

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

September 11-12, 2025

***Dillon Elementary School, Boardroom
22 North Cotton Drive
Dillon, MT***

AGENDA

BOARD OF PUBLIC EDUCATION MEETING AGENDA

September 11-12, 2025
Dillon Elementary School, Boardroom
22 North Cottom Drive
Dillon, MT

Thursday, September 11, 2025
8:30AM

CALL TO ORDER

- A. Pledge of Allegiance
- B. Roll Call
- C. Statement of Public Participation
- D. Welcome Visitors

PUBLIC COMMENT

This time will be provided for public comment on items not listed on the agenda. This meeting is open to the public both in person and electronically. For those wishing to give virtual public comment, please contact bpe@mt.gov to request the Zoom link for the meeting. Members of the public who have joined virtually on Zoom may "raise their hand" at the appropriate time to participate after being recognized by the Board Chair. Members of the public who wish to share written public comment with the Board members must submit written public comment to the Executive Director at bpe@mt.gov no later than two (2) business days before the start of the meeting. Any written public comment received after this deadline will be shared with the Board members after the meeting. All written public comment will be included as part of the official public record.

Action may be taken on any item listed on the Board agenda. Per §2-3-103, MCA, the Board encourages public comment on any item prior to Board final action.

CONSENT AGENDA – page 8

(Items may be pulled from Consent Agenda upon request)

- A. July 16-18, 2025 Meeting Minutes and July 28, 2025 Special Meeting Minutes
- B. Financials

ADOPT AGENDA

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

Item 1

CHAIRPERSON REPORT – 30 Minutes, page #23

Dr. Tim Tharp

- Welcome from Superintendent Randy Shipman, Dillon Elementary School District and Superintendent Josh Patterson, Beaverhead County High School District
- Board Committee Assignments

ACTION ITEMS:

- Bylaws
- 2026 Meeting Calendar and Agenda
- Strategic Plan

Item 2

EXECUTIVE DIRECTOR REPORT – 15 Minutes, page #32

McCall Flynn

- Strategic Planning Timeline

- Item 3** **STATE SUPERINTENDENT REPORT – 1 Hour, page #34**
State Superintendent Susie Hedalen
- Federal Update
 - Accountability System Update
 - Future Ready Indicators
 - Annual Special Education Report
- Item 4** **COMMISSIONER OF HIGHER EDUCATION REPORT – 20 Minutes, page #57**
Dr. Angela McLean
- Montana’s Future at Work Grantees
 - Montana Grow Your Own Educator Awardees
 - College Access Arc of Events
 - Future Ready Efforts
- Item 5** **STUDENT REPRESENTATIVE REPORT – 15 Minutes, page #59**
Lydia Comstock
- ❖ **MSDB COMMITTEE – Lisa Schmidt (Item 6)**
- Item 6** **MSDB REPORT – 30 Minutes, page #60**
Superintendent Paul Furthmyre
- ACTION ITEMS:**
- Action on Personnel Items
- ❖ **EXECUTIVE COMMITTEE – Dr. Tim Tharp (Item 7)**
- Item 7** **ANNUAL MONTANA DIGITAL ACADEMY REPORT – 30 Minutes, page #115**
Dr. Jason Neiffer
- RECESS**
- ❖ **BOARD OF PUBLIC EDUCATION TOURS AND ACTIVITIES**
- 12:00PM** **BEAVERHEAD COUNTY HIGH SCHOOL TEEN TONES CHOIR – HONORING
BEAVERHEAD COUNTY VETERANS**
Jaycee Park
- 12:30PM** **LUNCH WITH DILLON ELEMENTARY SCHOOL STUDENTS**
Lunch will be provided for Board members and Ex-Officio members
Dillon Elementary School
- 1:00PM** **TOUR OF ELEMENTARY AND MIDDLE SCHOOL AND HPE ACTIVITIES**
Dillon Elementary School
- 2:00PM** **HIGH SCHOOL CTE AND AGRICULTURE EDUCATION TOUR**
Beaverhead County High School
- 3:00PM** **TEACHER RESIDENCY PROGRAM UPDATE AND DISCUSSION WITH STUDENTS**
University of Montana Western
- 4:00PM** **MONTANA YOUTH CHALLENGE ACADEMY VISIT AND TOUR**
Clark Residence Hall

Friday, September 12, 2025

8:30AM

CALL TO ORDER

- A. Pledge of Allegiance**
- B. Roll Call**
- C. Statement of Public Participation**
- D. Welcome Visitors**

❖ CHARTER SCHOOL COMMITTEE – Dr. Ron Slinger (Item 8)

- Item 8** **UPDATE ON COMMUNITY CHOICE SCHOOLS COMMISSION – 15 Minutes, page #120**
Cathy Kincheloe

❖ LICENSURE COMMITTEE – Dr. Ron Slinger (Items 9-10)

- Item 9** **NOTICE OF SURRENDER IN BPE CASE #2025-04 – 5 Minutes, page #121**
Brenton Craggs
- Item 10** **INFORMATION AND PRESENTATION ON THE PARA PATHWAY PROGRAM – 15 Minutes, page #122**
Patrick Cates

❖ ASSESSMENT COMMITTEE – Renee Rasmussen (Items 11-12)

- Item 11** **ASSESSMENT UPDATE AND INFORMATION ON MAST PROFICIENCY SCORES – 30 Minutes, page #140**
Cedar Rose
- Item 12** **INITIAL REVIEW AND WORK SESSION OF EARLY LITERACY AND NUMERACY ADVISORY COUNCIL'S RECOMMENDATIONS PERTAINING TO EARLY TARGETED INTERVENTION RULEMAKING – 30 Minutes, page #153**
McCall Flynn, Marie Judisch, Early Literacy and Numeracy Advisory Council Members

❖ ACCREDITATION COMMITTEE – Madalyn Quinlan (Items 13-17)

- Item 13** **INFORMATION ON THE TIMELINE AND IMPLEMENTATION OF THE NEW MATHEMATICS AND ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS – 15 Minutes, page #166**
Marie Judisch
- Item 14** **ACTION ON AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON REVISIONS TO ARM TITLE 10, CHAPTER 53, ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS – 15 Minutes, page #203**
Madalyn Quinlan
- Item 15** **ACTION AND PRESENTATION ON THE CORRECTIVE PLANS FOR SCHOOLS IN DEFICIENT STATUS FOR ACCREDITATION – 45 Minutes, page #204**
Crystal Andrews and Ellery Bresler

ACTION ITEMS:

- **Superintendent Marcy Cobell, Heart Butte K-12 Schools**
- **Superintendent Victoria Falls Down, Lame Deer Public Schools**
- **Superintendent Wes Young, Lustre Christian High School**

Item 16 **ACTION ON THE CORRECTIVE PLANS FOR SCHOOLS IN ADVISE STATUS FOR ACCREDITATION** – 15 Minutes, page #292
Crystal Andrews and Ellery Bresler

Item 17 **UPDATE AND DISCUSSION ON THE INTENSIVE ASSISTANCE PROCESS FOR ACCREDITATION** – 30 Minutes, page #294
Dr. Julie Murgel and Crystal Andrews

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

Item 18 **ELECTION OF OFFICERS** – 15 Minutes, page #301
McCall Flynn

FUTURE AGENDA ITEMS November 19-21, 2025, Missoula, MT

Board of Education Meeting
Montana Council of Deans of Education Update
MACIE Update
Assessment Update
Federal Update
Annual Data Collection
Annual HiSet Report
Action on Variance to Standards Requests & Renewals
Accreditation Report
Youth Risk Behavior Survey Update (Odd Years)
Annual Professional Development Unit Providers List
Content Standards Revision Update

PUBLIC COMMENT

This time will be provided for public comment on items not listed on the agenda. This meeting is open to the public both in person and electronically. For those wishing to give virtual public comment, please contact bpe@mt.gov to request the Zoom link for the meeting. Members of the public who have joined virtually on Zoom may “raise their hand” at the appropriate time to participate after being recognized by the Board Chair. Members of the public who wish to share written public comment with the Board members must submit written public comment to the Executive Director at bpe@mt.gov no later than two (2) business days before the start of the meeting. Any written public comment received after this deadline will be shared with the Board members after the meeting. All written public comment will be included as part of the official public record.

ADJOURN

The Montana Board of Public Education is a Professional Development Unit Provider. Attending a Board of Public Education Meeting either in person or via Zoom may qualify you to receive professional development units. Please complete the necessary information on the sign-in sheet if you are applying for professional development units.

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed “time certain”. Public comment is welcome on all items listed as “Action” and as noted at the beginning and end of each meeting.

The Board of Public Education will make reasonable accommodations for known disabilities that may interfere with an individual’s ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to Kris Stockton, PO Box 200601, Helena MT, 59620, kmstockton@mt.gov, 406-444-0302.

CALL TO ORDER

- A. Pledge of Allegiance**
- B. Roll Call**
- C. Statement of Public Participation**
- D. Welcome Visitors**

CONSENT AGENDA

Items may be pulled from Consent Agenda
if requested

- A. July 16-18, 2025 and July 28, 2025
Meeting Minutes**
- B. Financials**

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION MEETING MINUTES

July 16-18, 2025
Montana School Boards Association
863 Great Northern Blvd
Helena, MT

Wednesday, July 16, 2025
2:00PM

CALL TO ORDER – 00:14:34

Chair Tharp called the meeting to order at 2:00 PM. The Chair led the Board in the Pledge of Allegiance and Ms. Kris Stockton took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

Board members: Dr. Tim Tharp, Chair; Dr. Ron Slinger, Vice Chair; Ms. Madalyn Quinlan; Dr. Hannah Nieskens; Ms. Lisa Schmidt; Ms. Julia Maxwell; Ms. Renee Rasmussen. Ex Officio member: State Superintendent Susie Hedalen, Office of Public Instruction (OPI). Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician; Ms. Cathy Kincheloe, Director of Planning, Community Choice Schools Commission. Guests: Ms. Jordann Lankford Forster, Chair, Montana Advisory Council on Indian Education (MACIE); Dr. Julie Murgel, OPI; Ms. Lindsay Mahoney, OPI; Mr. Michael Dolson, Confederated Salish and Kootenai Tribes; Ms. Iris Killeagle, Little Shell Tribe; Ms. Norma Bixby, Northern Cheyenne Tribe; Ms. Dawn Bishop-Moore, Indian Impact School of Montana; Ms. Calli Rusche-Nicholson, Urban-Billings Representative; Mr. Dugan Coburn, Urban-Great Falls Representative; Mr. Ivan Small; Dr. Brooke Gondara, OPI; Ms. Tyler Capece, OPI; Ms. Shelly Turner, Montana Association of School Business Officials; Dr. Doug Reisig, Montana Quality Education Coalition; Ms. Kim Popham, Montana Federation of Public Employees (MFPE); Ms. Teresa Marchant, MFPE; Mr. Larry Crowder, Montana Rural Education Association (MREA); Ms. Emily Dean, Montana School Boards Association (MTSBA); Dr. Rob Watson, School Administrators of Montana (SAM); Mr. Lance Melton, MTSBA; Ms. Kristi Steinberg, University of Montana (UM); Ms. Elizabeth Deshner, MFPE; Ms. Melissa Smith, MFPE; Ms. Kelsie Zitzer; Ms. Aislinn Brown, Chief Legal Counsel, OPI.

PUBLIC COMMENT – 00:20:30

No public comment.

ADOPT AGENDA- 00:20:48

Board member Quinlan moved to approve the agenda. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

❖ JOINT MACIE MEETING AND TRIBAL CONSULTATION – Julia Maxwell (Items 1-4)

Item 1 MACIE REPORT – 00:21:20 Jordann Lankford Forster

Ms. Jordann Lankford Forster reviewed the MACIE meeting held prior to the Joint Board and MACIE meeting and answered Board members' questions.

Item 2 REVIEW AND RECEIVE FEEDBACK ON YELLOW KIDNEY SETTLEMENT REQUIREMENTS – 00:25:25 McCall Flynn, Members

Ms. McCall Flynn reviewed the settlement agreement between the Board and the plaintiffs in the Yellow Kidney et al lawsuit and the group discussed complying with and implementing the terms of the settlement.

Item 3**WORK SESSION ON AMERICAN INDIAN STUDENT ACHIEVEMENT AND INDIAN EDUCATION FOR ALL FUNDING RECOMMENDATIONS – 01:25:29**
McCall Flynn, Members, Education Partners

Ms. McCall Flynn reviewed the recommendations from MACIE to the Board which resulted in draft resolutions related to Indian Education for All and American Indian Student Achievement. Board members and MACIE members provided feedback on the recommendations, implementation of the recommendations, and roadblocks schools experience with accreditation.

Item 4**EXPLORATION OF RIGOROUS ACTION AND INTENSIVE ASSISTANCE**
Dr. Julie Murgel and Lindsay Mahoney – 02:19:44

Dr. Julie Murgel and Ms. Lindsay Mahoney presented information about Rigorous Action and Intensive Assistance and how the Board and MACIE can help OPI work with schools that struggle with accreditation.

PUBLIC COMMENT ON JOINT MACIE MEETING ITEMS – 03:17:39

Ms. Dawn Bishop Moore gave public comment on her experience with the Schools of Promise.

RECESS

The Board recessed for the day at 5:17 PM.

Thursday, July 17, 2025
8:30AM**CALL TO ORDER – 00:02:32**

Chair Tharp called the meeting to order at 8:30 AM. The Chair led the Board in the Pledge of Allegiance and Ms. Kris Stockton took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

Board members: Dr. Tim Tharp, Chair; Dr. Ron Slinger, Vice Chair; Ms. Madalyn Quinlan; Dr. Hannah Nieskens; Ms. Lisa Schmidt; Ms. Julia Maxwell; Ms. Renee Rasmussen. Ex Officio members: Mr. Joe Thiel, Office of the Commissioner of Higher Education (OCHE); State Superintendent Susie Hedalen, OPI. Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician; Ms. Cathy Kincheloe, Director of Planning, Community Choice Schools Commission. Guests: Superintendent Paul Furthmyre, Montana School for the Deaf and Blind (MSDB); Ms. Cedar Rose, OPI; Ms. Crystal Andrews, OPI; Ms. Marie Judisch, OPI; Dr. Julie Murgel, OPI; Mr. Brenton Craggs, OPI; Ms. Tyler Capece, OPI; Ms. Kristi Steinberg, UM; Mr. Larry Crowder, MREA; Ms. Christy Mock-Stutz, OPI; Superintendent Chad Johnson, Livingston Public Schools; Ms. Kim Popham, MFPE; Deputy Superintendent Craig Barringer, OPI; Ms. Katie Bloodgood, OPI; Dr. Rob Watson, SAM.

CONSENT AGENDA – 00:04:35

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

No discussion. Motion passed unanimously.

❖ STRATEGIC PLANNING SESSION – Dr. Tim Tharp (Item 5)**Item 5****STRATEGIC PLANNING ITEMS – 00:05:05**

Chair Tim Tharp opened the Strategic Planning Session and turned the item over to Ms. McCall Flynn to lead the discussion. Ms. Flynn reviewed proposed revisions to the Bylaws, made comments on the proposed revisions, and offered suggestions for additional revisions. Board members reviewed the current Committee structure and discussed whether any new committees should be created. Members discussed to which committees Board members should be assigned, whether any of the current committees are still needed, and the potential creation of a new Ad Hoc Committee for Artificial Intelligence/Technology. Board members approved meeting dates, locations, and agenda items for 2026. Ms. Flynn reviewed the Montana Open Meeting Laws and the Montana Administrative Procedures Act and answered Board members' questions. Chair Tharp opened the discussion on the Board Strategic Plan and Ms. Flynn reviewed the current plan and statutory requirements for agency Strategic Plans. Members discussed the Strategic Plan, offered potential revisions, and discussed the possibility of using a facilitator to assist the Board with revisions to the Strategic Plan.

PUBLIC COMMENT ON STRATEGIC PLANNING ITEMS

No public comment.

❖ REPORTS – Dr. Tim Tharp (Items 6-10)

Item 6 CHAIRPERSON REPORT - 02:10:53 Dr. Tim Tharp

Chair Tim Tharp reviewed meetings and conferences he attended since the May Board meeting and answered Board members' questions.

Item 7 EXECUTIVE DIRECTOR REPORT – 02:17:12 McCall Flynn

Ms. McCall Flynn reviewed meetings and conferences she attended since the May Board meeting, reviewed work related to Early Literacy and Early Numeracy, Public Charter Schools, and answered Board members' questions.

Item 8 STATE SUPERINTENDENT REPORT – 02:22:54 State Superintendent Susie Hedalen

Superintendent Susie Hedalen thanked the Board and staff for the previous day's joint meeting with MACIE to discuss Indian Education and support MACIE's work. The Superintendent discussed Federal funding the OPI received and discussions the OPI had with Senator Daines to expedite additional funding to Montana. The Superintendent gave an update on OPI staffing and reviewed the Staffing Report contained in the packet, introduced Superintendent Craig Barringer as the new Deputy Superintendent, and noted an updated organizational chart is being created. The Superintendent updated the Board on continued work with OCHE and future conferences and meetings she will attend.

Legislative Update: Ms. Katie Bloodgood distributed the OPI Legislative Summary and summarized progress on the implementation of legislation related to OPI. Ms. Bloodgood noted that specific information has been posted on the OPI Legislative page on their website and answered Board members' questions.

Assessment Update: Ms. Cedar Rose presented the Assessment Update and answered Board members' questions.

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

Item 9 COMMISSIONER OF HIGHER EDUCATION REPORT – 03:04:16 Joe Thiel

Mr. Joe Thiel updated the Board on the collaboration between OCHE and OPI related to Direct Admissions, reviewed the progress of the Grow Your Own Educator Program, the One Two Free Dual Enrollment Program, Legislative Outcomes related to OCHE, and the future payments related to the STARS Act. Mr. Thiel answered Board members' questions.

Item 10 GOVERNOR'S OFFICE REPORT Rachel Green

No report was made.

❖ LICENSURE COMMITTEE – Dr. Ron Slinger (Items 11-13)

Item 11 ACTION ON INITIAL REVIEW OF BPE CASE #2025-02, GERMANY, JR – 04:47:41 Brenton Craggs

Mr. Brenton Craggs announced that the OPI has received the original signed copy of an Affidavit of Surrender from Mr. Germany, and requested the Board dismiss the case due to the surrender.

Vice Chair Slinger moved to dismiss BPE Case #2025-02, Germany, Jr. Motion seconded by Board member Quinlan.

Mr. Craggs explained the Pretrial Diversion Agreement and temporary surrender by the educator pending a criminal trial. If the educator complies with all the requirements, application for reinstatement of the educator license can be made in one year.

No discussion. Motion passed unanimously.

**Item 12 NOTICE OF SURRENDER IN BPE CASE #2025-03 – 04:50:46
Brenton Craggs**

Mr. Brenton Craggs reviewed complaints made by students against the educator that resulted in the educator submitting an Affidavit of Surrender.

**Item 13 ACTION ON PRAXIS REGENERATED TEST REVIEW AND QUALIFYING SCORE
FOR ELEMENTARY EDUCATION – 04:51:39
Crystal Andrews**

Ms. Crystal Andrews summarized the Regenerated Test Review and Qualifying Praxis score for Elementary Education as presented at the May 2025 Board meeting and answered Board members' questions.

Vice Chair Slinger moved to approve the Praxis regenerated test review and qualifying score of 157 for Reading subset #5002; qualifying score of 157 for Mathematics subset #5003; qualifying score of 155 for Social Studies subset #5004; and qualifying score of 159 for Science subset #5005. Motion seconded by Board member Rasmussen.

