that the district's adopted evaluation methodology screening tool conforms to the requirements of (1).
- (4) For the purposes of this rule, "evaluation methodology" means an age-appropriate 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 third grade.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-7-1803, MCA

			Evaluation Methodology for Early Numeracy Targeted Intervention												
IXL Level UP	Tool appropriate for K to 3rd grade. IXL's Real-Time Diagnostic pinpoints students' grade-level proficiency in key math and English language arts strands in just 45 minutes per subject.	Literacy and math				X	X	X	X	X	X	X	X		X
Map Growth	Tool appropriate for K to 3rd grade. It is a web-based computer adaptive assessment used to identify students at risk of poor academic outcomes in mathematics and takes 45 minutes on average to complete.	Math				X	X	X	X	X		X	X	X	X
Renaissance STAR	Tool appropriate for K to 3rd grade. Star Math measures a student's math skills in a variety of areas, including number and operations, algebra, geometry, measurement, data analysis, and probability. It provides information about a student's strengths and weaknesses in these areas and can help teachers identify areas where students may need additional support. It takes about 25-30 minutes to complete.	Early literacy and early numeracy (separate assessments)				X	X	X	X	X	X	X	X		X

APPENDIX C

Early Numeracy Skills Progression Table					
Numeracy Skills	Assessments Prior to Grade Level				
	4-Year-Old	K	1st	2nd	3rd
Number Naming	X	X			
One-to-One Correspondence	X	X			
Oral Counting	X	X	X		
Quantity Comparison	X	X	X		
Cardinality		X	X		
Subitizing			X	X	
Number Order				X	
Strategic Counting				X	
Numerical Identification			X	X	X
Number Comparison				X	X
Addition and Subtraction				X	X
Problems in Context					X
Math Composite			X	X	X

Title 10, Chapter 63 Early Childhood Education Standards

10.63.101 APPLICATION AND PROCEDURES

- (1) The early childhood education standards are focused on developmentally appropriate supports and strategies to enhance learning outcomes for a child between the ages of 3 and 5 for preschool programs and between the ages of 4 and 5 for early ~~literacy~~-targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten. Use of these standards for a public preschool program is subject to the funding limits of 20-7-117(2) and 20-9-311(7)(a), MCA. Use of these standards for early ~~literacy~~-targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten is subject to the provisions of Title 20, chapter 7, part 18, MCA.
- (2) The trustees of a school district, pursuant to Title 20, chapter 6, MCA, may establish a public early childhood education program to meet the unique developmental needs for children between the ages of 3 and 5 for preschool programs and between the ages of 4 and 5 for early ~~literacy~~-targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten. When early childhood education programs are established they must be an integral part of the public school and must be governed according to the following accreditation standards for the early childhood education standards of early learning content and accreditation in coordination with the standards outlined for schools within ARM Title 10, chapter 55, excluding 10.55.601, 10.55.602, 10.55.603, 10.55.704, 10.55.705, 10.55.709, 10.55.710, 10.55.712, 10.55.715, and ARM Title 10, chapter 55, subchapters 10 through 21. For the purposes of the accreditation process detailed in ARM 10.55.606, early childhood education programs will be assessed on the program's assurance standards only.
- (3) Early childhood education programs shall meet this chapter's curriculum, instruction, and program delivery standards, supporting children's development of the knowledge and skills outlined in the content standards in ARM 10.63.110, which describe the expectations for what young children should know, understand, and be able to do across the four core developmental domains of learning upon entrance to kindergarten.
- (4) Montana's early childhood education standards shall be reviewed and revised on a recurring schedule with input from representatives of accredited schools.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.102 DEFINITIONS