Vice Chair Slinger complimented OPI, OCHE, and the Deans of Education for the work to review the tests and recommend scores.

Chair Tharp questioned if the lengthier test was a benefit and Ms. Andrews explained it is. If a student does not pass one section, they can retake the specific section rather than the entire test.

No further discussion. Motion passed unanimously.

❖ MSDB COMMITTEE – Lisa Schmidt (Items 14-15)

**Item 14 MSDB REPORT - 04:58:54
Paul Furthmyre**

Superintendent Paul Furthmyre presented the MSDB Report and noted that HB2 gave MSDB the funding the school requested then reviewed how the money will be spent which will include paying for interpreters, hiring additional staff, and professional development for faculty and staff. Superintendent Furthmyre reviewed the action items and answered Board members' questions.

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

No discussion. Motion passed unanimously.

Board member Schmidt moved to approve the MSDB Personnel Items as listed in the agenda packet. Motion seconded by Board member Quinlan.

No discussion. Motion passed unanimously.

Board member Schmidt moved to approve the HB 13 pay increase for MSDB employees in Pay Plan 061. Motion seconded by Board member Nieskens.

No discussion. Motion passed unanimously.

**Item 15 ACTION ON MSDB FOUNDATION AGREEMENT – 05:23:18
McCall Flynn**

Ms. McCall Flynn reviewed the discussion between the Board and the MSDB Foundation Board at the May 2025 Board meeting to discuss potential revisions to the Memorandum of Understanding (MOU). Ms. Flynn revised the MOU based upon the discussion and met with the Foundation Finance Committee to review the proposed revisions. Ms. Flynn presented the revisions to the Foundation Board and the MOU was approved. Ms. Flynn reviewed the document with the Board members and answered Board members' questions.

Board member Schmidt moved to approve the revisions to the MSDB Foundation Agreement as presented. Motion seconded by Vice Chair Slinger.

No discussion. Motion passed unanimously.

❖ ASSESSMENT COMMITTEE – Renee Rasmussen (Items 16-17)

**Item 16 ACTION ON EARLY LITERACY AND NUMERACY ADVISORY COUNCIL – 05:32:04
McCall Flynn**

Ms. McCall Flynn reviewed the current Early Literacy Advisory Council approved through September 2025 but noted that because of the legislation passed that added Early Numeracy, new members have been added to the Council and the Board will need to approve the new Council. Ms. Flynn noted that the name of the Council will be changed to reflect the addition of Early Numeracy. Ms. Flynn stated that in compliance with §2-15-122, MCA, the required paperwork will be filed with the Governor's Office and the Secretary of State for the new Council.

Board member Rasmussen moved to approve the Early Literacy and Numeracy Advisory Council and member list as presented in the agenda packet. Motion seconded by Board member Quinlan.

Vice Chair Slinger noted his support and requested individuals who represent Eastern Montana be added to the Council.

Board member Quinlan asked if there is an additional document that outlines the tasks of the Council. Ms. Flynn noted that the Board website has additional information.

No discussion. Motion passed unanimously.

**Item 17 INFORMATION ON MONTANA ALIGNED TO STANDARDS THROUGH-YEAR
STAKEHOLDER FEEDBACK AND NEXT STEPS – 05:42:33
Cedar Rose**

Ms. Cedar Rose presented survey results from students and educators that reviewed the Montana Aligned to Standards Through-Year (MAST). Board members discussed concerns with MAST and Ms. Rose addressed members' concerns and answered questions about the survey results. Ms. Rose discussed areas where MAST has been successful and stated some districts have used MAST with good results but acknowledged other districts have experienced issues. Ms. Rose discussed future workshops and resources that will be provided to assist educators who administer MAST, how to read MAST testlet results, and discussed next steps in the process. Ms. Rose answered Board members' questions and members thanked Ms. Rose for her work.

❖ CHARTER SCHOOL COMMITTEE – Dr. Ron Slinger (Items 18-19)

**Item 18 UPDATE ON COMMUNITY CHOICE SCHOOLS COMMISSION – 06:59:53
Cathy Kincheloe**

Ms. Cathy Kincheloe presented an update on work of the Community Choice Schools Commission and announced the procurement of a Sole Source Contract with the National Charter School Institute to implement the law. Ms. Kincheloe stated that a Request for Proposal has been published to procure an Assessment Consultant who can identify valid and reliable assessments for use by potential Choice Schools. Ms. Kincheloe reviewed conferences she has attended, the Commission's new membership in the National Association of Charter School Authorizers, continued grant applications the Commission has applied for, a review of the June 2025 Commission meeting, and the upcoming September 2025 meeting.

**Item 19 REVIEW PUBLIC CHARTER SCHOOL ANNUAL AND PERFORMANCE REPORTS –
07:10:24
McCall Flynn**

Ms. McCall Flynn presented the Public Charter School Annual and Performance Report, reviewed each section of the report, and answered members' questions.

RECESS

The Board recessed for the day at 4:20 PM.

Friday, July 18, 2025
8:30AM

CALL TO ORDER - 0:01:50

Chair Tharp called the meeting to order at 8:30 AM. The Chair led the Board in the Pledge of Allegiance and Ms. Kris Stockton took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

Board members: Dr. Tim Tharp, Chair; Dr. Ron Slinger, Vice Chair; Ms. Madalyn Quinlan; Dr. Hannah Nieskens; Ms. Lisa Schmidt; Ms. Julia Maxwell; Ms. Renee Rasmussen. Ex Officio members: Ms. Tyler Capece, OPI.. Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Ms. Christy Mock-Stutz, OPI; Mr. Mike Jetty, OPI; Ms. Marie Judisch, OPI; Ms. Crystal Andrews, OPI; Ms. Ellery Bresler, OPI; Dr. Julie Murgel, OPI; Ms. Kristi Steinberg, UM; Ms. Kim Popham, MFPE; Dr. Rob Watson, SAM; Deputy Superintendent Craig Barringer, OPI; Mr. Larry Crowder, MREA; Superintendent Darin Hannum, Bainville Public Schools; Ms. Genevieve Thomas, School Services of Montana.

❖ ACCREDITATION COMMITTEE – Madalyn Quinlan (Items 20-26)

Item 20 INDIAN EDUCATION FOR ALL REPORT – 00:03:51
Christy Mock-Stutz, Mike Jetty

Ms. Christy Mock-Stutz and Mr. Mike Jetty presented the Indian Education for All Report and discussed how schools report their Indian Education for All funds for compliance, how funds are spent, provided examples of activities that meet the accreditation requirements, and reviewed the Best Practices Conference the OPI held for schools. Mr. Jetty provided examples of how administrators survey their teachers about how Indian Education for All is implemented in the classroom. Ms. Mock-Stutz and Mr. Jetty answered Board members' questions.

Item 21 REVIEW OF THE ECONOMIC IMPACT STATEMENT PERTAINING TO RULEMAKING
IN ARM TITLE 10, CHAPTER 53, ENGLISH LANGUAGE ARTS AND LITERACY
CONTENT STANDARDS – 00:39:00
Marie Judisch

Ms. Marie Judisch presented the Economic Impact Statement for the English Language Arts and Literacy Content Standards, reviewed sections of the report, and noted that more responses were received than in the past. Ms. Judisch answered Board members' questions.

Item 22 ACTION ON THE PROPOSED NOTICE OF PUBLIC HEARING AND TIMELINE
PERTAINING TO RULEMAKING IN ARM TITLE 10, CHAPTER 53, ENGLISH
LANGUAGE ARTS AND LITERACY CONTENT STANDARDS, AND AUTHORIZE
FILING OF THE NOTICE WITH THE SECRETARY OF STATE FOR PUBLICATION IN
THE MONTANA ADMINISTRATIVE REGISTER – 00:58:41
Madalyn Quinlan

Ms. Marie Judisch made comments on the revised standards, discussed how the proposal helps increase student proficiency, and answered Board members' questions. Ms. McCall Flynn reviewed the proposed timeline for rulemaking.

Board member Quinlan moved to approve the proposed notice of public hearing and timeline pertaining to rulemaking in ARM Title 10, Chapter 53, English Language Arts and Literacy Content Standards, and authorize filing of the notice with the Secretary of State for publication in the Montana Administrative Register. Motion seconded by Board member Nieskens.

Board member Rasmussen expressed concerns about the impact to the workload in rural schools.

Chair Tharp noted that the rules are not effective until July 1, 2027, which gives schools time to implement the changes.

Board member Quinlan thanked OPI staff for their presentation.

No further discussion. Motion passed unanimously.

Item 23

ACTION ON THE RESOLUTION TO SUPPORT INCREASING PK-12 ATTAINMENT IN READING AND READING PROFICIENCY – 01:19:04
Madalyn Quinlan

Ms. McCall Flynn reviewed the proposed resolution presented to the Board at the May 2025 meeting and noted that Representative Reksten stands in support of the resolution.

Board member Quinlan moved to approve the Resolution to Support Increasing PK-12 Attainment in Reading and Reading Proficiency. Motion seconded by Board member Maxwell.

Dr. Rob Watson gave public comment in support of the resolution.

No further discussion. Motion passed unanimously.

Item 24

INFORMATION ON THE PROPOSED CORRECTIVE PLAN PROCESS FOR SCHOOLS IN DEFICIENT AND ADVICE STATUS FOR ACCREDITATION – 01:25:15
Crystal Andrews

Ms. Crystal Andrews presented the proposed Corrective Plan Process for schools in Deficient and Advice status. Ms. Andrews summarized the Administrative Rule related to the process and addressed Board members' questions and concerns.

Item 25

INFORMATION ON THE PROPOSED INTENSIVE ASSISTANCE PROCESS FOR ACCREDITATION – 01:39:25
Crystal Andrews, Ellery Bresler

Ms. Crystal Andrews and Ms. Ellery Bresler presented the proposed process and timeline for schools in Intensive Assistance for Accreditation and addressed Board members' questions and concerns.

Item 26

ACTION ON THE SUPERINTENDENT'S RECOMMENDATION FOR THE ACCREDITATION PROCESS AND SCHEDULE FOR THE 2025-26 SCHOOL YEAR – 02:05:37
Dr. Julie Murgel, Crystal Andrews, Accreditation Think Tank Members

Dr. Julie Murgel and Ms. Crystal Andrews presented the recommended 2025-2026 Accreditation Process from the Think Tank. Dr. Murgel described work completed by the Think Tank and the process used to produce the recommendation before the Board. Ms. Andrews added additional information about the proposed process specifically for schools in Deficient and Advice status. Dr. Murgel and Ms. Andrews addressed Board members' questions and concerns.

Board member Quinlan moved to approve the Superintendent's recommendation for the accreditation process and schedule for the 2025-2026 school year. Motion seconded by Board member Nieskens.

Vice Chair Slinger stated his concerns about the proposed process and questioned if this shows the true status of accreditation in the state or does it postpone holding schools accountable for an additional year.

Board member Rasmussen thanked Vice Chair Slinger for his comments and concurred with his concerns to postpone the process another year.

Board member Quinlan proposed that schools in Advice go through the same process as schools that are Deficient. Dr. Murgel stated that this topic was discussed and since those schools must submit a Corrective Plan, OPI has the ability to check on their progress and help schools resolve the issues that put them into Advice status.

Board member Schmidt stated that the request to postpone is not a reflection of the schools but a request from the OPI to ensure that the process is accurate. Schools in Deficient Status still have support from the OPI to correct the deviations.

Board member Maxwell stated her support for the previous comments but stated she has concerns about postponing the process an additional year.

Board member Nieskens stated that since MAST is not in a good position postponing the cycle for an additional year makes sense.

Board member Rasmussen concurred with Board member Nieskens but stated it is important to ensure that schools that are Deficient have support and the schools in Advice are doing what they need to do to correct the deviations, and with that she can support the request.

Board member Quinlan stated that since the first-year schools will continue to receive support she can support the request to postpone.

Ms. Andrews stated that schools that are Deficient did not provide evidence that the district has a plan to correct the deviations and that an additional year will allow OPI to work with them to provide the necessary information.

Board member Nieskens stated that with that information and the probability that turnover in administration may be part of the issue, allowing OPI to provide an additional year of support is beneficial.

Board member Schmidt stated that retaining the cycle is preferred.

Dr. Rob Watson provided public comment in support for the request to postpone.

Superintendent Darin Hannum provided public comment in support for the request to postpone.

No further discussion. Roll call vote, motion passed 4-3 with members Schmidt, Rasmussen, and Tharp dissenting.

Chair Tharp stated that supporting schools and students is the most important piece and he hopes this process will accomplish that goal.

Ms. McCall Flynn reviewed the September Board meeting in Dillon, discussed items that will be before the Board, and reminded members of the July 28, 2025 Special Board meeting to adopt the Early Numeracy Integration Standards.

FUTURE AGENDA ITEMS September 11-12, 2025 – Dillon, MT

Election of Board Officers

Action on Strategic Planning Items

MACIE Update

Montana Digital Academy Update

Review Community Choice School Academic Performance and Financial Reports

Annual HiSET Report

Annual Special Education Report

Assessment Update

Accreditation Update

Federal Update

Content Standards Revision Update

PUBLIC COMMENT – 02:57:19

Dr. Rob Watson made public comment with regards to Assessment and the importance of how to hold districts accountable. Dr. Watson distributed the schedule for the SAM Administrators Institute and invited Board members to attend.

Ms. Tyler Capece noted that the Superintendent received notice that morning that Title IV funding has been sent from the Federal Government and thanked the Board for the great meetings.

ADJOURN

Meeting adjourned at 11:35 AM.

The Montana Board of Public Education is a Professional Development Unit Provider. Attending a Board of Public Education Meeting either in person or via Zoom may qualify you to receive professional development units. Please complete the necessary information on the sign-in sheet if you are applying for professional development units.

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed "time certain". Public comment is welcome on all items listed as "Action" and as noted at the beginning and end of each meeting.

The Board of Public Education will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to Kris Stockton, PO Box 200601, Helena MT, 59620, kmstockton@mt.gov, 406-444-0302.

DRAFT

BOARD OF PUBLIC EDUCATION MEETING MINUTES

July 28, 2025
Zoom Webinar

Monday July 28, 2025
12:00PM

CALL TO ORDER – 00:00:07

Chair Tharp called the meeting to order at 12:00 PM. The Chair led the Board in the Pledge of Allegiance and Ms. Kris Stockton took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

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

ADOPT AGENDA – 00:02:12

Board member Quinlan moved to approve the agenda. Motion seconded by Vice Chair Slinger.

No discussion. Motion passed unanimously.

❖ ASSESSMENT COMMITTEE – Renee Rasmussen (Items 1-2)

Item 1 ACTION ON AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON REVISIONS TO ARM TITLE 10, CHAPTER 54, EARLY NUMERACY INTEGRATION FOR THE 2025-2026 SCHOOL YEAR AND TITLE 10, CHAPTER 63, EARLY CHILDHOOD EDUCATION STANDARDS – 00:02:48
Renee Rasmussen

Board member Rasmussen noted that only two comments were received on the proposed revisions. Both comments discussed the same topic related to the sequencing in the Early Childhood Education Standards.

Board member Rasmussen moved to agree with Comment 1 and revise the sequence of the developmental domains listed in the Early Childhood Education Standards. Motion seconded by Board member Quinlan.

No discussion. Motion passed unanimously.

Item 2 ACTION ON THE PROPOSED NOTICE OF ADOPTION PERTAINING TO RULEMAKING IN ARM TITLE 10, CHAPTER 54, EARLY NUMERACY INTEGRATION FOR THE 2025-2026 SCHOOL YEAR AND TITLE 10, CHAPTER 63, EARLY CHILDHOOD EDUCATION STANDARDS, AND AUTHORIZE FILING OF THE NOTICE WITH THE SECRETARY OF STATE FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER – 00:5:00
McCall Flynn

Ms. McCall Flynn reviewed the proposed changes and how Comment 1 will be translated into the proposal.

Board member Quinlan moved to approve the Notice of Adoption pertaining to rulemaking in ARM Title 10, Chapter 54, Early Numeracy Integration for the 2025-2026 School Year and Title 10, Chapter 63, Early Childhood Education Standards, and authorize filing of the Notice with the Secretary of State for publication in the Montana Administrative Register. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

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

❖ EXECUTIVE COMMITTEE – Dr. Tim Tharp (Items 3-4)

Item 3 DISCUSSION ON LEGAL COUNSEL STRATEGY – 00:08:53
Dr. Tim Tharp

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

Item 4 ACTION ON LEGAL COUNSEL STRATEGY – 00:00:12
Dr. Tim Tharp

Dr. Tim Tharp moved to authorize Director Flynn to enter into an MOU with an attorney or attorneys for Board legal work. Motion seconded by Vice Chair Slinger.

Chair Tharp noted he spoke with Member Nieskens, and she approves of the motion.

No discussion. Motion passed unanimously.

Ms. Flynn stated the next meeting is in Dillon in September.

PUBLIC COMMENT

No public comment.

ADJOURN

The meeting adjourned at 12:19 PM.

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CONSENT AGENDA

FINANCIALS

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

Data Selected for Month/FY: 01 (Jul)/2026 through 03 (Sep)/2026

OBPP Program	Subclass	Fund	Org	Acct Lvl 1	Acct Lvl 2	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION						576,928.00	64,687.20	0.00	512,240.80
235H1 ADMINISTRATION						556,586.00	61,081.55	0.00	495,504.45
01100 General Fund						556,586.00	61,081.55	0.00	495,504.45
1 BOARD OF PUBLIC EDUCATION						556,586.00	61,081.55	0.00	495,504.45
61000 Personal Services						371,698.00	43,442.05	0.00	328,255.95
61000 Personal Services						371,698.00	0.00	0.00	371,698.00
61100 Salaries						0.00	28,884.64	0.00	(28,884.64)
61300 Other Compensation						0.00	1,200.00	0.00	(1,200.00)
61400 Employee Benefits						0.00	13,357.41	0.00	(13,357.41)
62000 Operating Expenses						184,888.00	17,639.50	0.00	167,248.50
62000 Operating Expenses						184,888.00	0.00	0.00	184,888.00
62100 Other Services						0.00	2,143.48	0.00	(2,143.48)
62200 Supplies & Materials						0.00	1,190.32	0.00	(1,190.32)
62300 Communications						0.00	3,617.87	0.00	(3,617.87)
62400 Travel						0.00	4,042.20	0.00	(4,042.20)
62500 Rent						0.00	5,040.63	0.00	(5,040.63)
62800 Other Expenses						0.00	1,605.00	0.00	(1,605.00)
235H4 STATE ITSD/RST						20,342.00	3,605.65	0.00	16,736.35
01100 General Fund						20,342.00	3,605.65	0.00	16,736.35
1 BOARD OF PUBLIC EDUCATION						20,342.00	3,605.65	0.00	16,736.35
62000 Operating Expenses						20,342.00	3,605.65	0.00	16,736.35
62000 Operating Expenses						20,342.00	0.00	0.00	20,342.00
62100 Other Services						0.00	588.20	0.00	(588.20)
62200 Supplies & Materials						0.00	2,620.32	0.00	(2,620.32)
62300 Communications						0.00	397.13	0.00	(397.13)
235Z1 WORKERS COMP. REDUCTION						0.00	0.00	0.00	0.00
01100 General Fund						0.00	0.00	0.00	0.00
1 BOARD OF PUBLIC EDUCATION						0.00	0.00	0.00	0.00
61000 Personal Services						0.00	0.00	0.00	0.00
61000 Personal Services						0.00	0.00	0.00	0.00
Grand Total						576,928.00	64,687.20	0.00	512,240.80

11%

❖ **REPORTS – (Items 1-5)**

Dr. Tim Tharp

ITEM 1

CHAIRPERSON REPORT

- **Welcome from Superintendent Randy Shipman,
Dillon Elementary School District and
Superintendent Josh Patterson, Beaverhead
County High School District**
 - **Board Committee Assignments**

ACTION ITEMS:

- **Bylaws**
- **2026 Meeting Calendar and Agenda**
 - **Strategic Plan**

Dr. Tim Tharp



Board of Public Education

Board of Public Education Committee Assignments September 2025

STANDING COMMITTEES

Executive Committee

Tim Tharp, Chair
Ron Slinger, Vice Chair
McCall Flynn, Executive Director

Licensure Committee

Ron Slinger, Chair
Julia Maxwell, Member
Tim Tharp, Member

Charter School Committee

Ron Slinger, Chair
Lisa Schmidt, Member
Tim Tharp, Member

MSDB Committee

Lisa Schmidt, Chair
Julia Maxwell, Member
Tim Tharp, Member

Legislative Committee

Renee Rasmussen, Chair
Madalyn Quinlan, Member
Tim Tharp, Member

Assessment Committee

Renee Rasmussen, Chair
Hannah Nieskens, Member
Tim Tharp, Member

Accreditation Committee

Madalyn Quinlan, Chair
Hannah Nieskens, Member
Tim Tharp, Member

SPECIAL COMMITTEES

Artificial Intelligence and Technology Committee

Hannah Nieskens, Chair
Ron Slinger, Member
Tim Tharp, Member

ADVISORY GROUP LIAISONS

Montana Advisory Council on Indian Education – Julia Maxwell
Montana School Safety Advisory Committee – McCall Flynn

OTHER COMMITTEE APPOINTMENTS

Education and Workforce Data Governing Board – Tim Tharp
Montana Digital Academy Governing Board – Hannah Nieskens

**STATE OF MONTANA
BOARD OF PUBLIC EDUCATION**

BYLAWS

Article I. Name

The legal name of the Board is the Board of Public Education.

Article II. Objective

The objective of the Board is to carry out its constitutional and statutory responsibility to exercise general supervision, in cooperation with the Superintendent of Public Instruction, over the public school system and other such public educational institutions as may be assigned by law.

Article III. Membership

The Board consists of seven members appointed by the Governor and confirmed by the Senate. Not more than four may be from each of the two commission districts per § 2-15-156, MCA, and not more than four may be affiliated with the same political party. The Governor, Superintendent of Public Instruction, and Commissioner of Higher Education are ex-officio, non-voting members of the Board. There is also a non-voting student member, appointed by the Montana Association of Student Councils. The term of members appointed to the Board shall be seven years. When a vacancy occurs, the Governor shall appoint a member for the remainder of the term of the incumbent. Members appointed to the Board, before discharging their duties, shall take and subscribe to the constitutional oath of office.

Article IV. Officers

The officers of the Board shall consist of a Chairperson and Vice Chairperson. The Chairperson and Vice Chairperson shall be elected among the appointed membership for the period of one year; annual reelection is permissible. Election of the Chairperson and Vice Chairperson shall be conducted by voice vote. The Chairperson-elect and Vice Chairperson-elect shall assume their respective office upon adjournment of the meeting at which they were elected. If the office of the Chairperson or Vice Chairperson is vacated prior to the expiration of the term, the Board will hold an election to fill the vacated office; the newly elected officer will serve for the remainder of the unexpired term and assume the gavel immediately. The duties of the Chairperson shall include presiding at meetings, participating in the construction of meeting agendas, and appointing all committees. The Chairperson shall vote on all matters. In the absence of the Chairperson, the Vice Chairperson shall preside and shall perform such duties as are prescribed for the Chairperson.

Article V. Executive Director

The Board shall appoint, prescribe the term and duties, and establish the salary of the Executive Director. The Executive Director shall serve as administrator to the Board and also as liaison between the Board and the Superintendent of Public Instruction, the Commissioner of Higher Education, the Legislature, and the Governor's office.

Article VI. Meetings

According to § 20-2-112, MCA, the Board shall meet at least quarterly. ~~Special meetings may be called by the Governor, the chairperson of the Board, the Executive Director, or a request in writing of four regular appointed members.~~ When necessary, the Board may hold meetings for resolution of specific agenda items either by a meeting in person, ~~by conference call~~ virtually, or by a combination of both. Board members shall attend all scheduled meetings in person. If a Board member is unable to attend in person, the chairperson may allow participation virtually.

Special meetings may be called by the Governor, the chairperson of the Board, the Executive Director, or a request in writing of four regular appointed members. In the case of a special meeting, the Executive Director shall ~~notify~~ provide notice to each regular and ex-officio member ~~either by e-mail, mail, or by telephone~~ at least 48 hours in advance, sufficiently in advance of the meeting to allow all Board members to travel to the meeting site from their principal Montana residence.

The Board of Public Education and the Board of Regents shall meet yearly as the State Board of Education per § 20-2-101, MCA.

Meetings of the Board shall be open to the public. The Chairperson may close the meeting to the public if he or she determines:

- a. That the demand of individual privacy clearly exceeds the merits of public disclosure, or
- b. That an open meeting would have a detrimental effect on the bargaining or the litigating position of the Board.

The Chairperson shall read for the minutes the reason for the closing, or the minutes will show that the person in question requested a closed session.

Article VII. Quorum

A majority of the appointed members shall constitute a quorum for the transaction of business.

Article VIII. Organization

Section A. Officers

The Board shall select, by a majority vote, a Chairperson and Vice Chairperson from its appointed members each September. The term of elected office shall be for one year. The Chairperson shall be the presiding officer and shall preside over all regular, special, and public meetings of the Board. The Vice Chairperson shall perform the functions of the Chairperson in their absence.

Section B. Committees

Standing committees shall be as follows:

1. An Executive Committee: composed of the Chairperson, Vice Chairperson, and the Executive Director
2. An Accreditation Committee
3. A Licensure Committee
4. A Montana School for the Deaf and Blind Committee
5. A Legislative Committee
6. An Assessment Committee
7. A Charter School Committee

The Board may create special committees as deemed necessary to carry out the responsibilities of the Board. Members of the special committees shall be appointed by the Chairperson.

Duties of the committees shall be to review, report on, and make recommendations concerning any item referred to them and alert the Chairperson and Executive Director on any matters which should be placed on the agenda for Board discussion or action. The Chairperson shall serve as a member of all committees, unless otherwise determined by the Chairperson. The Executive Director shall attend all committee meetings and provide support as determined by the committee chairperson.

The Board shall establish a Montana School for the Deaf and Blind Committee. Due to the uniqueness of the operations of the Montana School for the Deaf and Blind, the Committee is expected to meet more regularly than other committees of the Board. As required under § 20-8-101, MCA, the Montana School for the Deaf and Blind is under general supervision, direction, and control of the Board. This relationship requires more regular oversight and involvement in the maintenance and governance of the school.

Article IX. Order of Business

The regular order of business shall be as follows:

1. Call to Order
2. Pledge of Allegiance
3. Roll Call
4. Statement of Public Participation
5. Welcome Visitors
6. Public Comment
7. Consent Agenda Adoption
8. Agenda Adoption
9. Date and Place of Next Meeting
10. Public Comment
11. Adjournment

Article X. Communications

All official communications should come to the attention of the Board through the Executive Director of the Board.

Article XI. Parliamentary Procedure

The Board will use Robert's Rules of Order as a guide on questions of parliamentary procedure.

Article XII. Amendments

These bylaws may be added to or amended by a majority vote at any meeting of the Board of Public Education provided that a quorum is present and provided that the proposed amendment is sent in writing to members of the Board of Public Education at least seven days in advance.

Article XIII. Professional Development

The Board of Public Education offers professional development opportunities for Board members whenever possible. Board members may attend at least one professional development conference each year, when funding is available. All requests must be submitted to the Executive Director at least one month prior to the conference. Board members should submit the request using the Request and Justification for Travel Form. All out of state travel and travel that exceeds \$1,000 must be approved by the Executive Committee prior to participation.

[Request and Justification for Travel Form \(mt.gov\)](https://mt.gov)



Board of Public Education

ANNUAL AGENDA CALENDAR January 2026 – November 2026

(Proposed items from OPI in italics)

January 15-16, 2026 – Helena, MT

Exiting Board Member – Last Meeting & Recognition
 MACIE Update
 Review Community Choice School Annual Reports
 Action on ABCTe Program Approval
 Action on Authorizing Public Charter Schools
Transportation Report
Assessment Update
Federal Update
Accreditation Report
Teacher Licensure Report
Qualify Advanced Opportunity Grant Applications
Action on Transformational Learning Phase II Grants
Quality Educator Loan Assistance Program Report
Content Standards Revision Update
 Action on MSDB Superintendent Contract Extension
MSDB Superintendent Performance Evaluation & Contract Extension Discussion

March 19-20, 2026 – Ronan, MT

MACIE Update
 Action on MSDB School Calendar
 Action on Early Literacy Screening Tools (Odd Years)
Assessment Update
Federal Update
Accreditation Report
Annual School Food Services Report
Review Draft CAEP MOU
Content Standards Revision Update

May 21-22, 2026 – Great Falls, MT

Student Representative – Last Meeting & Recognition
 MACIE Update
Review Public Charter School Performance Reports
Action on K-12 Schools Payment Schedule
Assessment Update
Accreditation Update
Action on CAEP MOU
Federal Update
Content Standards Revision Update
Action on Accreditation Status of All Schools
Executive Director Performance Evaluation

July 22-24, 2026 – Helena, MT

Joint MACIE Meeting and Tribal Consultation
 Strategic Planning Meeting
 MACIE Update
 Action on MSDB/Golden Triangle Co-op
Indian Education for All Report
Assessment Update
Federal Update
OPI Staffing Report
Accreditation Report
Content Standards Revision Update

September 24-25, 2026 – Glendive, MT

Election of Board Officers
 Action on Strategic Planning Items
 MACIE Update
 Montana Digital Academy Update
 MACIE Renewal (Even Years)
 Review Community Choice School Academic Performance and Financial Reports
Annual HiSET Report
Annual Special Education Report
Accreditation Update
Assessment Update
Federal Update
Content Standards Revision Update

November 18-20, 2026 – Bozeman, MT

Board of Education Meeting
 Joint Montana Council of Deans of Education Meeting
 MACIE Update
Assessment Update
Federal Update
Annual Data Collection
Action on Variance to Standards Requests & Renewals
Accreditation Report
Youth Risk Behavior Survey Update (Odd Years)
Annual Professional Development Unit Providers Report
Content Standards Revision Update



Board of Public Education

Board of Public Education Strategic Plan 2025-2026

MISSION STATEMENT:

The Board of Public Education has a mission statement as directed by the Montana Constitution, which states, “There is a board of public education to exercise general supervision over the public school system and such other public educational institutions as may be assigned by law”. The Board of Public Education was established to supervise, serve, maintain, and strengthen Montana’s system of free quality public elementary and secondary schools.

STRATEGIC PLAN:

1. Exercise the Board’s constitutional and statutory authority to improve Montana’s education system.

- Work with constitutional education authorities to ensure they understand and respect the constitutional authority of the Board of Public Education.
- Collaborate with constitutional education authorities around initiatives to improve and support public education in Montana and implementation of legislative priorities and directives.
- Work with the Montana Advisory Council on Indian Education, Office of Public Instruction, and education partners to implement Indian Education for All.
- Promote and maintain a transparent and open public participation process.
- Support professional development for board members to improve their understanding of contemporary issues in education and to provide networking opportunities within the state and national educator communities.

2. Promote a safe learning environment.

- Work with education partners to help school districts navigate federal and state regulations and funding.
- Assign ~~the Executive Director~~ a member of the Board of Public Education or designee to participate in the Montana School Safety Advisory Committee meetings.

3. Evaluate and adopt the Board’s accreditation standards to ensure they are contemporary and effective to improve quality education for all Montana students.

- Maintain the Board’s commitment to rigorous standards and assessments, and support flexibilities within the current frameworks.
- Collaborate with education partners in support of drafting and implementing state standards, including efforts around licensing, content, transportation, assessment, accreditation, educator preparation programs, and other standards within the Board of Public Education’s authority.

4. Foster quality teaching and administration.

- Work with legislators and other entities to ensure they understand the roles and responsibilities of the Board of Public Education.

- Adopt revisions to the Administrative Rules of Montana that are within the Board of Public Education's authority.
- Work with partners in P-12 and higher education to coordinate recruitment and retention efforts of teachers, staff, and school leaders.
- Receive guidance from professional education organizations and take action on their recommendations, when appropriate.

5. Support the preparation of all Montana students for employment, post-secondary education, and civic life.

- Work to support and expand pathways to career and life success through dual enrollment, internships, work-based learning, etc.
- Collaborate with the Montana Digital Academy to support online instruction for students, and assign ~~the Executive Director~~ a member of the Board of Public Education or designee to serve on the Montana Digital Academy Governing Board.
- Plan and prepare for the Board of Education meetings to support P-20 priorities and adopt a unified education budget.
- Work with school districts and education partners to promote the Montana Seal of Biliteracy.
- Prioritize and support innovation through the public charter school application process.
- Work with and administratively support the Montana Community Choice School Commission.
- Receive guidance from the Montana Advisory Council on Indian Education and take action on their recommendations, when appropriate.

6. Recognize and fulfill the Board's statutory obligation to the Montana School for the Deaf and Blind.

- Hire, support, and evaluate the Superintendent of the Montana School for the Deaf and Blind (MSDB).
- Support and take action on personnel items, out of state travel requests, policies, and other items.
- Assign the Executive Director and MSDB liaison to participate in the Montana School for the Deaf and Blind Foundation meetings.
- Advocate for budgetary resources to support MSDB's programmatic and facility requests.

ITEM 2

EXECUTIVE DIRECTOR REPORT

- **Strategic Planning Timeline**

McCall Flynn



Board of Public Education

Strategic Planning Timeline (Draft)

September 11–12, 2025 | Board Meeting – Kickoff

- Presentation on strategic planning timeline and process.
- Review project plan, roles, and expectations.
- **Output:** Confirm process, timeline, and stakeholder engagement plan.

October–December 2025 | Pre-Engagement Phase (Between Meetings)

- Gather baseline information and data for priority areas.

January 15–16, 2026 | Board Meeting – Mission & Vision

- Discuss mission statement.
- Discuss and draft vision statement.
- **Pre-Reading:** NASBE *Roadmap to Excellence* - Strategic Planning for State Boards and NASBE Policy Update - New State Strategic Plans Zero In on Learning Recovery
- **Output:** Draft vision statement.

February–March 2026 | (Between Meetings)

- Deliverables from January Board Meeting.

March 19–20, 2026 | Board Meeting – Vision & Commitments

- Review and refine vision statement.
- Discuss commitments and initial strategic priorities.
- **Pre-Reading:** Goals and commitments adopted by other states.

April–May 2026 | (Between Meetings)

- Deliverables from March Board Meeting.

May 21–22, 2026 | Board Meeting – Commitments & Priorities

- Review commitments and initial strategic priorities.
- Identify 1–2 critical issues per priority.
- Establish related goals, key stakeholders, and metrics of success.
- Draft monitoring/accountability framework.

June–July 2026 | Draft Development (Between Meetings)

- Outreach to key stakeholders.
- Prepare initial draft and framework.
- Deliverables from May Board Meeting.

July 22–24, 2026 | Board Meeting – Draft Review & Feedback

- Review first draft of strategic plan and incorporate stakeholder feedback.
- Give direction for revisions.

August–Early September 2026 | Draft Development Cont. (Between Meetings)

- Continue draft development and revisions.

September 24–25, 2026 | Board Meeting – Strategic Plan Adoption

- Review final draft, incorporating public comment and stakeholder feedback.

ITEM 3

STATE SUPERINTENDENT REPORT

- Federal Update
- Accountability System Update
 - Future Ready Indicators
- Annual Special Education Report

State Superintendent Susie Hedalen



Federal Update- as of Wednesday August 27th, 2025

Following the last board meeting the U.S. Department of Education announced that federal education funding would be released the week of July 28, 2025. Superintendent Hedalen released the following statement after the announcement came: "We have remained confident that these funds would be released in a timely manner. As districts approach key budget deadlines, the Office of Public Instruction will continue to work closely with schools to support planning and implementation. We appreciate the Department's thorough review and release of these important resources."

The OPI Federal Programs team had a successful E-grants roadshow in July & August. They traveled around the state to provide assistance to Superintendents as they completed their federal applications in the OPI E-grants system. We appreciate our team's dedication to timely and effective assistance to our school leaders.

The OPI team additionally has been hard at work uploading allocations into the E-grants system for districts. At this time the following allocations have been loaded:

Title II-A, ESEA: Supporting Effective Instruction State Grants
Title III-A, ESEA: English Language Acquisition
Title IV-A, ESEA: Student Support and Academic Enrichment State Grants
Title I, Part A
Title I, Part D
IDEA, Part B
IDEA, Part C
Title IV Part B
Rural and Low-Income Schools (Rural-V)
Perkins (Career and Technical Education)

The following allocations are still being loaded. Once completed the OPI will provide communication to the field:

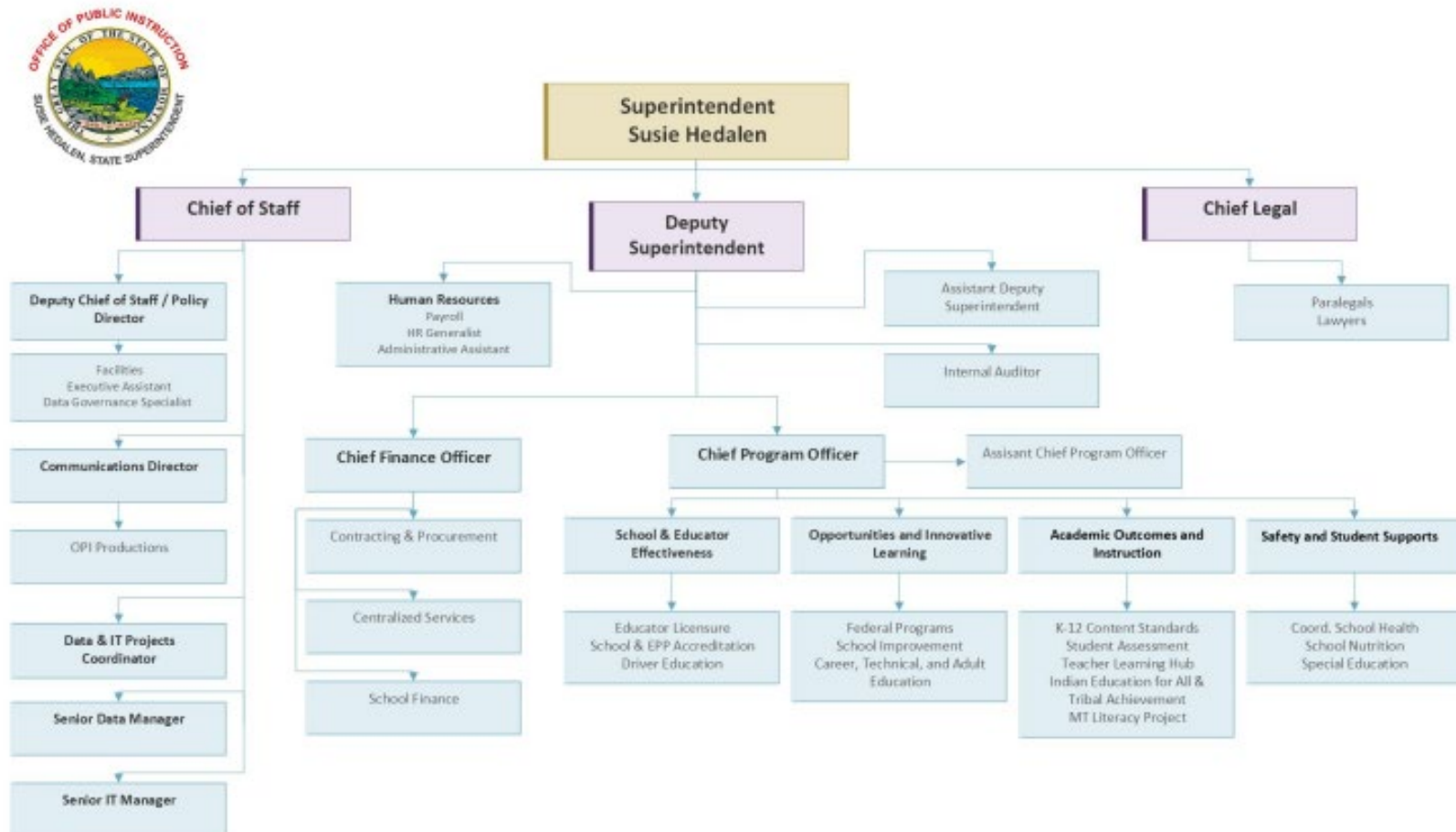
Title I-C, ESEA: Migrant Student Education
McKinney-Vento Homeless Education

We thank our federal partners for their assistance in advocating timely federal funding to Montana's schools. The OPI Executive Staff continue to maintain strong relationships with our federal partners.