- (1) For the purposes of this chapter, the following terms apply:
- (a) "Accreditation" means certification by the Board of Public Education that a school meets the adopted standards of the Board of Public Education for a specified school year.
 - (b) "Assessment" means the gathering, organizing, and evaluation of information about student learning in order to monitor and measure student learning, the effectiveness of the instructional program, and to inform local policies and decisions.
 - (c) "Developmental domain" means the broad, interrelated categories or dimensions of early childhood development reflective of early childhood education children's learning and growth. The four core domains include social and emotional, physical, language, and cognitive.
 - (d) "Early childhood curriculum" means an articulated educational plan for young children, which is grounded in research-based understandings of child development and developmentally appropriate practices. Curriculum guides the teaching process from identifying what to teach, including early content standards in each of the four developmental domains and how to teach, including developing learning experiences based upon individual and group outcomes, and assessing what was learned then using this data to inform future planning and teaching. For early ~~literacy~~-targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten, the curriculum must embrace the four developmental domains while focusing on the subject subjects of literacy and numeracy with a goal of establishing a trajectory leading to reading or math proficiency at the end of third grade.
 - (e) "Learning center" means a self-contained area of the classroom featuring a wide variety of hands-on materials that children can choose and use independently which are organized around a curriculum area (science, math, art, music, dramatic play, literacy) or a specific kind of play material (blocks, sensory, manipulative).
 - (f) "Paraprofessional" means an adult with the qualifications detailed in ARM 10.63.105 who works under the direct supervision of a teacher and who may work independently in a teacher's absence, but for the majority of the time works directly with the teacher in the same space with the same group of students.
 - (g) "Teacher" means a licensed individual as defined in ARM 10.55.602, with primary responsibility for a group or class of early childhood education students.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.103 LEADERSHIP

- (1) The early childhood education program leadership shall effectively implement policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all students, families, and staff have high-quality experiences.
- (2) Professional development for early childhood education educators as required by ARM 10.55.714 should be tailored to early childhood development and learning.
- (3) Professional development completed by elementary (K-8) educators providing early ~~literacy~~-targeted interventions should be tailored to such interventions. The elementary (K-8) educators providing early ~~literacy~~-targeted interventions, the employing districts, and accredited educator preparation providers, pursuant to ARM 10.58.102, are encouraged to collaborate to develop professional development options that support attainment of qualifications leading to an early childhood education (P-3) endorsement.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.104 TEACHER ASSIGNMENTS AND QUALIFICATIONS FOR PUBLIC PRESCHOOL AND EARLY ~~LITERACY~~-TARGETED INTERVENTIONS

- (1) Teachers shall be assigned at the levels for which they are licensed and endorsed in accordance with state statutes and Board of Public Education rules.
- (2) Teachers with an early childhood (P-3) endorsement shall be considered to be appropriately licensed, endorsed, and assigned to teach in an accredited preschool program.
- (3) While teachers with an early childhood (P-3) endorsement are encouraged, teachers with either an early childhood (P-3) endorsement or an elementary (K-8) endorsement shall be considered to be appropriately licensed, endorsed, and assigned to teach early ~~literacy~~-targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten. Teachers with an elementary (K-8) endorsement who are teaching early ~~literacy~~-targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten are encouraged to pursue professional development as outlined in 10.63.103 to ensure delivery of high-quality early ~~literacy~~-targeted interventions.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.105 EARLY CHILDHOOD PARAPROFESSIONAL QUALIFICATIONS

- (1) Early childhood paraprofessionals must have:
 - (a) completed two years of study at an institution of higher education; or
 - (b) obtained an associate's (or higher) degree; or
 - (c) a high school diploma and meet a rigorous standard of quality and be able to demonstrate knowledge of and the ability to assist in the delivery of the curriculum, instruction, and program delivery standards to support students' development of the knowledge and skills outlined in the early learning content standards.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.106 EARLY CHILDHOOD PARAPROFESSIONAL SUPERVISION

- (1) Early childhood paraprofessionals shall be under the direct supervision of a licensed teacher who is responsible for instruction and assessment of students.
- (2) Early childhood paraprofessionals assigned to assist students with special education needs shall be under the supervision of the teacher.
- (3) The supervising teacher shall be available while an early childhood paraprofessional is fulfilling his or her responsibilities and shall not be simultaneously assigned to another teaching duty or preparation time.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.107 CLASS SIZE

- ~~(1) There must be one appropriately licensed and endorsed teacher for ten-10 students, with an early childhood paraprofessional for any additional students over ten, for up to no more than 18 total students in a classroom with two adults.~~
- ~~(1)(2) With classrooms exceeding 10 students, an early childhood paraprofessional is required at a rate of one hour per day, per student overload up to 16 students. At 16-18 students, a minimum of one appropriately licensed and endorsed teacher and one early childhood paraprofessional are required. The school district must assign qualified human resources that comply with all fingerprint and background check requirements when exceeding maximum class sizes at a rate of 1 1/2 hours per day,~~

~~per student overload. An overload of five students per classroom is considered excessive.~~

~~(2)~~(3) School districts are encouraged to exceed these standards for classrooms exceeding 10 students with additional staffing beyond the requirements of (2).