Department of Education Secretary Linda McMahon announced her “Returning Education to the States Tour” as well. We look forward to Secretary McMahon visiting Montana to hear from students, teachers, and leaders on best practices for their own communities.



The OPI Federal Programs team on the road during the E-grants roadshow. We thank them for their dedication to supporting the field.



As mentioned at the July Board meeting, Superintendent Hedalen wanted to provide Board members with the updated Organizational Chart for the Office of Public Instruction (effective August 25th, 2025), as stated in ARM 10.1.101.

Some of the modifications include the renaming of divisions that accurately reflect Superintendent Hedalen's major initiatives including school safety. To underscore the importance of school safety, Superintendent Hedalen has designated one of OPI's vacant positions to focus specifically on student safety and wellness. This critical role will be posted soon, and we look forward to welcoming a dedicated professional who will help foster a secure and supportive environment.

Other changes made to the Programs Division include combining the Indian Education for All and Tribal Achievement units under one leader, Brooke Gondara. This initiative was staff led and creates a cohesive work plan to benefit Montana students. Additionally, there were changes with management of certain units as leadership was consolidated and Programs moved to four divisions. Notably, Drivers Education moved to School & Educator Effectiveness, Federal Programs & School Improvement moved to Opportunities and Innovative Learning, and Indian Education For All & Tribal Achievement moved to Academic Outcomes and Instruction.

Program Division Senior Managers

School & Educator Effectiveness, Crystal Andrews
Opportunities and Innovative Learning, Krystal Smith
Academic Outcomes and Instruction, Marie Judisch
Safety and Student Supports, Patrick Cates

Additionally Contracting & Procurement was moved back to the Finance Division. Minimal changes were made to the structure of the Data & IT Divisions.

Finally, changes were made to the structure of Superintendent Hedalen's Executive Staff to accurately reflect the important work of the Superintendent's personal staff.

If the Board has any questions regarding the organizational chart please contact OPI Chief of Staff or Deputy Superintendent.

Craig Barringer, craig.barringer@mt.gov
Dylan Klapmeier, dylan.klapmeier2@mt.gov



Office of Public Instruction

Special Education Annual Report for the Board of Public Education

September 2025

Report prepared for the September 2025 Board of Public Education meeting by:

Patrick Cates - Senior Manager, Student Support Services
Danni McCarthy - Director of Special Education, Special Education
Kristie Sears - IDEA Part B Data Manager, Special Education



OPI Special Education Report Table of Contents

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**Montana Office of Public Instruction - Special Education
Board of Public Education Annual Report
September 2025**

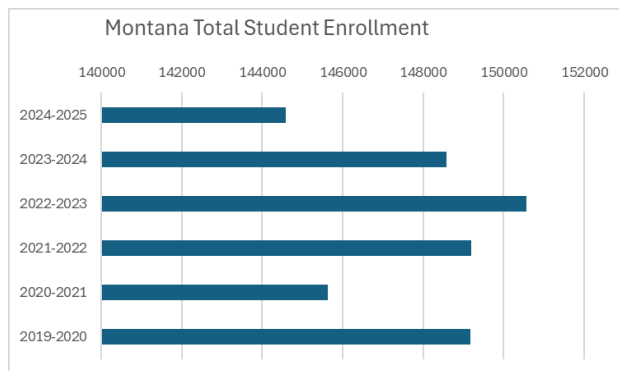
Who are Montana's Students with Disabilities?

Student Population

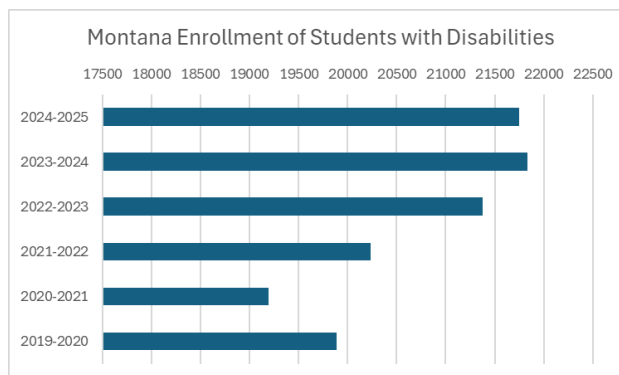
In 2022–23, the number of students ages 3–21 who received special education and related services under the Individuals with Disabilities Education Act (IDEA) was 7.5 million, or the equivalent of **15 percent** of all public school students. (*National Center for Education Statistics*)

- **15 percent** of Montana's students are served under IDEA.
- Total student enrollment in 23/24 - 148,585
- Total student enrollment in 24/25 - 144,579 (2.73% decrease)
- Total enrollment of students with disabilities in 23/24 - 21,579
- Total enrollment of students with disabilities in 24/25 - 21,752 (.80% increase)

Montana Total Student Enrollment



Montana Enrollment of Students with Disabilities

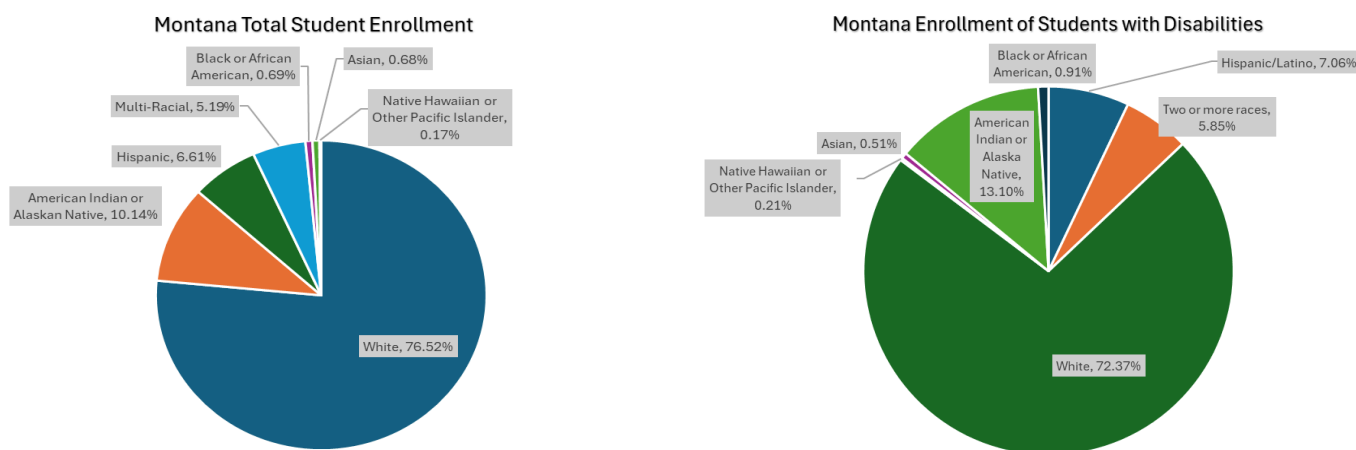




Special Education Student Demographics

Montana's students with disabilities are proportionally represented across the state, except for one area. American Indian students account for a 3% higher rate of the special education student population than the state student population. Conversely, a lesser percentage of the special education population is white.

2024 - 2025 Race/ Ethnicity

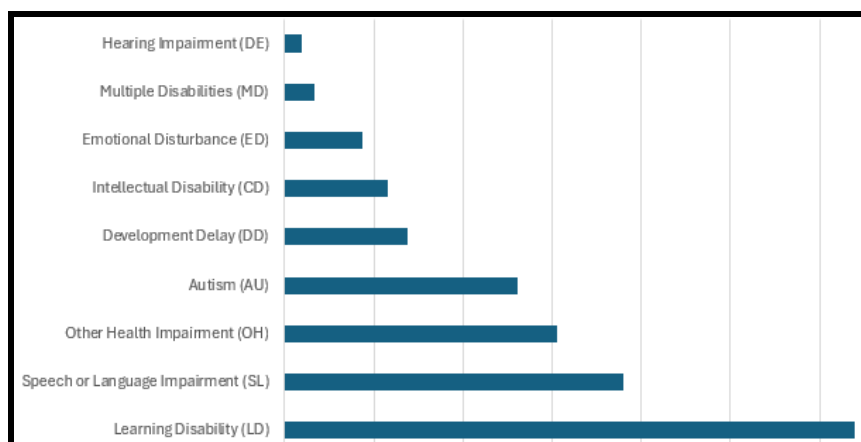


Student Disability Categories

- Students with more than one identified disability (not those reported as deaf-blind or developmental delay) must be listed as having multiple disabilities (MD) when federally reported.
- Montana does not have an MD category for eligibility, nor is a primary disability identified. The purpose of this is to recognize all disabilities that are reported.
 - e.g. Autism (AU) and the difference between state and national rates.

United States Special Education Child Count by Disability Category 2022-2023

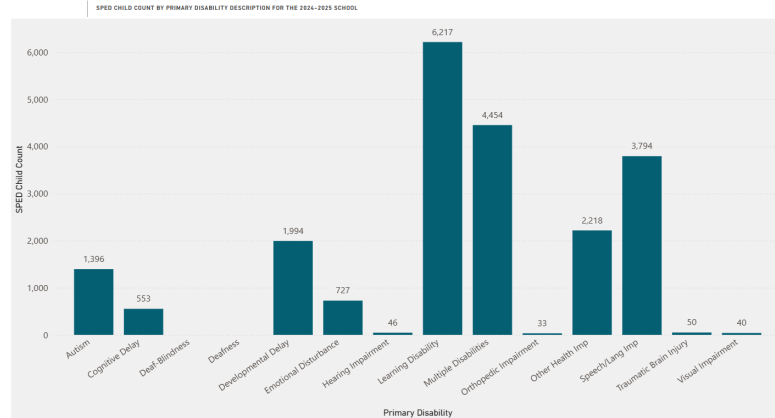
Students With Disabilities. Annual Reports and Information Staff (Annual Reports). 2024. Accessed





August 14, 2024. <https://nces.ed.gov/programs/coe/indicator/cgg/students-with-disabilities>.

Montana Special Education Child Count by Disability Category 2024 - 2025



Special Education Child Count by Disability Category

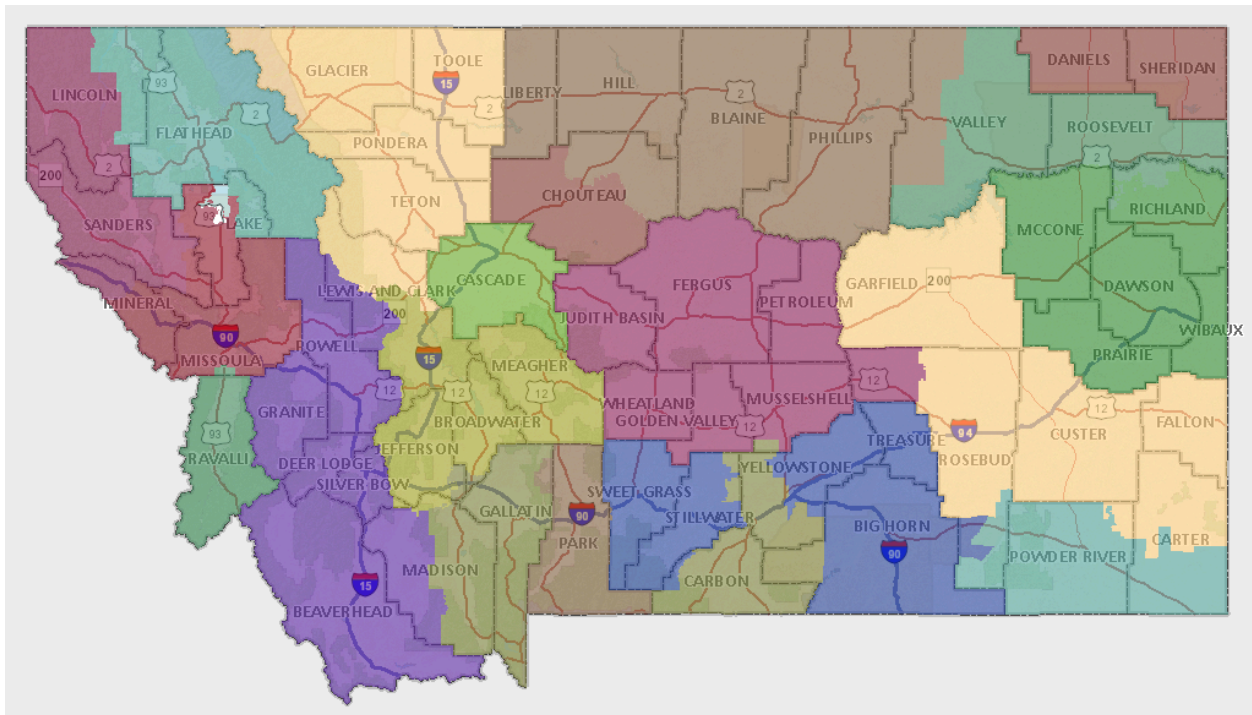
SFY2021 to SFY2025	20-21	21-22	22-23	23-24	24-25
Autism (AU)	5.67%	5.70%	5.80%	6.03%	6.48%
Cognitive Delay (CD)	2.87%	2.69%	2.53%	2.44%	2.57%
Deaf-Blindness (DB)	0.04%	0.03%	0.05%	0.05%	0.05%
Developmental Delay (DD)	6.51%	8.14%	9.34%	9.30%	9.15%
Deaf (DE)	0.06%	0.06%	0.07%	0.06%	0.06%
Emotional Disturbance (ED)	4.47%	4.08%	3.74%	3.60%	3.44%
Hearing Impairment (HI)	0.34%	0.30%	0.28%	0.24%	0.22%
Learning Disability (LD)	29.61%	29.72%	29.26%	28.92%	28.92%
Multiple Disabilities (MD)	21.03%	21.13%	20.80%	20.90%	20.72%
Other Health Impairment (OH)	11.23%	10.66%	10.31%	10.06%	10.38%
Orthopedic Impairment (OI)	0.20%	0.19%	0.18%	0.15%	0.15%
Speech-Language Impairment (SL)	17.39%	16.81%	17.18%	17.82%	17.45%
Traumatic Brain Injury (TB)	0.29%	0.23%	0.21%	0.21%	0.23%
Visual Impairment (VI)	0.29%	0.24%	0.26%	0.24%	0.19%



Special Education Cooperatives

Special Education Cooperatives play a vital role in providing services to Montana's students with disabilities. 392 districts are operating special education programs. **313 (80%)** of those districts utilize the cooperative structure. The districts contract with their local cooperative for assistance in providing related services personnel such as school psychologists, speech pathologists, and physical therapists, amongst others.

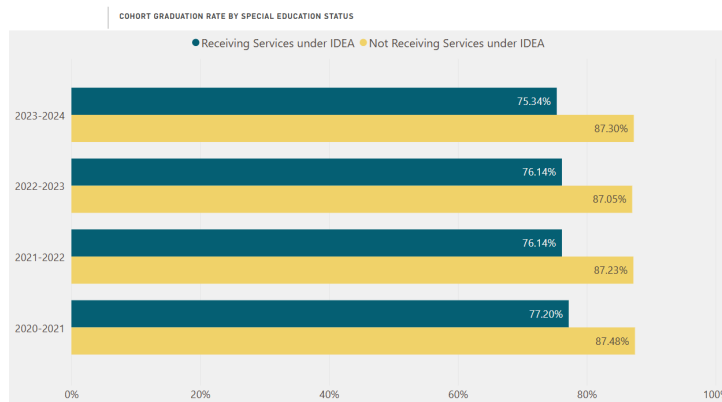
- Number of Cooperatives - 21
- [Special Education Cooperative Map](#)
- [Cooperatives and Directors](#)





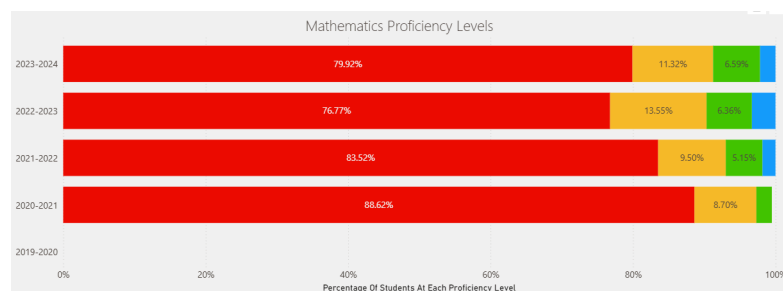
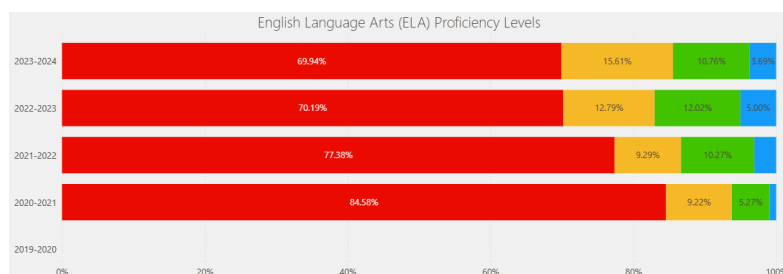
Special Education Achievement

Graduation Rates - Montana's special education students are graduating at a slightly higher rate (75.34%) than the national average (75%).



Montana Special Education Proficiency Rates

- ELA (SBAC Grade 3-8) 11.1% increase in proficiency rate over the last 3 years.
- Math - 7.9% increase in proficiency rate over the last three years.





Montana Special Education Proficiency Rates for American Indian Students

- ELA - 12.4% reduction in students scoring in the novice range.
- Math - 7% reduction in students scoring in the novice range.



Federal Funding for Montana's Special Education Students

In FFY 2025, Montana was awarded \$45,978,367 in IDEA funds (\$46,079,040 in FFY 2024).

- 13% of those funds are utilized for state level activities such as:
 - Staffing and administration of IDEA at the OPI
 - Technical Assistance
 - Dispute Resolution
 - Monitoring of LEAs
 - Infinite Campus - Student Information System
 - Alternate Assessment for students with severe needs
 - Recruitment and Retention stipend programs - Special Education Endorsement Project, School Psychologists, Speech Language Pathologists
 - Para Pathways Project.
 - Leader Services for data collections, monitoring, and SPP/APR.
- \$40,018,786 is allocated to Montana's 398 districts, Montana School for the Deaf & Blind, Yellowstone Academy, and Department of Corrections - Youth.