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.109 ENROLLMENT ELIGIBILITY

- (1) A child must have reached three years of age before the districts' official start date of the preschool program or have been enrolled by special permission by the board of trustees.
- (2) A child who is 4 years of age or older on or before September 10th of the year in which the child is to participate in early ~~literacy~~-targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten and who has not completed kindergarten and who is determined through the evaluation methodology process outlined in ARM 10.54.901 or ARM 10.54.903 to be below a trajectory leading to reading or math proficiency at the end of third grade is eligible for enrollment in early ~~literacy~~-targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.110 EARLY LEARNING DEVELOPMENTAL DOMAINS AND CONTENT STANDARDS

- (1) The following early learning developmental domains represent the foundational skills all students need to be successful learners. The development of communication, language, and literacy skills supports the growth in all other domains of development. All developmental domains are applicable for public preschool programs and early targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten.
 - (a) The language domain includes communication and comprehension in oral and written language.
 - (i) Language instruction includes opportunities for students to develop:
 - (A) receptive language, wherein students use listening and observation skills to make sense of and respond to spoken language and other forms of communication; enter into the exchange of information around what is seen, heard, and

- experienced; and begin to acquire an understanding of the concepts of language that contribute to learning;
 - (B) expressive language, wherein students develop skills in using sounds, facial expressions, gestures, and words, such as to help others understand their needs, ask questions, express feelings and ideas, and solve problems;
 - (C) social language, wherein students develop skills to interact and communicate with others in effective ways; and
 - (D) support for dual language speakers, wherein students receive support in their home language(s) while becoming proficient in English.
 - (ii) Literacy instruction includes opportunities for students to develop:
 - (A) written language, wherein students build an understanding and interest in the symbols, sounds, and rhythms of written language and develop awareness that the printed word can be used for various purposes;
 - (B) written communication, wherein students develop interest and skill in using symbols as a meaningful form of communication;
 - (C) print awareness, wherein students build an understanding that print carries a message through symbols and words and that there is a connection between sounds and letters (the alphabetic principle); and
 - (D) speech development, wherein students develop an awareness of the sounds of letters and the combination of letters that make up words and use this awareness to manipulate syllables and sounds of speech.
- (b) The social and emotional domain includes culture, family, community as well as social and emotional development.
 - (i) Culture, family, and community skills instruction includes opportunities for students to develop:
 - (A) an awareness of and appreciation for similarities and differences between themselves and others;
 - (B) an awareness of the functions and diverse characteristics of families; and
 - (C) an understanding of the basic principles of how communities function, including work roles and commerce.
 - (ii) Social development skill instruction includes opportunities for students to:
 - (A) develop trust, emotional bonds, and interact comfortably with adults;
 - (B) interact and build relationships with peers; and
 - (C) develop skills in cooperation, negotiation, and empathy.
 - (iii) Emotional development skills instruction includes opportunities for students to:

- (A) develop an awareness and appreciation of self as a unique, competent, and capable individual;
 - (B) demonstrate a belief in their abilities;
 - (C) manage internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments; and
 - (D) express a wide and varied range of feelings through facial expressions, gestures, behaviors, and words.
 - (c) The physical domain includes development of motor skills and instruction in health, safety, and personal care.
 - (i) Motor skills instruction includes opportunities for students to develop:
 - (A) small muscle strength, coordination, and skills;
 - (B) large muscle strength, coordination, and skills; and
 - (C) use of their senses to explore the environment and develop skills through sight, smell, touch, taste, and sound.
 - (ii) Health, safety, and personal care skills instruction includes opportunities for students to develop:
 - (A) personal health and hygiene skills as they develop and practice self-care routines;
 - (B) healthy eating practices by eating a variety of nutritional foods;
 - (C) healthy behaviors through physical activity; and
 - (D) an awareness and understanding of safety rules as they learn to make safe and appropriate choices.
 - (d) The cognitive domain includes approaches to learning.
 - (i) Approaches to learning skills instruction include opportunities for students to develop:
 - (A) curiosity through imagination, inventiveness, originality, and interest as they explore and experience new things;
 - (B) initiative and self-direction through engagement in new tasks and to take risks in learning new skills or information;
 - (C) persistence and attentiveness with the ability to focus their attention and concentration to complete tasks and increase their learning;
 - (D) reflection and interpretation skills in thinking about their learning in order to inform their future decisions; and
 - (E) reasoning skills in causation, critical and analytical thinking, problem solving, and representational thought.
- (2) The following early learning content standards are aligned to the Montana K-12 Content Standards and highlight what students should know, understand, and be able to do upon entering kindergarten. All early learning content standards are applicable for public preschool programs while only the English Language Arts and Literacy and Mathematics and Numeracy Content Standards apply to early

targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten.

- (a) English Language Arts and Literacy standards include:
 - (i) early reading, wherein students develop an understanding, skill, and interest in alphabet knowledge using the symbols, sounds, and rhythms of written language;
 - (ii) print development and writing, wherein students demonstrate interest and skill in using symbols as a meaningful form of communication;
 - (iii) speaking and listening, wherein students use phonemic and phonological awareness to identify and play with individual sounds in spoken words; and
 - (iv) language, wherein students develop the ability to communicate with others to build relationships, share meaning, and express needs.
- (b) Mathematics and numeracy standards include:
 - (i) number sense and operations, wherein students develop the ability to think and work with numbers, to understand their uses, and describe their relationships through structured and everyday experiences;
 - (ii) measurement concepts, wherein students use measurement instruments to explore and discover measurement relationships and characteristics, such as length, quantity, volume, distance, weight, area, and time;
 - (iii) mathematical skills in data analysis, wherein students count, sort, and compare objects;
 - (iv) initial algebraic thinking and operations, wherein students identify, describe, produce, and create patterns using mathematical language and materials; and
 - (v) geometric and spatial reasoning, wherein students build the foundation for recognizing, creating, and manipulating shapes, and learning spatial reasoning and directional words as they become aware of their bodies and personal space in their physical environment.
- (c) Creative arts standards include:
 - (i) creative movement wherein students produce rhythmic movements spontaneously and in imitation with growing technical and artistic abilities;
 - (ii) drama, wherein students show appreciation and awareness of drama through observation, imitation, and participation in simple dramatic plots;
 - (iii) music, wherein students engage in a variety of musical or rhythmic activities; and
 - (iv) visual arts, wherein students demonstrate a growing understanding and appreciation for the creative process and visual arts.
- (d) Science standards include:

- (i) scientific thinking and the use of the scientific methods through investigation using their senses to observe, manipulate objects, ask questions, make predictions, and develop conclusions and generalizations;
 - (ii) an understanding of and compassion for living things;
 - (iii) an understanding of the physical world, the nature and properties of energy, and nonliving matter;
 - (iv) an understanding of the earth and planets; and
 - (v) an understanding of engineering as the process that assists people in designing and building.
- (e) Social studies standards include:
 - (i) an understanding of the concept of historical time, including past, present, and future;
 - (ii) knowledge of geographical places and regions by understanding that each place has its own unique characteristics and the reciprocal effect individuals have with the world around them; and
 - (iii) awareness of their natural world, including the environment and our interdependence on the natural world.
- (f) Technology standards include:
 - (i) an understanding of technology with awareness of technological tools and developmentally appropriate exploration of the ways to use these resources.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
 Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.111 CURRICULUM AND ASSESSMENT

- (1) The early childhood curriculum, as defined in ARM 10.63.102, shall:
 - (a) contain a written philosophy and framework, grounded in research-based understandings of child development, to provide a clear, coherent focus for planning students' experiences;
 - (b) informing instruction through observation and documentation of children's strengths, interests, and needs in their play, work, and behavior;
 - (c) guide the learning process and daily plans for learning through the selection of materials and equipment to enhance development and learning in the early learning developmental domains, including social and emotional, physical, language, and cognition; and encourage integration of applicable early learning content areas, including literacy, mathematics, science, social studies, creative expression and the arts, and technology;
 - (d) include planned opportunities for active exploration, discovery, and social interaction;
 - (e) plan for students' engagement in play each day; and
 - (f) be implemented in a manner reflective of students' family and community lives while being responsive to diversity, including gender, age, language,

culture, and ability, including opportunities for students and families to learn about the distinct and unique heritage of American Indians, particularly Montana Indian tribes, in a culturally responsive manner (20-1-501, MCA).