In FFY 2024, Montana was awarded \$1,315,398 in IDEA preschool funds (same as FFY 2024).

- 100% of these funds are passed on to the LEAs and State-Supported Programs.



State Personnel Development Grant (SPDG)

The SPDG has been instrumental in providing Multi-Tiered Systems of Support (MTSS) training and coaching to Montana's school districts for the past 5 years. The current grant ends at the end of September 2025. A new SPDG was recently posted by the Department of Education and Montana has submitted our application. In the new grant proposal, there is support built in for developing Level 3 of the Para Pathways Project.

Montana's OPI Special Education Team

[Ty House](#), Contracts and Payments, 406-444-2504

<u>Administration</u>			<u>Family Resources</u>		
Danni McCarthy	State Special Education Director	406-594-3610	Annette Gorton	Special Education Family & School Liaison	406-594-3004
Danni McCarthy	Fiscal Management	406-594-3610			
Kimberlea Emmons	Fiscal & Reporting Manager	406-444-3124			
<u>Continuing Education & Technical Assistance</u>			<u>School Improvement Supports</u>		
Tammy Lysons	Unit Manager	406-431-2309	John Gorton	Unit Manager	406-459-4281
Katie Mattingley	Montana Autism Education Project	406-437-3874	Mercee Cislo	School Improvement Specialist	406-437-2369
Jenny Jarvis	GT/MTSS Program Support Specialist	406-410-1140	Alicia Herman	School Improvement Specialist	406-438-1363
Anne Carpenter	Program Support Specialist	406-465-0922	Desiree Johnson	School Improvement Specialist	406-431-1081
Annette Vicedo Young	Continuing Ed & Stipend Programs	406-444-0299	Crystal Wright	School Improvement Specialist	406-202-7920
Lucy Beltz	Early Learning Specialist, Special Education Preschool	406-431-4654	Jillian Bellah	School Improvement Specialist	406-438-0749
			<u>Data Systems and Reporting</u>		
			Kristie Sears	IDEA Part B Data Manager	406-444-4430
<u>Dispute Resolution</u>					
Mandi Gibbs	Director, Early Assistance Program	406-444-5664			
Angie Griner	Paralegal, Early Assistance Program	406-444-2046			

With any SPED questions or concerns this fall please contact:

Patrick Cates, Senior Manager Safety & Student Supports,
patrick.cates@mt.gov
Craig Barringer, Deputy Superintendent, craig.barringer@mt.gov
Tyler Capece, Assistant Deputy Superintendent, tyler.capece@mt.gov



[Appendix A: Graduation Guidance Regarding FAPE - August 2025](#)

Please click the link above to see the guidance posted on the OPI website.



Appendix B: Special Education Director's Meeting - August 27, 2025

Special Education Director's Meeting 8.27.25

Mandi Gibbs
Office of Public Instruction



Montana Office of Public Instruction
Susie Hedalen, State Superintendent

Meeting Objectives

- Review the requirements from the 8.13.25 Order from U.S. District Court For The District of Montana
- Find out where to ask questions
- Resources on OPI website



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8.13.25 Order



Montana Office of Public Instruction
Susie Hedalen, State Superintendent

Individuals With Disabilities Education Act (IDEA)

The IDEA is a federal funding statute –

- The IDEA provides funding to assist states with the costs of educating students with disabilities.
- States receive IDEA funds in exchange for the assurances they are complying with the requirements set out in IDEA.
- The funding helps states meet their obligation to provide special education and related services to students with disabilities.





Purposes of the IDEA

- To ensure that all children with disabilities have available to them a free and appropriate public education [FAPE] that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. [34 CFR 300.1(a)]



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Susie Hedalen, State Superintendent

FAPE and the Age Limitation

- A FAPE must be made available to all children with disabilities in the state between the ages of 3-21, inclusive. [34 CFR 300.101(a)].
- The obligation to make FAPE available for children with disabilities does not apply to children aged 3, 4, 5, 18, 19, 20, or 21 to the extent it would be inconsistent with state law. [34 CFR 300.302(a)(1)].
- Montana law made it permissive to offer FAPE to a child with a disability who is over age 19 and under 22 years of age. [MCA 20-7-411(4)(a)]. To the extent a district provides education to students ages 19, 20 or 21, students the same age with disabilities must be provided a FAPE. ARM 10.16.3121(2).



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The Ninth Circuit Court of Appeals

- There have been several cases challenging the FAPE limitation for students aged 19 through 21 to the extent that application to those children would be inconsistent with State law and States offering adult education programs.
- Federal courts have continuously held that a State must make a FAPE available to students with disabilities between the ages of 19 to 22 when the State offers a form of free public education to nondisabled individuals in the same age range.
- The Ninth Circuit Court of Appeals (which Montana is a part of) has held that state-sponsored public adult education programs—such as GED preparation programs, trigger the State's obligation to make a FAPE available to students with disabilities until their 22nd birthday under the IDEA. [*N.D. v. Reykdal*, 102 F.4th at 992–94 (9th Cir 2024); *E.R.K.*, 728 F.3d at 985, 991–993].



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The 8.13.2025 Order and the Age Limitation of FAPE

- Montana provides “free public education” to adults between the ages of 19 and 22 through the Montana Workforce Innovation and Opportunity Act (WIOA).
- Following the precedent of the federal courts' interpretation of the IDEA, the August 13, 2025 Order ensures a FAPE is made available to students with disabilities until they turn 22 years old. To comply, Montana LEAs are directed to make a FAPE available to students with disabilities until they turn 22 years old.



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Ending a Student's Right to FAPE

- "Aging out" exceeding the maximum age (22) of eligibility for FAPE.
- Graduation with a "regular high school diploma." [34 CFR 300.102(a)(3)(i)].
- In 2017, the IDEA was amended to include the definition of a regular high school diploma as used in the Every Student Succeeds Act (ESSA).
 - A "regular high school diploma" means "the **standard** high school diploma awarded to the **preponderance** of students in the state that is fully aligned with State standards or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E) of the ESEA.
 - A regular high school diploma **does not include** a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential."

[34 C.F.R. § 300.102(a)(3)(iv)].



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Graduation off IEP Goals

- A current Montana Standards of Accreditation regulation provides that a student "eligible to receive special education services as identified under IDEA and who has successfully completed the goals identified on an individualized education program [IEP] for high school completion shall be awarded a diploma." [ARM10.55.805(4)].
- This section has been interpreted to mean that a student with disabilities can be awarded a diploma if they complete their IEP goals. **That interpretation is in violation of the IDEA.**
- If a student with disabilities is awarded a diploma for IEP goal completion, **that is not considered** a "regular high school diploma" under the IDEA and does not limit the obligation to make FAPE available to the student.



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8.13.2025 Order and actions that must be taken

- LEA Instructions on How to Comply with Updated Graduation Guidance (page 5)
- All LEAs in Montana must make a FAPE available to students with disabilities until their 22nd birthday or until they are appropriately exited from special education.
- **By September 3**, LEAs must send the Notice of Continued Offer of FAPE, Request for Enrollment, and Updated Graduation Guidance to the last known address of students with disabilities who were exited during the 2024-2025 school year:
 - Due to aging out before age 22; or
 - Being issued a diploma upon modified requirements, meaning they did not meet the minimum graduation requirements established by the Montana Board of Education.
- These individuals will be identified based on the 'exit code' assigned by the LEA.



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8.13.2025 Order and actions that must be taken (continued)

- Students must submit the Request for Enrollment form to the LEA within 30 days of receipt of the Notice if they interested in reenrolling and scheduling an IEP meeting.
- Upon receipt of a Request for Enrollment, the LEA must promptly reconvene the student's IEP team, within 30 days, to draft an updated IEP for the student.
- If the student does not return the Request for Enrollment within 30 days, the LEA's obligation to make a FAPE available will be deemed satisfied.
- Special education directors and cooperative directors must report back to OPI by December 1, 2025, by sending the following information via the State of Montana File Transfer Service to OPIFAPE@mt.gov:
 - The names of the students they sent a Notice to Student for Continued Offer of FAPE;
 - The names of students that reenrolled; and
 - The names of students that did not respond.



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Ending a Student's Right to FAPE

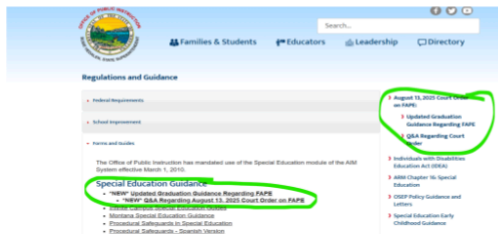
- A summary of performance is required when a student's eligibility for special education ends due to aging out or graduation with a regular high school diploma. [34 CFR 300.305(3)(3)].
- It's change in placement and PWN is required [34 CFR 300.503].
- May be challenged by a parent by filing a state complaint or due process.



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Where to ask Questions



- Questions and Answers Regarding the 8.13.2025 Order
 - Questions regarding the Order please contact: Chief Legal Counsel, Aislinn Brown Aislinn.brown2@mt.gov
- To receive further information regarding funding, please contact: OPIFAPE@mt.gov
- For individual questions or assistance please contact: Angie Griner; angie.griner@mt.gov; 406-444-2046



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Resources on OPI Website

- **Updated Graduation Guidance Regarding FAPE-** this has already been sent to everyone and includes the information that must be sent out to students.
- **Transition IEP High School Graduation Guidance Document-** guidance regarding the high school graduation box on the IEP. The purpose of that section is to determine when a district's FAPE obligation may end due to graduation with a regular high school diploma or aging out.
- **Examples of HS Graduation PWN**



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ITEM 4

COMMISSIONER OF HIGHER EDUCATION REPORT

- Montana's Future at Work Grantees
- Montana Grow Your Own Educator Awardees
 - College Access Arc of Events
 - Future Ready Efforts

Dr. Angela McLean



Montana University System Report

Montana Board of Public Education

September 2025

- Montana's Future at Work Grantees
- Montana Grow Your Own Educator Awardees
- College Access Arc of Events
 - College Application Weeks
 - FAFSA Completion
 - Outreach Letter from Commissioner and Superintendent
 - ACT Connections for 2025-26
- Future Ready Efforts

ITEM 5

STUDENT REPRESENTATIVE REPORT

Lydia Comstock

❖ **MSDB LIAISON – (Item 6)**

Lisa Schmidt

ITEM 6

MSDB REPORT

ACTION ITEMS:

- **Action on Personnel Items**

Paul Furthmyre

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

Agenda Action Items:

1. [Personnel Action Report](#)

4 Hires

3 Resignations

Attached Documents:

- [MSDB Committee Bi-Monthly Meeting Agenda](#)
- [MSDB Committee Bi-Monthly Meeting Minutes](#)
- [PIR Week Schedule](#)
- [Induction Program Agenda](#)
- [Local #4027 CBA Agreement](#)
- [MSDB 6/30 Budget Report](#)

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

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

Hire

Desiree Tietje - Outreach Consultant
Tiffany Tesfay - Paraprofessional
Andrews Metzenroth - Paraprofessional
Taiara Teodora Watts - Sub Nurse

Resignation

Lisa Peppers - DHH Outreach Consultant
Keeley Shae Mix – Paraprofessional
Amanda Stoner – Residential Advisor I

Retirement

Probationary Layoff

Nonrenewal of Nontenure Teacher

Positions currently advertised

Licensed Practical Nurse
Residential Advisor I

Positions to be advertised

4 - Residential Advisor 1
1 Teacher of the Visually Impaired Consultant
Teacher of the Visually Impaired
Teacher of the Deaf Hard / Hearing
1 Teacher of the Deaf Outreach Consultant

Positions on hold as a result of bargaining

School Psychologist

Positions Temporarily Reassigned

Cottage Counselor to Assistant Student Services Director

Positions Permanently Reassigned

Teacher of the Deaf to Workplace and Life Skills Teacher

MSDB / BOPE Bi-Monthly Meeting Agenda
4:00 PM - 5:00 PM

Date: 8/19/2025

Attendees:

Meeting Objectives:

- Provide BOPE Information about all MSDB Programs
- Seek guidance from the BOPE

Future Agenda Items:

Program	Agenda Items	Items Needing Follow-Up
Administration	<ul style="list-style-type: none"> • Personnel Action Plan • PIR Back To School Week • Induction Program • Trainings over Summer <ul style="list-style-type: none"> ○ INSITE VIISA ○ RIT Stem Interpreting ○ Proficiency Based Learning ○ CPR - 36 Staff Members ○ CPI - 19 Staff Members • Interim Education Budget Committee • MFPE Negotiations • Foundation Update <ul style="list-style-type: none"> ○ MOU ○ 25/26 Budget 	<ul style="list-style-type: none"> • Action Items Needed <ul style="list-style-type: none"> ○ Personnel Action
Business Office	<ul style="list-style-type: none"> • 6/30/25 Financial Report <ul style="list-style-type: none"> ○ Received \$201,000 in personal services contingency at FYE. <ul style="list-style-type: none"> ■ \$75,000 Approx. In Retirement payouts for 8 employees. ■ \$49,857.03 in Maintenance Repairs 	

	<ul style="list-style-type: none"> ■ \$\$23,743.95 in Motor pool for Outreach vehicles not budgeted. ■ \$31,236.60 in Legal Fees. ■ \$15,558 Spectrum Internet Services. ● 08/19/25 Financial Report ● Major Repairs FY26 <ul style="list-style-type: none"> ○ Fire Alarm Horn Strobe Troubleshooting by Johnson Controls \$\$2,396.52 	
Residential	<ul style="list-style-type: none"> ● Orientation is this week - Friday cottages ● Will have a boys and a girls cottage ● In process of securing items for cottage upgrade ● Possible sub LPN in the works ● One Residential Advisor recent resignation ● Looking at options for travel with state and local car dealers 	
Education: School	<ul style="list-style-type: none"> ● Current Numbers 35 students Preschool-12th ● LEAP - 5 students ● Scheduling - New approach: Cores in the AM ● Coordinating services with GFPS ● Back to school admissions paperwork 	
Education: Outreach	<ul style="list-style-type: none"> ● Consulting with ~1,222 students ● Working on the implementation of the new plan for outreach. <ul style="list-style-type: none"> ○ Draft Maps and teams have been created and assigned. ● NRAER annual conference will be in Butte this year. <ul style="list-style-type: none"> ○ Several MSDB consultants are on the planning committee and NRAER board. ● Consultants have presented at several conferences around MT. <ul style="list-style-type: none"> ○ Montana Council for Exceptional Children, ○ Great Beginnings/Great Families, ○ Wellness for Women, 	

	<ul style="list-style-type: none">o Butte/Silverbow Health Expo,o Healthy Mothers Healthy Babies,o Fergus County Family Health and Resources Expo.	
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Board of Public Ed Meeting

BOPE Meeting - August 19, 2025

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

Absent- Julia Maxwell

Note Taker – Paula Mix

Approval of Agenda

Meeting Objectives:

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

Administration - Paul

- Paul reported that the school Hired (2) Para Professionals (1) Outreach Consultant DHH. (1) Sub Nurse. We have (3) resignations. Asking the board to approve the Personal Action
- He reported that the school had their Induction for New staff and PIR of all staff this week. Training covered AI, Executive Functioning. Cottage and Outreach will be having training as well in their departments. We had a number of trainings for staff this summer- INSITE VIISA - Outreach Staff- VI, RIT Stem Interpreting, Proficiency Based Learning for Education, CPR and CPI
- Paul shared the Interim Education Budget Committee meeting is in September. He has been asked to present on borrowing \$201,000 from the Governor's office for unseen expenses to close the 2025 budget. Those included; \$75,000 in unplanned retiree payouts, \$50,000 in maintenance repairs, including a water main break, \$23,000 to pay for addition vehicles for the outreach consultants the last two years, \$32,000 in legal fees due to issues on campus and an ongoing situation in the outreach, \$15,558 Spectrum Internet Services - Fiber, project late not eligible for the Fed. Grant
- Reported that MFPE Negotiations are going on. The goal is to revise the salary matrix to address disparities between new hires and long-term staff. Additional salary changes - increased the Paraprofessionals, Interpreters, Nurses. Two items that were taken off - Annual driving stipends for Outreach for anyone hired moving forward. Previously, Outreach consultants received \$2,000 a year on top of their base salary. Doctoral stipend: A lane was added to the matrix, so they would get the same credit.

Business Office - Donna - Paul Reported

- Paul reported in his report the \$210,000 that they reported from the governor's office for unseen expenses

Residential - Jim Kelly

- Jim reported that during Orientation this week the Cottage will focus on cottage-related topics, trainer command expectations, food service, and sessions with education staff. We have eight students and two wings this year for Cottage students
- Jim is working on getting bids for cottage upgrades, including furniture and larger beds. Also, looking into five-star vehicles with third-row seating for student transportation.
- New staff this year is our Assistant Director of Student Services and a Sub Nurse
- Jim reported on a PD trip to Florida for the National Student Life DHH that discussed issues specific to cottages, recruitment, training, and behavior programs.
- Paul reported that last year's audit revealed issues with breakfast counts and accounting. Corrections are in progress with the cook and business office personnel.

Education: School - Julie-Dee - Paul Reported

- Paul reported that we have 35 students- Preschool-12th, 5 students in LEAP total of 40 students this year with a number of referrals. Working on the schedule - New approach: Cores in the AM and ECC- Expanded Core Curriculum classes in the afternoon- includes Braille, O&M and Sign Language. Seniors will meet with the Transition coordinator throughout the year to work on their transition plans. Also, working with GFPS on scheduling students for their classes

Education: Outreach - Miranda Briggs

- Miranda reported her consultants are servicing 1222 students in the state. During Orientation this week we will be working on the implementation of the new plan for outreach. We have divided the state into three regions: southwest, northwest, and east. The goal is to standardize the consultation service model across the state.
- The (NRAER) National Rockies Association for the Education and Rehabilitation of the Blind and Visually Impaired and Low Vision conference will be held in Montana this year. Every school district, employee, and anyone is welcome to attend. Consultants and campus staff will be presenting.
- Miranda also shared that the consultants have been busy presenting conferences across the state this summer - Montana Council for Exceptional Children, Great Beginnings/Great Families, Wellness for Women, Butte/Silverbow Health Expo, Healthy Mothers Healthy Babies, Fergus County Family Health and Resources Expo.

**Montana School for the Deaf and the Blind
Pupil Instruction Related (PIR) Schedule
August 20 - 22, 2025**

Wednesday August 20

Location: Heritage Hall, MSU - Great Falls

All MSDB Staff Expected to Attend

8:00 AM Welcome Back!! (Furthmyre)

[New Staff!!](#)

Website Update (Furthmyre)

[2024 Survey](#)

New Website: www.msdb.k12.mt.us

Activity



[Budget Update](#)

[Adopted Budget](#)

Missing: Stipend Pay

Legal Fees: [Do we have legal help now?](#)

What really is under operating expenses?

Grants

MT Reads Grant \$1 Million over 4 years

OPI Discretionary Grant (-\$30,000)

[Policy Update Website](#)

[Blood Borne Pathogens \(Spanbauer\)](#)

[Mandatory Reporting \(Briggs / Kelly\)](#)

[FERPA - Alt / Furthmyre](#)

[HIPPA - Spanbauer](#)

MSDB Safety Update (Auers)

[EAP](#)

[Safety Manual](#)

[25-26 Staff Awards](#)

12:00 PM Lunch from "Smoked" Provided by MSDB Foundation
Heritage Hall Breakout Room

1:00 PM **Artificial Intelligence at MSDB**

Presenter: Dr. Jason Neifer, MTDA Director

"Concerning generative artificial intelligence and education, we are at a crossroads. ... We need to act right now."

Jason Neifer, Ed.D.
CoSN Distinguished Fellow, Advisory Board Member



CoSN

3:30 PM

Union Meetings

MFPE in Heritage Hall

UFCW in Heritage Hall Breakout Room

Thursday August 21
Location: Bitterroot IMC, MSDB Campus
All Education and Cottage Staff Expected to Attend
Outreach will be given instructions by Miranda Briggs.

8:00 AM Executive Functions in Children and Teams: What They are and Why They Matter

Presenter: Lori Benson Adams

"Lori Benson Adams, MEd, is an educational intervention specialist and owner of Breakthrough Learning Solutions in Atlanta, Georgia. She has over 35 years of experience with students who experience sensory, learning, behavioral, and executive function challenges. Lori presents nationally to audiences of parents, therapists, and educators. She is known for her immediate practical information and wealth of knowledge and resources."



11:30 AM Lunch on Your Own

12:30 PM Frosty Ice Cream Truck in Front of MSDB (Until 12:50)

1:00 PM Second Session with Lori Benson Adams

3:15 PM Closing Remarks

Optional Additional Service (Pay and CEUS will be provided)

6:00 PM How Understanding Executive Function Changes Lives
(Presentation for Parents and others)

Presenter: Lori Benson Adams



Friday August 22
Location: MSDB Campus
Supervisors will provide information for the day!

MSDB Induction Program Agenda

Day 1: Welcome & Orientation

8:00 AM - 9:00 AM | Registration & Welcome

- Meet & greet with fellow new hires
 - Staff Slideshow
- Light refreshments

9:00 AM - 10:00 AM | School Overview & History

- Presentation on the school's history and growth
- Key milestones and achievements

10:00 AM - 11:00 AM Tour of Campus/ O and M activity

11:00 AM - 11:15 AM | Break

11:15 AM - 12:15 PM | Organizational Structure & Departments

- Overview of different programs/departments and their functions
 - Administration
 - Superintendent
 - Business Services
 - General Services
 - Student Services
 - Residential Program
 - Kitchen
 - Infirmary
 - Educational Services
 - Deaf and Hard of Hearing
 - Visual Impairments
 - Specialists
 - Interpreters
 - Paraprofessionals
- Introduction to key leaders and managers

12:15 PM - 1:15 PM | Lunch Break

1:15 PM - 2:15 PM | HR Policies & Procedures

- Review of school policies, code of conduct, and employee handbook
- Introduction to the Business team and support services

2:15-2:30 Break

2:30 PM - 3:00 PM | Q&A Session & Wrap-up

- Open floor for questions and clarifications
- Summary of the day and expectations for Day 2

Day 2: Integration & Team Building

8:00 AM - 8:30 AM | Morning Coffee & Recap

- Recap of Day 1 highlights
- Informal discussion with peers

8:30 AM - 9:30 AM | Opening Remarks- Paul

- Overview of the school's mission, vision, and belief

9:30 AM - 10:00 AM | Journey of a Learner- Jessteene

10:00- 10:15- Break

10:15-11:15- Health & Safety Briefing

- Overview of workplace safety procedures- Joel
- Emergency protocols and reporting incidents- April

11:15-11:45- PLC

- Alissa- Process and procedure

11:45 PM - 12:45 PM | Lunch Break

12:45 PM - 1:15 PM | Mentoring Program

- Overview of Mentoring Program
- Discussion on importance of relationships

1:15-2:15 IT & Workplace Tools Orientation

- Overview of IT systems and tools used in the workplace

- Introduction to communication platforms, project management tools, etc.

2:15 PM -2:30 PM | Break

2:30-3:00- Team building activities

3:00 PM - 3:30 PM | Performance Expectations & Growth Opportunities- Paul

- Overview of performance evaluation process
- Discussion on career development and growth opportunities

3:30 PM - 4:00 PM | Closing Remarks & Feedback Session

- Final thoughts and words from leadership
- Collecting feedback from new hires

July 1, 2025, THROUGH June 30, 2027

COLLECTIVE BARGAINING AGREEMENT

between the

**THE STATE OF MONTANA
BOARD OF PUBLIC EDUCATION
MONTANA STATE SCHOOL FOR THE DEAF
AND THE BLIND**

and the

**MSDB FEDERATION OF TEACHERS
LOCAL #4027, MFPE, NEA, AFT, AFL-CIO**

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COLLECTIVE BARGAINING AGREEMENT
between the
STATE OF MONTANA
BOARD OF PUBLIC EDUCATION
MONTANA SCHOOL FOR THE DEAF AND THE BLIND
and the
MSDB FEDERATION OF TEACHERS
LOCAL #4027, MFPE, NEA, AFT, AFL-CIO

PREAMBLE

THIS AGREEMENT is made and entered into this 8/31/2025, between the State of Montana, Board of Public Education, Montana State School for the Deaf and the Blind, hereinafter referred to as the "Employer" and Montana State School for the Deaf and the Blind Federation of Teachers Local #4027, MFPE, NEA, AFT, AFL-CIO, hereinafter referred to as the "Federation." It is the intent and purpose of this Agreement to assure sound and mutually beneficial working relationships between the Employer, its employees and the Federation and to record mutually established terms and conditions of employment.

ARTICLE 1.
RECOGNITION

Section 1. The Employer recognizes the Federation as the exclusive representative of all state employees at the Montana School for the Deaf and the Blind for purposes of collective bargaining who are titled Teacher, Cottage Counselor, Activities Director, Teacher on Special Assignment, Paraeducator, Licensed Practical Nurse II, Interpreter-Tutor, Librarian, Media Clerk, Braille Transcriptionist, Communications Technician, ASL Specialist, Special Education Coordinator, Outreach Consultant, Guidance Counselor, Behavior Specialist, and Transition Coordinator.

Section 2. It is recognized that the Federation is required both under law and under this Agreement to represent all of the employees in the bargaining unit fairly and equally without regard to whether or not an employee is a member of the Federation. Inasmuch as the terms of this Agreement have been made for all employees in the bargaining unit, it is fair that each employee in the bargaining unit assume their fair share of the obligation along with the grant of equal benefits contained in this Agreement.

ARTICLE 2.
MANAGEMENT RIGHTS

Section 1. It is understood and agreed that any of the rights, powers, or authority the Employer had prior to the signing of this Agreement are retained by the Employer except those specifically abridged, granted, or modified by this Agreement. The Federation and bargaining unit members recognize the prerogative of the Employer to operate and manage its affairs in such areas as, but not limited to:

1. direct employees;
2. recruit, hire, promote, transfer, assign and retain employees;
3. relieve employees from duties because of lack of work or funds or under conditions where continuation of such work is inefficient and non-productive;
4. maintain the efficiency of government operations;
5. determine the methods, means, job classification, personnel by which government operations are to be conducted;
6. take whatever actions may be necessary to carry out the missions of the School in situations of emergency;
7. establish the methods and processes by which work is performed.

ARTICLE 3. FEDERATION RIGHTS

Section 1. Spokesperson. The Federation shall designate officers or members to act in the capacity of official spokesperson for the Federation on any matter. Such a designation shall be made in writing and shall specify the period covered by the designation.

Section 2. Federation Business. The internal business of the Federation shall not be conducted by employees during work time. Such business may be conducted during regular breaks, lunch period, and before and after work. Internal business of the Federation including communication via phone and email should happen using personal devices, personal emails, and outside of duty time. Use of state property including email should be limited.

Section 3. Consultation. The staff of the Federation shall be permitted to confer with bargaining unit members during school hours as long as such visitations do not disrupt school and comply with Montana School for the Deaf and the Blind visitor policies.

Subsection 1. During the course of new employee orientation, MFPE or local officers/representatives shall have access to newly hired bargaining unit members in order to distribute MFPE information and application for membership. Local representatives of MFPE and management shall coordinate on such orientations.

Section 4. Meeting Rooms. The Federation shall be permitted to use meeting rooms within the school as long as there is no conflict with previously scheduled activities and enough notice is given to the Employer for scheduling purposes. Facility Use form should be filled out and given to the main office before meetings take place.

Section 5. Communication. The Federation shall have the right to use the District email, inter-school mail facilities, and school mailboxes. Except as provided by § 2-2-

121, MCA, neither school mail nor e-mail may be used by the Federation for the purpose of supporting/opposing or informing its members about any ballot issue or candidate for public office. All mail sent by the exclusive representative shall be clearly identified as being issued by the Federation. The Federation shall have exclusive use of some portion of a bulletin board currently used for employee notices.

Section 6. Arbitration Hearings. Upon Management approval, the President of the Federation Grievance Committee may be permitted to attend a grievance arbitration hearing without loss of pay, provided the president has an integral role in such proceedings.

Section 7. Leave for Federation business. The Federation president, or designee, shall be allowed to use, in minimum increments of one hour, seven days per school year for Federation business in legislative years and five days in non-legislative years without loss of regular pay upon prior approval of the immediate supervisor.

Section 8. The official board agenda for each Board of Public Education meeting shall be provided to the Federation.

Section 9. Leave for BPE meetings. Federation officers may use personal leave as provided for in this Agreement to attend regularly scheduled meetings of the Board of Public Education. Upon request, an interpreter/s shall be provided according to BPE practice in order to facilitate participation by employees who are deaf or hard of hearing.

Section 10. Board Agenda. Representatives of the Federation shall be permitted to submit agenda items to the Board in accordance with its regular procedures.

Section 11. Disciplinary Representation. Whenever an employee is subject to a disciplinary interview, which may result in disciplinary action being taken against the employee, such employee shall have the right to have a Federation representative present during the interview. When such an interview involves termination proceedings, the employee shall receive 24 hours prior notice except under circumstances where the health, safety, and welfare of the students or other employees is immediately threatened by the employee's continued presence on the job.

Section 12. Interpreter/Disciplinary Session. During disciplinary sessions involving employees who are deaf or hard of hearing, the Employer shall ensure communication is facilitated by providing an interpreter when necessary.

Section 13. In-Service plan. The school administration and a committee of bargaining unit members shall meet annually to develop an in-service plan for academic staff.

Section 14. Nothing in this Article shall be construed to deny or restrict the rights accorded employees covered by this Agreement under Montana or Federal law unless specifically provided for otherwise.

Section 15. Interpreter/Bargaining Session. During bargaining sessions involving employees who are deaf or hard of hearing, the Employer shall ensure communication is facilitated by providing an interpreter when necessary.

ARTICLE 4. FEDERATION SECURITY

Section 1. Within 15 working days of the execution of this Agreement the Employer shall furnish the Federation a list of all employees within the bargaining unit. Said list shall be updated on an annual basis and provided to the treasurer of the local Federation.

Section 2. Upon written authorization from a member of the bargaining unit, the Employer shall deduct from the pay of that employee the monthly dues as certified by the secretary of the Federation and shall deliver those dues to the treasurer of the Federation. The Federation has an annual "window period" during which employees may revoke the aforementioned written payroll deduction dues authorization. In situations where net pay after taxes and other deductions is not enough to fund dues deductions, no deduction will be taken. In order for a deduction to be deducted for a given month, the Employer's business manager must receive the authorization form no later than the last day of the previous month. Changes in the dues rate shall be certified to the Employer in writing over the signature of the authorized officer of the Federation at least two payroll periods in advance of such change.

Section 3. The Federation will indemnify, defend and hold the Employer harmless against any claims, demands, suits, or other forms of liability, including the cost of defense, that shall arise out of or as a result from any action taken by the Employer for the purpose of complying with this Article.

ARTICLE 5. MANAGEMENT SECURITY

Section 1. There shall be no strikes or lockouts of any kind during the term of this Agreement except that unit members shall have the right to strike over economic matters during the Legislative session.

Section 2. In the event of any strike, including those authorized in Section 1 above, the Employer is free to take any recourse that may be available in law or in equity.

ARTICLE 6. LEAVES OF ABSENCE

Section 1. Sick leave. Sick leave will be granted on a pro rata basis in accordance with § 2-18-618, MCA. The Employer may require written substantiation of sick leave usage in the form of a physician's certificate.

Section 2. Professional Leave. Teachers shall be granted two days per school year of approved professional leave, without loss of salary, to attend the annual teachers' convention or other professional meetings. The School shall work to access the Great Falls Public School staff development opportunities and workshops throughout the school year. Teachers who do not use leave for attendance of approved professional meetings or the annual teachers' convention shall forfeit such leave.

Section 3. Study Leave Without Pay. Leave of absence for up to 12 months without pay may be granted by the superintendent at the recommendation of the principal to those teachers who are seriously planning on returning to employment with the School.

Subsection 1. Any faculty member who has been employed as a faculty member at Montana School for the Deaf and Blind for at least five school years, may apply for, and the superintendent and Board of Public Education may grant, a leave of absence without pay for up to one calendar year for the purpose of taking study leave.

Subsection 2. The study leave must be taken for the purpose of pursuing studies in an area related to the faculty member's work at Montana School for the Deaf and Blind. The determination as to whether the proposed subject area for study is so related falls within the discretion of the superintendent.

Subsection 3. The faculty member will not receive increment credit for time spent on leave granted for study.

Subsection 4. Only one study leave may be granted for each five years employed as a faculty member at Montana School for the Deaf and Blind.

Subsection 5. In no case shall the leave exceed one calendar year.

Subsection 6. Application for such leave should be made not less than three months prior to the effective date.

Subsection 7. Teachers on study leave without pay shall be reassigned to the same or equivalent position as when the leave commenced. Returning teachers shall receive the same salary they received prior to the study leave plus applicable pay adjustments and appropriate lane changes. The returning teacher will be given preference for any equivalent position which is open. If the teacher opts not to take the open position, the leave without pay shall terminate.

Subsection 8. A teacher on study leave without pay may have insurance benefits continued for the duration of the leave by self-payment of the insurance premium. Arrangements may be made through the business office.

Section 4. Prolonged illness. If an employee has exhausted all accrued sick leave, the Employer may permit the employee to be placed on a leave without pay status in accordance with state policy and the Family Medical Leave Act. Eligible Employees will be allowed to participate in the State Employees Sick Leave Fund as established in the

Montana Operations Manual Sick Leave Policy. A copy of state policy and the Family Medical Leave Act will be on file in the superintendent's office.

Section 5. Personal Leave. Full-time bargaining unit employees shall earn three days per school year and with prior administrative approval, employees may use up to six accrued personal leave days during the school year subject to the following rules:

1. Three personal leave days shall be credited to each full-time employee each school year.
2. Personal leave will be credited to part-time/part-year employees on a prorated basis.
3. Six unused personal leave days per year may be carried over to the next school years to a maximum accumulation and usage of six personal days.
4. Personal leave days not taken or carried over to the subsequent school year by the end of the school year shall be compensated as shown in the table below.

Title	2025 - 2027
Teachers	\$31.50/hr.
Interpreters	\$26.50/hr.
Paraeducators	\$26.50/hr.

Section 6. Bargaining unit members may request leave to attend functions or fulfill appointments related to education. All other participation in functions or organizations to which an employee may receive an appointment shall be voluntary and, while beneficial to the school, shall be subject to other leave as defined in this Agreement.

Section 7. Staff is encouraged to avoid absences or leave during PIR days or the first and last week of any semester. Leave requests during PIR days or during the first and last week of any semester will be considered on a case-by-case basis and will be granted only when the administration, in its discretion, is convinced that the merits of a specific leave request justify a staff member's absence.

ARTICLE 7. EMPLOYMENT SECURITY

Section 1. Seniority. Seniority shall be determined by an employee's length of service at the Montana School for the Deaf and the Blind from date of hire. Class seniority shall be determined by an employee's length of service in each job title listed in Article 1, Recognition.

Subsection 1. Seniority shall be considered unbroken for:

1. Layoffs not exceeding 12 months.
2. Voluntary quits for five days or less.

3. Authorized paid or unpaid leaves of absence.

Subsection 2. Within 30 days of the execution of this Agreement, the Employer shall prepare a roster listing bargaining unit employees. The roster shall list employees' most recent date of hire, current job title, and dates of appointment to present job. Such roster shall be made available to the Federation and shall be updated no later than each October 1st. Bargaining unit employees and Local #4027 shall have 30 calendar days in which to identify roster errors.

Section 2. Probationary Period. Employees hired at the start of an academic year shall serve a nine-month probationary period. Employees hired during an academic year shall serve a 12-month probationary period. Probationary employees may not be discharged for reasons of illegal discrimination. Employees on probation who are dismissed shall be notified in writing. No employee who has successfully completed the probationary period may be disciplined or discharged without just cause.

Section 3. Discharge of tenured and non-tenured teachers.

Subsection 1. Teacher tenure - Whenever a teacher has been **offered and accepted a contract for the fourth consecutive year** of employment, the teacher is considered to be reelected from year to year as a tenured teacher at the same salary and in the same or a comparable position of employment as provided by the last-executed contract with the teacher.

Subsection 2. Employment contracts with teachers may be offered for less than 12 months.

Subsection 3. The employment of a tenured teacher or a teacher under contract may only be terminated for good cause.

1. Whenever the Board of Public Education (Board) receives a recommendation for dismissal from the Superintendent, the Board shall notify the teacher of the right to a hearing before the board. The hearing will be held at the Board's next available meeting. The teacher may, in writing, waive the right to a hearing.
 - a. The recommendation must state clearly and explicitly the reason or reasons leading to the recommendation for termination. The teacher will be given a copy of the recommendation by certified mail or by personal notification for which a signed receipt is returned.
2. The Board of Public Education shall conduct a hearing on the recommendation and will render a decision within 30 business days of the conclusion of the hearing to dismiss the teacher or to reject the recommendation for dismissal.

Subsection 4. Any teacher who has been dismissed may, in writing, within 20 business days appeal the dismissal to an arbitrator under the guidelines set forth in Article 16.

Section 4. Reduction in Force. Whenever it becomes necessary to decrease the number of employees for reasons such as pupil population or expiration of any state or federal funds the following shall prevail:

1. In selecting employees within each program or specialty area within each program to be terminated as a result of a reduction in force, when qualifications and experience are equivalent, class seniority shall be the determining factor.
2. Recall from layoffs shall be in inverse order in accordance with the considerations outlined in "1" above. Employees shall be eligible for reinstatement for up to 12 months after the reduction in force.
3. Employees with permanent status and satisfactory job performance who are subject to layoffs and are qualified to fill a vacancy shall be given first consideration for the vacant position. Such vacancies shall be exempt from any posting requirement.
4. No new permanent appointments may be made while there are bargaining unit employees in layoff status who are available and qualified to fill vacancies. An employee may secure other employment during the period they are laid off.

Prior to any reduction in force of bargaining unit members, the Employer will notify Local #4027.

Section 5. Notification of Teacher Reelection. MSDB shall provide written notice by June 1st to all teachers who have been reelected. Any teacher who does not receive notice of reelection or non-renewal is automatically reelected for the ensuing school fiscal year (pursuant to Article 7, Section 3, Subsection 1.) Any teacher who receives a contract for the ensuing school fiscal year shall provide MSDB written acceptance of the conditions of the contract within 20 business days after the receipt of the contract, and failure to notify MSDB within 20 business days constitutes conclusive evidence of the teacher's nonacceptance of the tendered position.

Section 6. Personnel Files. An employee's official personnel file shall be established and maintained in the administration office. The file shall contain all personnel-related documents pertaining to the employee. Employees shall have the right to inspect their personnel files and to receive a copy of any of the contents therein. Authorized Federation representatives shall also have the right to inspect an employee's personnel file after receiving written permission from the employee to do so and only in cases involving an official dispute between the employee and the Employer.