- (2) School districts shall develop early childhood education programs to include an ongoing and systematic written assessment plan which includes protocols for:
 - (a) monitoring the progress of students toward achieving content standards and learning in the developmental domains using formative and summative approaches that include universal screening, progress monitoring, and diagnostic assessments;
 - (b) administration of assessments and interpretation of assessment results;
 - (c) providing disaggregated data to educators and teams to inform instructional planning and decision making;
 - (d) involving families as partners in linguistically and culturally responsive ways to inform decisions about students' needs; and
 - (e) assessing the effectiveness of the instructional program that guides adjustments for improvement.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.112 INSTRUCTION

- (1) The early childhood education program shall ensure developmentally, culturally, and linguistically appropriate and effective teaching strategies that enhance students' development and learning of the early learning content standards in ARM 10.63.110 through the program's curriculum.
- (2) The early childhood education instructional program shall:
 - (a) use both content and child development knowledge to create learning opportunities and to engage young learners in meaningful, planned, and purposeful experiences related to the curriculum goals and content standards;
 - (b) use a variety of effective approaches and strategies which include opportunities for both teacher and student-initiated interactions and activities;
 - (c) support children's development by providing opportunities for all children to play with and learn from each other;
 - (d) use knowledge of each student's development to enhance instruction, modify strategies and materials, and adjust supports and challenges as students gain competence, understanding, and skills;
 - (e) build upon student's language, understanding of concepts, and increase vocabulary;

- (f) integrate knowledge of students' families and the community to build relationships that foster integral connections with the curriculum and learning experiences;
- (g) use cultural and community resources in the classroom to enhance student learning and development; and
- (h) work as a team to implement learning plans, including plans for students with special needs.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
 Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.113 PHYSICAL AND LEARNING ENVIRONMENTS

- (1) The early childhood education program shall ensure an appropriate and well-maintained safe and healthful physical environment that:
 - (a) is designed to protect student health and safety;
 - (b) allows for supervision of students primarily by sight;
 - (c) provides sanitization according to state and federal health standards;
 - (d) follows state and federal guidelines for meals and snacks; and
 - (e) provides safe, supervised, and adequate outside play space with age-appropriate equipment and safe, adequate indoor space for each child.
- (2) The early childhood education program shall ensure a safe and healthful learning environment by:
 - (a) providing a written predictable but flexible schedule that provides intentionally planned routines and transitions; and
 - (b) providing daily indoor and outdoor activities, including:
 - (i) planned learning center time where students have individual choice of activities;
 - (ii) daily opportunities to learn and play individually, in small groups, and as a whole group; and
 - (iii) use of developmentally appropriate materials and equipment.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
 Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.114 CHILD GUIDANCE

- (1) Child guidance means employing a variety of strategies to foster self-regulation, respect for others, problem solving, and social and emotional development in an ongoing interactive process and helps students learn how to communicate with others in developmentally appropriate ways. To ensure appropriate child guidance, the early childhood education program shall:

- (a) use positive behavior supports to ensure the social, emotional, and cultural development of each student;
- (b) provide a positive climate to ensure equality, inclusion, and citizenship;
- (c) develop relationships with the student and the student's family in ways that are linguistically and culturally sensitive;
- (d) provide opportunities for students to be contributing members of the classroom community;
- (e) provide clear behavioral expectations, including the use of effective methods to prevent and redirect misbehavior; and
- (f) partner with families and other professionals for students with challenging behavior to develop and implement an individualized plan that fosters the child's inclusion and success.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
 Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.115 FAMILY AND COMMUNITY ENGAGEMENT

- (1) The early childhood education program staff shall establish and maintain collaborative relationships with each child's family and community to foster student's development in all settings.
- (2) To ensure collaborative relationships between the community, school, and families, early childhood education programs shall have protocols which:
 - (a) establish intentional practices designed to foster strong reciprocal relationships with families;
 - (b) ensure that families are an integral part of the decision-making team through communication and family conferences which promote dialogue and partnership regarding their student's educational goals and services;
 - (c) collaborate with families to help students participate successfully in early childhood settings;
 - (d) ensure that all families, regardless of family structure, socioeconomic, racial, religious, and cultural diversity, gender, abilities, or preferred languages are included in their child's educational experience;
 - (e) assist families in locating, contacting, and using community resources that support the student's well-being, development, and goals;
 - (f) promote awareness and understanding of the unique legal and political structures of Montana Tribal Nations in order to best meet the needs of Indian students and families;
 - (g) collaborate with community-based programs to ensure that parents and families have the resources they need to be involved in their student's education, growth, and development; and
 - (h) provide access to health screenings and referrals for all students in the program.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803,
MCA