Subsection 1. If the employee desires to submit a brief written statement in explanation or mitigation of any entry in their permanent personnel file, the statement shall be attached to the entry and included in the personnel file. An

employee may enter awards of recognition or achievement into their permanent personnel file.

Subsection 2. An employee may request the Employer to remove letters of warning or reprimand which have remained in their personnel file for more than three years. Such requests shall be granted unless such items are pertinent to any disciplinary or legal action still pending or arising from more recent employee actions or behavior patterns.

ARTICLE 8. TRANSFERS

Section 1. A list of known vacancies shall be circulated internally via email for job opening notices. Request for transfer by current employees shall be through the State of Montana hiring website. Such requests will be considered prior to the commencement of external advertising.

Section 2. All bargaining unit vacancies shall be posted internally in a designated place, at least five working days prior to public advertisement of the vacancy. A notice of such vacancies shall be sent directly to the President(s) of the Federation. In-house applicants will be considered before external posting. When filling bargaining unit vacancies, via in-house transfer, with current employees where experience, qualifications and evaluations are equal, MSDB seniority shall prevail. Federation representatives may be invited to participate in recruitment, interviews and hiring decisions.

Section 3. Job posting notices shall include a description of the job, minimum qualifications for the position, and the due date for application submittal.

Section 4. Employees who are unsuccessful applicants shall be notified in writing upon the completion of the selection process.

Section 5. When involuntary transfers occur between program areas (school for the deaf, school for the blind, or student services) they shall be based on seniority within the program area provided the employee has the proper qualifications and certification.

Section 6. Compensation for Reassignment or Transfer. When an employee is reassigned or transferred, the employee will move the contents of their room during the regular school day when they are able to do so without using student or preparation time. With administrative approval, employees unable to complete the move during the regular duty day will be compensated at true hourly rate for eight hours moving out of their current room and an additional eight hours moving into and setting up their new room.

ARTICLE 9. COMPENSATION

Section 1. The compensation addressed in this Article and Addendums A-1, A-2, A-3, A-4, A-5, and B represents the total compensation due employees.

Subsection 1. Addendum A-1. This addresses the pay for Teachers. It includes a Placement Schedule to be used for initial placement of new hires. It also addresses stipends, statutory pay increases, and longevity.

The term "Teacher" as used in Addendum A-1 shall include Activities Director, Librarian, Special Education Coordinator, Guidance Counselor, Behavior Specialist, Transition Coordinator, Cottage Counselor, Communication Technician, ASL Specialist, and Outreach Consultant.

Subsection 2. Addendum A-2. This addresses the pay for Paraeducators, Media Clerks, and Braille Transcriptionists. It includes minimum hourly rates, stipends, statutory pay increases, and longevity.

Subsection 3. Addendum A-3. This addresses the pay for Interpreters and Tutors. It includes a salary schedule, statutory pay increases, and longevity. Interpreting and tutoring time will normally not exceed 40 hours per week. Any authorized time beyond 40 hours per week or eight hours in a day will be compensated at the rate of one and one-half times the employee's true hourly rate.

Subsection 4. Addendum A-4. This addresses the compensation for extracurricular activities, including sports, class sponsors, and clubs.

Subsection 5. Addendum A-5. This addresses fee stipends for Braille Transcriptionists, Interpreters, and LPNs. LPNs will receive two hours of compensatory time for each eight-hour shift they are placed on-call. If actually called in to work, LPNs will receive a minimum of two hours compensatory time and two hours pay at true hourly rate.

Subsection 6. Addendum B. This states the rules for administering Teachers' salaries. The term "Teacher" as used in Addendum B shall include Activities Director, Librarian, Special Education Coordinator, Guidance Counselor, Behavior Specialist, Transition Coordinator, Cottage Counselor, Communication Technician, ASL Specialist, and Outreach Consultant.

Subsection 7. Compensatory Time for Non-Exempt Employees. Many Montana School for the Deaf and the Blind employees are exempted by one or more of the overtime exemptions delineated in the Fair Labor Standards Act. Certain other Montana School for the Deaf and the Blind employees are not exempt from the overtime requirements of the Fair Labor Standards Act. For each pay period, Fair Labor Standards Act non-exempt employees shall designate on a form to be developed by the business office whether they wish to be paid overtime at one and one-half times their normal hourly rate for each hour worked over 40 hours per week

or earn compensatory time at a rate of one and one-half hours for each hour worked over 40 hours per week. An employee must have administration approval prior to working overtime. The Employer and the employee shall arrange for the use of compensatory time by mutual agreement and in accordance with School policy. Compensatory time earned and when used will be recorded in no less than one-half hour increments. Compensatory time may be accumulated to a maximum of 40 hours. Unused non-exempt compensatory time at the end of a school year will be carried over to the next school year.

Section 2. The monthly Employer contribution for group benefits will increase to \$1080 for the 2026 plan year and \$1107 for the 2027 plan year.

The monthly State of Montana employee contributions will increase for 2026 and 2027 plan years. The tables below break out the monthly increase both before and after the wellness incentive which increased to \$60 per month for the 2026 and 2027 plan years.

The cost of employee-only coverage will be covered by the Employer contribution, after the wellness incentive is applied.

Employee Monthly Contributions Before Wellness Incentive		
Contribution Type	2026 Plan Year Contribution	2027 Plan Year Contribution
Employee Only	\$60	\$60
Employee and Spouse	\$318	\$326
Employee and Children	\$134	\$138
Employee and Family	\$397	\$407

Employee Monthly Contributions After Wellness Incentive		
Contribution Type	2026 Plan Year Contributions	2027 Plan Year Contributions
Employee Only	\$0	\$0
Employee and Spouse	\$198	\$206
Employee and Children	\$74	\$78
Employee and Family	\$277	\$287

The monthly Tobacco Surcharge will increase to \$60 for the 2026 and 2027 plan year.

The State has the discretion to manage all aspects of the State Health Plan, to include, but not be limited to, deductibles, coinsurance levels, and maximum out-of-pocket levels. Member contributions will only increase beyond the rates established above if the Risk-Based Capital (RBC) level is at or below 300%.

Subsection 1. The State contribution for group benefits shall be in accordance with the provisions of state law. School year employees may choose to have the employee share of the insurance premium for the summer months deducted from

their paychecks over the pay periods between February and the end of the school term. School year employees choosing not to use payroll deductions to pay the employee share of summer months' insurance premiums must submit payment prior to payroll dates.

Section 3. Effective July 1, 2023, employees shall be entitled to longevity as set forth in this Section and Addendums A-1, A-2, A-3, and A-5.

Subsection 1. Longevity is accrued through consecutive years, in the same position, at MSDDB. In determining whether there has been a disqualifying break in service, service shall not be interrupted by authorized leaves of absence.

Subsection 2. Service shall be calculated as follows:

1. A full-time employee shall be credited with 2,080 service hours for each year the employee is employed for a "full contract year."
2. The service credit for an employee who does not work full-time and for a full contract year shall be prorated.
3. A "full contract year" consists of approximately 185 days.
 - a. An employee who works less than 130 days per school year shall be considered to have worked less than a full contract year and will be subject to longevity being prorated.
 - b. An employee who works 130 days or more per school year shall be considered to have worked a full contract year.
4. An employee may be contracted to work less or more than eight hours per day during the contract year.
 - a. An employee who works less than four hours a day shall be part-time and will be subject to longevity being prorated.
 - b. An employee who works four or more hours per day shall be full-time.
5. Proration shall be based on comparison to a full-time employee being credited with 2,080 service hours for each full contract year of 185 days.
6. The maximum number of service hours per year is 2,080 (regardless of whether the number of hours worked exceeds this amount).

Subsection 3. The timing for the calculation of service hours shall be annually after a contract year is complete. The first calculation of service hours under the terms of this MOU shall occur after the 2023-2024 contract year is complete.

Subsection 4. The first payment of longevity under the terms of this MOU depends on the employee's position.

1. Starting on June 28th, 2025, all employees under Addendums A-1, A-2, A-3, and A-5 are subject to longevity benefits.
 - a. Following calculation of service hours, an employee will be reviewed to determine whether they are eligible to start receiving longevity pay for the first time. If eligible, longevity pay would start the next contract year at a threshold of the service hours listed with pay increases in their Addendums.
 - b. Example:
 - i. At completion of 2024-2025 contract year, employee has 11,000 service hours (over 5 service years) and crossed the 10,400 service hours (5 service years) threshold for the first time that year. Employee is eligible to start receiving longevity pay on the 2025-2026 contract.
2. Once an employee has started receiving longevity pay for the first time, the employee will continue to receive longevity payments. The service hours at the end of each contract year will be evaluated to determine the increase to base rate for the next contract year.

ARTICLE 10. EXTRACURRICULAR COMPENSATION

Section 1. Extracurricular compensation shall be in accordance with Addendum A-4 attached and dependent upon Legislative approval.

ARTICLE 11. TRAVELS, MEALS, LODGING

Section 1. Employees covered by this Agreement shall be subject to Montana statute regarding reimbursement for travel, meals, and lodging.

Section 2. Employees covered by this Agreement may receive travel advances for approved reimbursable expenses in excess of \$50 by making written request to the Employer at least two weeks prior to the travel date or upon notification of assignment.

ARTICLE 12. EVALUATION PROCEDURES

Section 1. The Montana School for the Deaf and the Blind will establish an Evaluation Procedure and Instrument Advisory Committee. One half of the committee's membership will be members of the bargaining unit as determined by the Federation.

This committee will review relevant state and school policies, accreditation standards, relevant research and other data to recommend evaluation instruments and procedures to management. This committee shall meet at times mutually agreeable to the parties.

Section 2. All written evaluation reports will be placed in the employee's personnel file. The evaluation reports will be discussed between the employee and administration. The employee shall have the opportunity to sign the evaluation, acknowledging its receipt before it is placed in the file. The employee shall be provided the opportunity to write a rebuttal to the evaluation that will be attached to the evaluation report.

Section 3. Each employee shall be evaluated by their immediate supervisor in accordance with Board policy. An employee who is dissatisfied with the results of their evaluation can request a second evaluation and can write a rebuttal to be included in their personnel file. In the case of evaluations that include a formal observation as part of the evaluation process, any employee-requested second evaluation will include a formal observation by a different evaluator.

ARTICLE 13. MISCELLANEOUS PROVISIONS

Section 1. All mail addressed to staff member(s) and marked "Confidential" or "Personal" shall be placed in the individual's mailbox unopened. Employees, may not, however, receive personal mail at school on a regular basis.

Section 2. Applicable materials received concerning fellowships, grants, travel, research, or related educational opportunities for teachers, counseling staff, and professional employees will be posted by the administration.

Section 3. Letter of Reference. If any teacher or professional employee requests a letter of reference from the superintendent or any other supervisory employee, and the superintendent or other supervisory employee agrees to write one, the employee shall receive a copy of said letter of reference.

Section 4. All teachers shall be scheduled for an uninterrupted duty-free preparation time of one class period every day or its bi-weekly accumulative equivalent, with the understanding that every effort will be made to respect that schedule. Should any teacher not receive regular preparation periods, that teacher may go directly to their supervisor to mutually arrange a different schedule that includes preparation time.

Section 5. Each full-time employee is entitled to one floating holiday each calendar year (not academic year). Each part-time employee is entitled to one floating holiday each calendar year that must be calculated proportionately to the floating holiday allowed to a full-time employee.

Subsection 1. Unused floating holiday leave expires at the end of each calendar year, does not accrue, and is not paid out to employees on termination of

employment. Short-term workers or student interns may not receive a floating holiday.

ARTICLE 14. LABOR-MANAGEMENT COMMITTEE (LMC)

Section 1. A Labor-Management Committee shall be formed which shall consist of no more than four bargaining unit representatives selected by Local #4027 and noticed to the MSDB Administration. Meetings may be called by either party and, upon notice and agreement of agenda items to be discussed, shall be held at mutually acceptable times and places. This Committee shall not take the place of the grievance procedure, but shall be used to discuss items, including schedules, which are of a group rather than individual interest and cannot be easily solved or answered through established supervisory channels. The Committee shall meet once a quarter with agenda items solicited and established in advance of the meeting. The superintendent shall confer with the Federation president or designee to establish meeting dates.

Section 2. Disposition of matters covered in the Labor-Management Meetings shall not contradict, add to, or otherwise modify the terms and conditions of this Agreement.

ARTICLE 15. DISCIPLINARY ACTIONS

Section 1. Investigatory Interview. Upon request, an employee has the right to a federation representative at an investigatory interview called by the Employer. Employees seeking representation are responsible for contacting their representative. The Employer must inform the employee of the purpose of the investigatory interview. The Employer must also inform the employee if there is a possibility of disciplinary action. At the conclusion of any investigation where the Employer elects not to take disciplinary action on the employee being investigated, the employee will be provided with a notification that the investigation is completed and that no discipline will be imposed on them and that the employee's file shall not contain any reference to such incident. An employee may also have a federation representative at an investigatory or pre-disciplinary meeting. Pre-disciplinary meetings will be conducted prior to imposing any discipline up to and including termination.

Section 2. Disciplinary Actions. While some disciplinary actions will begin at an informal conversational stage, some situations may warrant disciplinary actions at higher levels up to and including employment termination. Levels of progressive discipline include, but are not limited to the following:

1. Verbal warning with a plan of improvement
2. Written warning with a plan of improvement
3. Suspension with pay

4. Suspension without pay

5. Termination of Employment (Teacher termination subject to Montana State Law)

Depending on the severity of the situation, the progressive discipline process may look different from these steps listed above.

ARTICLE 16. GRIEVANCE PROCEDURE

Section 1. Definitions.

1. A grievance shall mean a complaint by an employee that there has been a violation of one or more specific provisions of this Agreement.
2. As used in this Article, the term "employee" shall mean:
 - a. one employee,
 - b. a group of employees having the same grievance, or
 - c. the Montana School for the Deaf and the Blind Federation #4027.

Section 2. Purpose. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to any grievance(s), which may arise. Nothing herein contained will be construed as limiting the right of any employee of the bargaining unit to discuss any matter informally with the appropriate member of the administration.

Section 3. Grievance Procedure.

STEP 1

Within 10 working days after a grievance occurs or could likely have been discovered, the aggrieved employee(s) or the Federation representative(s) shall discuss the grievance with the appropriate school supervisor. It shall be discussed verbally and if settled, no further action will be taken.

STEP 2

If such grievance cannot be settled, it may be submitted in writing as a formal grievance to the school superintendent within 10 working days of Step 1. (See Addendum C - Grievance Form.) The school superintendent shall respond in writing within 10 working days. The superintendent may, at their discretion, hold a hearing on the grievance.

STEP 3

If no settlement can be reached at Step 2, the grievance may be presented in writing to the Chairman of the Board of Public Education within 10 working days of Step 2. The Chairman of the Board of Public Education or designee/representative shall meet with Federation representative(s) to discuss the grievance, or in the alternative, the Chairman of the Board shall respond in writing within 30 days.

STEP 4

Should the aggrieved employee or employees and the Federation consider the decision of the Board to be unsatisfactory, the Federation shall, within 21 calendar days of receipt of such decision, notify the Chief, State Office of Labor Relations and the Board of Public Education in writing, of its intention to have such grievance referred to arbitration.

STEP 5

After notification of arbitration, the State Office of Labor Relations (OLR) will work with the Union and management to determine if there is a mutually acceptable resolution that can be found or if the matter should go to mediation. If OLR determines the parties cannot resolve informally or through mediation, the decision should proceed to final and binding arbitration. If there is a cost associated, the parties will share it equally. The timeline for the grievance processing will be put on hold until the mediation is final or the decision is made to move to arbitration.

Within 15 calendar days after such written notice of intention to arbitrate the Federation shall submit a written request to the Federal Mediation and Conciliation Service to provide a list of seven arbitrators with a contemporaneous copy of that request supplied to the State Office of Labor Relations Chief. The list of arbitrators may be requested from the Board of Personnel Appeals if mutual agreement exists. The decision of the arbitrator shall be final and binding on both parties.

Section 4. Rules of Grievance Processing.

Subsection 1. Timeliness. A grievance not filed or advanced by the grievant within the time limits provided shall be deemed permanently withdrawn. Failure on the part of the Employer's representative to answer within the time limit set forth in any step will entitle the employee to the next step.

Subsection 2. Alternative procedures.

1. As recognized in § 49-2-512, Title 49 of Montana Code Annotated establishes the exclusive remedy for acts constituting an alleged violation of the Montana Human Rights Act. In the event of a grievance based upon an alleged violation of this Act, the statutory procedures of filing a claim with the Human Rights Bureau shall be the exclusive remedy.
2. As recognized in § 2-18-1011, Title 2 of Montana Code Annotated establishes the exclusive remedy for an alleged violation of classification or

compensation. In the event of a grievance based upon an alleged violation of this provision, the statutory procedures of filing a claim with the Board of Personnel Appeals shall be the exclusive remedy.

Section 5. Rules of Arbitration.

Subsection 1. Selection of Arbitrator. The parties shall request a list of seven arbitrators from the Board of Personnel Appeals and shall alternatively strike names from the list. The last remaining name shall serve as the arbitrator.

Subsection 2. Arbitrator's limitations. No grievance which fails to meet the requirements of Section 3, Subsection 3 of this Article shall be determined to be arbitrable. The arbitrator may not add to, subtract from, or modify the terms of this Agreement.

Subsection 3. The parties agree either party may file pre-arbitration dispositive motions or request a bench decision from the arbitrator.

Subsection 4. Each party shall share equally the cost of the arbitrator. In the event one of the parties wants transcripts from the proceedings of the arbitration, the party requesting the transcripts shall pay the entire cost. If each party requests a transcript, they shall equally share the cost.

Subsection 5. The arbitration location shall be in Helena, Montana unless otherwise mutually agreed by the parties.

ARTICLE 17. NOTIFICATION

Section 1. The Employer shall insure the Federation and each employee covered by this Agreement reasonable access to an employee handbook and state policy manual of rules, regulations and policies on employment related matters that apply to bargaining unit members. The Federation shall be given written notification of any proposed changes or additions to such personnel rules, regulations and policies.

ARTICLE 18. SEVERABILITY

Section 1. In the event that any provision of this Agreement is declared invalid or unenforceable by a court of competent jurisdiction, such decision does not invalidate the entire Agreement, it being the expressed intention of the parties that all other provisions not declared invalid or unenforceable shall remain in full force and effect.

Section 2. When a provision is invalidated, as described above, the parties agree to submit the matter to negotiations should it be the desire of either party to renegotiate the matter.


ARTICLE 19. TERM

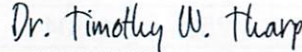
Section 1. This Agreement shall be effective on July 1, 2025, and shall remain in full force through June 30, 2027.

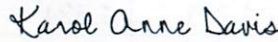
Section 2. Should either party seek to modify this Agreement, it shall give written notice of such intent no earlier than 120 days, nor later than 60 days prior to the expiration date of this Agreement. If the parties reach a tentative pre-budgeted agreement, such agreement shall be subject to legislative concurrence and funding.

THIS AGREEMENT is signed and dated this 8/31/2025.


THE STATE OF MONTANA:

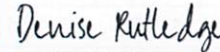
DocuSigned by:

 209D96996020493...
 Paul Furthmyre, Superintendent
 MSDB

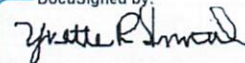
Signed by:

 97F5628B1207403...
 Dr. Tim Tharp, Chairman
 Montana Board of Public Education

Signed by:

 382B3999E2BE4DB...
 Karol Anne Davis, Chief Negotiator
 State Office of Labor Relations

THE FEDERATION:

DocuSigned by:

 AC11C0F8470D444A...
 Shelli Lavinder Schwalk
 MFPE Field Consultant

DocuSigned by:

 FFD309A162384F9...
 Denise Rutledge, MFPE Local #4027

DocuSigned by:

 0B113E7ADF27417...
 Yvette Smail, MFPE Local #4027

ADDENDUM A-1. Placement Schedule

This schedule is to be used for initial placement of new hires.

Note: Placement on the below pay schedules is governed by the pay plan rules contained in Addendum B.

		0.03	0.06	0.11	0.14	0.17	0.2	0.25
STEP	B.A.	BA + 10	BA + 20	MA	MA +10	MA +20	MA +30	EDD/PHD
0	1.000	1.030	1.060	1.110	1.140	1.170	1.200	1.250
1	1.003	1.033	1.063	1.113	1.143	1.174	1.204	1.254
2	1.006	1.036	1.066	1.117	1.147	1.177	1.207	1.258
3	1.009	1.039	1.070	1.120	1.150	1.181	1.211	1.261
4	1.012	1.042	1.073	1.123	1.154	1.184	1.214	1.265
5	1.015	1.045	1.076	1.127	1.157	1.188	1.218	1.269
6	1.019	1.050	1.080	1.131	1.162	1.192	1.223	1.274
7	1.023	1.054	1.084	1.136	1.166	1.197	1.228	1.279
8	1.027	1.058	1.089	1.140	1.171	1.202	1.232	1.284
9	1.031	1.062	1.093	1.144	1.175	1.206	1.237	1.289
10	1.035	1.066	1.097	1.149	1.180	1.211	1.242	1.294
11	1.039	1.070	1.101	1.153	1.184	1.216	1.247	1.299
12	1.043	1.074	1.106	1.158	1.189	1.220	1.252	1.304
13	1.047	1.078	1.110	1.162	1.194	1.225	1.256	1.309
14	1.051	1.083	1.114	1.167	1.198	1.230	1.261	1.314
15	1.055	1.087	1.118	1.171	1.203	1.234	1.266	1.319
16	1.059	1.091	1.123	1.175	1.207	1.239	1.271	1.324
17	1.063	1.095	1.127	1.180	1.212	1.244	1.276	1.329
18	1.067	1.099	1.131	1.184	1.216	1.248	1.280	1.334

2025-2026

STEP	B.A.	BA + 10	BA + 20	MA	MA +10	MA +20	MA +30	EDD/PHD
0	47690	49121	50551	52936	54367	55797	57228	59613
1	47833	49268	50703	53095	54530	55965	57400	59791
2	47976	49415	50855	53254	54693	56132	57571	59970
3	48119	49563	51006	53412	54856	56299	57743	60149
4	48262	49710	51158	53571	55019	56467	57915	60328
5	48405	49858	51310	53730	55182	56634	58086	60507
6	48596	50054	51512	53942	55400	56857	58315	60745
7	48787	50250	51714	54153	55617	57081	58544	60984
8	48978	50447	51916	54365	55834	57304	58773	61222
9	49168	50643	52118	54577	56052	57527	59002	61460

10	49359	50840	52321	54789	56269	57750	59231	61699
11	49550	51036	52523	55000	56487	57973	59460	61937
12	49741	51233	52725	55212	56704	58197	59689	62176
13	49931	51429	52927	55424	56922	58420	59918	62414
14	50122	51626	53130	55636	57139	58643	60147	62653
15	50313	51822	53332	55847	57357	58866	60376	62891
16	50504	52019	53534	56059	57574	59089	60604	63130
17	50694	52215	53736	56271	57792	59313	60833	63368
18	50885	52412	53938	56483	58009	59536	61062	63607

2026-2027

STEP	B.A.	BA + 10	BA + 20	MA	MA +10	MA +20	MA +30	EDD/PHD
0	49170	50645	52120	54579	56054	57529	59004	61463
1	49318	50797	52277	54742	56222	57701	59181	61647
2	49465	50949	52433	54906	56390	57874	59358	61831
3	49613	51101	52589	55070	56558	58047	59535	62016
4	49760	51253	52746	55234	56726	58219	59712	62200
5	49908	51405	52902	55397	56895	58392	59889	62384
6	50104	51607	53110	55616	57119	58622	60125	62630
7	50301	51810	53319	55834	57343	58852	60361	62876
8	50498	52013	53527	56052	57567	59082	60597	63122
9	50694	52215	53736	56271	57791	59312	60833	63368
10	50891	52418	53944	56489	58016	59542	61069	63614
11	51088	52620	54153	56707	58240	59773	61305	63860
12	51284	52823	54361	56926	58464	60003	61541	64105
13	51481	53025	54570	57144	58688	60233	61777	64351
14	51678	53228	54778	57362	58913	60463	62013	64597
15	51874	53431	54987	57581	59137	60693	62249	64843
16	52071	53633	55195	57799	59361	60923	62485	65089
17	52268	53836	55404	58017	59585	61153	62721	65335
18	52464	54038	55612	58235	59809	61383	62957	65580

- The table above is to be used for the placement of newly hired teachers.
- The tables above include the statutory increase given during the 69th Legislative session for each year.
- The 2025-2026 table reflects a one-time addition to the base of \$5818 as a result of the STARS Act. Employees filling the roles identified in Article 9, Section 1, Subsection 1 that held a contract in 2024-2025 will receive a one-time addition to their base of \$5818.

- Step 18 is the maximum step at which new teachers may enter MSDB.
- Advancement in lanes is addressed in Addendum B.5.3.
- Any statutory increase given during a contract year will be added to the current base (BA Step 1) on the first day of the next fiscal year.
- Increases in annual salaries will be in accordance with those determined by the 69th Legislative session, retroactive to July 1, 2025.
- The following table shows the service thresholds and corresponding increases to base pay rates:

Service Hours	Service Years	Increase to Base Rate
10,400	5	1.5%
20,800	10	3.5%
31,200	15	5.5%
41,600	20	7.5%
52,000	25	9.5%
62,400	30	11.0%
72,800	35	12.5%

*The calculation of longevity is further addressed in Article 9 (Compensation), Section 3.

**ADDENDUM A-2.
Paraeducators/Braille Transcriptionist/Media Clerk Wages**

July 2025 - June 2027

Paraeducators, Braille Transcriptionists & Media Clerk Wages

	2025-2026	2026-2027
Starting Pay Rate	\$19.38	\$20.38

- The tables above include the statutory increase given during the 69th Legislative session for each year.
- The 2025-2026 starting rate reflects a one-time addition to the base pay of \$1.30 per hour as a result of the STARS Act. Employees filling the roles identified in Article 9, Section 1, Subsection 2 that held a contract in 2024-2025 and not currently receiving the maximum pay identified in the states market analysis will receive a one-time addition of \$1.30 to their base.
- Increases in yearly salary will be in accordance with those determined by the 69th Legislative session, retroactive to July 1, 2025.
- The following table shows the service thresholds and corresponding increases to base pay rates:

Service Hours	Service Years	Increase to Base Rate
10,400	5	1.5%
20,800	10	3.5%
31,200	15	5.5%
41,600	20	7.5%
52,000	25	9.5%
62,400	30	11.0%
72,800	35	12.5%
83,200	40	14.0%
93,600	45	15.5%
104,000	50	17.0%
114,400	55	18.5%
124,800	60	20.5%
135,200	65	21.5%

- *The calculation of longevity is further addressed in Article 9 (Compensation), Section 3.
- Effective July 1, 2023, paraprofessionals hired before January 1, 2003, will receive a stipend of \$3,000 annually. The stipend will be split into two payments

with the first being payable with the first full pay period in December and the second in May.

- Individuals who voluntarily separate from employment prior to the end of the school year for reasons other than medical, or discipline shall be required to reimburse (or have the amount withheld from the final check) an amount prorated to reflect days, worked days remaining at the time the bargaining unit member leaves employment.
- Transcriptionists are guaranteed a minimum of one hour of protected transcription time per day.
- When substituting for a teacher, employees will receive \$5/hour increased compensation. They will also receive a duty-free lunch and prep time if they substitute the entire day.
- Effective January 1, 2023, certified braille transcriptionists will receive \$5/hour increase during the hours they work as a braille transcriptionist for a minimum of one hour per day, or actual time worked, whichever is greater.
- Certified braille transcriptionists will receive a \$750 one-time increase in their permanent salary for hours they work as a braille transcriptionist.

**ADDENDUM A-3.
Interpreter/Tutor Salaries**

July 2025 - June 2027

ASL Educational Interpreter/Tutor Salaries

EIPA Score	Starting Pay Rate * 25-26	Starting Pay Rate * 26-27	Bachelor's Degree**	Master's Degree***
No score, or working toward 3.5	\$27.85/hr.	\$28.85/hr.	3%	5%
3.5 – 3.9	\$29.20/hr.	\$30.20/hr.	3%	5%
4.0 – 4.5	\$30.90/hr.	\$31.90/hr.	3%	5%
4.6 – 5.0	\$32.71/hr.	\$33.71/hr.	3%	5%

- The tables above include the statutory increase given during the 69th Legislative session for each year.
- The 2025-2026 starting rate reflects a one-time addition to the base pay of \$1.30 per hour as a result of the STARS Act. Employees filling the roles identified in Article 9, Section 1, Subsection 3 that held a contract in 2024-2025 will receive a one-time addition of \$1.30 to their base.
- An interpreter that is hired with a RID (NIC) certification and/or their BA or MA, and who is waiting for their EIPA score will be placed at the “no score, or working toward 3.5” until the score arrives. Once the score is submitted to the superintendent’s office, the individual will be placed accordingly to the above chart. The interpreter will be paid retroactively for all hours worked during the current fiscal year, except hours for extracurricular activities.
- Bachelor and Master Degrees must be from accredited interpreting programs.
- Increases in yearly salary will be in accordance with those determined by the 69th Legislative session, retroactive to July 1, 2025.
- The following table shows the service thresholds and corresponding increases to base pay rates:

Service Hours	Service Years	Increase to Base Rate
10,400	5	1.5%
20,800	10	3.5%
31,200	15	5.5%
41,600	20	7.5%
52,000	25	9.5%

62,400	30	11.0%
72,800	35	12.5%
83,200	40	14.0%
93,600	45	15.5%
104,000	50	17.0%
114,400	55	18.5%
124,800	60	20.5%
135,200	65	21.5%

- *The calculation of longevity is further addressed in Article 9 (Compensation), Section 3.

ADDENDUM A-4. Extracurricular Compensation

Section 1. Due to student population, MSDB may or may not have teams in these areas. In the event MSDB does not have a team/event in any sport, MSDB will participate in a sports co-op/partner school. The total monies spent in this area shall not exceed what the legislation has approved. Other sports or activities (such as golf) will be bargained on a case-by-case basis whether the sport occurs at MSDB or through a sports co-op/partner school. Employees having extracurricular coaching assignments will be compensated as below.

Student accessibility support (interpreters, etc.) services may also be paid from extracurricular compensation funds. It is understood that all extracurricular coaching assignments are compensated prior to funds being used to pay student accessibility support services.

	CURRENT
Cheerleader Sponsor	\$1,250.00
Boys/Girls Basketball Head Coach	\$3,125.00
Assistant Coach	\$1,500.00
Girls Volleyball Head Coach	\$3,125.00
Assistant Coach	\$1,500.00
Middle School Girls Basketball Head Coach	\$750.00
Youth Sports Programs Girls	\$500.00
Boys	\$500.00
Boys Football Head Coach	\$3,125.00
Assistant Coach	\$1,500.00
Middle School Boys Basketball Head Coach	\$750.00
Boys and Girls Track Head Coach	\$1,875.00
Assistant Coach	\$1,500.00
Middle School Boys/Girls Track Head Coach	\$750.00
Boys and Girls Cross Country Head Coach	\$2,500.00
Assistant Coach	\$937.50
Goal Ball Head Coach	\$2,500.00
Assistant Coach	\$1,200.00

Section 2. Employees sponsoring selected extracurricular activities will be compensated as follows:

Class Sponsor (9 to 12 - each grade)	
Freshman class	\$187.50 each
Sophomore class	\$312.50 each
Junior class	\$562.50 each
Senior class	\$687.50 each
Junior N.A.D.	\$625 each
Cane Club	\$625 each
Newsletter	\$1,875 (one sponsor)
Yearbook Coordinator/Sponsors	\$937.50 each
Expressions of Silence, Director maximum of two directors	\$3,750 each
Visually Impaired Performers, Director	\$625 each
Academic Bowl, Sponsor	\$625 each
Close-Up, Sponsor	\$625 each
Mustangs Flying Hooves	\$625 each
Moving Mustangs	\$625 each
IEFA	\$625 (one sponsor)
Computer Club	\$625 each
Swimming Club	\$625 each
Mustang Center Coordinator	\$1,875 (one sponsor)
Braille Challenge Coordinator	\$625 (one sponsor)
4-H Coordinator	\$625 (one sponsor)
Concession Manager	\$625 (one sponsor)
CED Coordinator	\$625 (one sponsor)
Sound / Light Manager	\$187.50 (one sponsor)

Unless otherwise indicated, all of the above involve at least 2 sponsors.

ADDENDUM A-5. Fee Stipends

Braille Transcriptionists/Interpreters/LPNs

Section 1. Upon proper and sufficient documentation submitted to the Business Manager within 30 days of payment, the Employer will reimburse the cost of one examination fee for the EIPA exam.

Section 2. Recertification or Renewal. The Employer will also provide reimbursement equal to \$50 per year for recertification or renewal of certificates for:

1. Teachers with certification as Certified Orientation and Mobility Specialists,
2. Educational Certified Interpreters
3. Licensed Practical Nurses.
4. Other unique and required certification reimbursement will be mutually determined on a case-by-case basis by MSDB and Local #4027.

Section 3. Nurses at MSDB are identified as Licensed Practical Nurse 2 and are in anchor band four of the 2024 Market Analysis 025.

	2025-2026	2026-2027
Starting Pay Rate	\$33.53	\$34.53

- The table above includes the statutory increase given during the 69th Legislative session for each year.
- The 2025-2026 starting rate reflects a one-time addition to the base pay of \$5.35 per hour as a result of the STARS Act. Employees filling the Licensed Practical Nurse II roles identified in Article 9, Section 1, Subsection 5 employed at MSDB during the 2024-25 school year will receive a one-time addition of \$5.35 to their base.
- Increases in yearly salary will be in accordance with those determined by the 69th Legislative session, retroactive to July 1, 2025
- The following table shows the service thresholds and corresponding increases to base pay rates:

Service Hours	Service Years	Increase to Base Rate
10,400	5	1.5%
20,800	10	3.5%
31,200	15	5.5%
41,600	20	7.5%
52,000	25	9.5%
62,400	30	11.0%
72,800	35	12.5%

83,200	40	14.0%
93,600	45	15.5%
104,000	50	17.0%
114,400	55	18.5%
124,800	60	20.5%
135,200	65	21.5%

- *The calculation of longevity is further addressed in Article 9 (Compensation), Section 3.

ADDENDUM B. Rules for Administering Teachers' Salaries

1. Teacher Employment Requirements

All teachers employed at Montana School for the Deaf and the Blind shall meet the following minimum requirements:

Minimum Educational Qualifications and Licensure. In accordance with § 20-4-202, MCA, all teachers shall possess a minimum of a bachelor's degree from an accredited college or university and a teaching certificate/license or other required license issued by the Montana Office of Public Instruction. Proof of authorization to teach in the State of Montana shall be provided to the administration of the school by registering the person's certificate with the county superintendent and submitting the signed copy of the certificate to the administration. If a teacher or specialist does not register their certificate with the county superintendent within 60 calendar days after they begin to perform services, they are not eligible to receive any further compensation under the contract of employment until the person has registered the certificate.

2. Contract Year

A contract year consists of approximately 180 teaching days plus 5 PIR days plus any annual leave and holidays to which the employee is entitled and is defined by the teaching calendar adopted by the Board of Public Education; however, some contracts may be for terms less than or greater than the full teaching contract year. The schedules used to compensate teachers on contract for the full contract year are attached. Annual salaries for employees not under contract for the full contract year shall be determined as follows:

- A. Less Than Full Contract Year. An employee under contract for less than the full contract year shall have a prorated annual salary.
- B. More Than Full Contract Year. An employee under contract for more than the full contract year shall have an annual salary equal to the number of days contracted divided by the number of days in the full contract year times the appropriate salary on the teacher schedule.
- C. Part-time Teachers. The salary of an employee contracting to work part-time shall be prorated to reflect the percent of time worked.

3. Teacher Salary Schedule

The attached salary schedule, Addendum A-1, shall be used for initial placement of teachers and certain professional employees employed at Montana School for the Deaf and the Blind.

4. Placement of Employees on the Schedule

For the purposes of compensating teachers new to the system, MSDB will use the salary schedule, addendum A-1, to determine initial placement of new hires. Initial placement of any new employee shall be at entry level according to their education and degree. Credit shall be granted for up to 18 years previous contracted teaching or administrative experience.

Increases in yearly salary will be in accordance with those determined by the 69th Legislative session.

5. Advancement of Teachers on Addendum A-1

A. Educational Credit advancements

1. For salary purposes, each educational unit of recognized graduate study beyond a Bachelor's degree shall constitute no fewer than 15 quarter credits, no less than 10 semester credits or the equivalent combination thereof. Quarter credits are converted to semester credits through multiplying by 0.666 (two thirds) and semester credits are converted to quarter credits through multiplying by 1.50 (one and one half).
2. Credits earned must have prior approval from the school administration before entering the educational process in order to assure receipt of salary credit for the following year. Credits will not be recognized for salary purposes until accepted by the school administration.
3. Effective July 1, 2023, credits beyond the required degree or endorsement shall be recognized for salary enhancement of 3% per educational level as follows: B.A.+10, B.A.+20, 5% for M.A., and 3% M.A.+10, M.A.+20, M.A.+30, and 5% PHD/EDD, only if the credits pertain to the employee's assigned area of instruction or if credits are applied toward a higher degree in a related field, which means acceptance and graduate standing at a university or college.
4. Graduate credits applied to earning the bachelor's degree may not be re-applied or used again to gain additional education credit dollars from the teacher salary schedule.
5. Official transcripts of credits for additional professional preparation if sufficient to advance the teacher's preparation status shall be submitted to the Office of the Superintendent not later than December 1 of the school year in which a change is to become effective. When the official transcript is presented, the teacher shall advance to the new preparation level and shall receive the retroactive pay to the beginning of the school year.

When the official transcript is issued after the December 1 deadline, the teacher shall advance to the new preparation level and shall receive the new salary amount in the next pay period, as per predetermined payroll deadlines, without retroactivity.

6. Annual Driving Stipend for Outreach Consultants

On August 20, 2025, any current member identified in Article 9, Section 1, Subsection 1 at the time of ratification AND currently receives an annual driving stipend will receive a one-time addition to their base pay of \$2000. No one hired after August 20, 2025, is eligible for a driving stipend.

7. National Board Certification Stipend

Teachers who achieve or renew their certification by the National Board for Professional Teaching Standards on or after July 2017, shall receive an annual stipend of up to 85% of the quality educator payment amount provided in § 20-9-306, MCA, for each applicable year. The District shall contribute 10% of the maximum amount and the State of Montana shall reimburse the District up to 75% of the maximum amount per year, as per the provisions of § 20-4-134, MCA. Percentage could change depending on the District's status as an impacted school as defined in § 20-4-502, MCA.

Or should the school meet the requirements of high poverty or critical quality educator shortage as per the provisions of § 20-4-134 (2) (a) and (b), MCA, then the teacher shall receive a stipend of \$2500.00. The District shall contribute \$500.00 and the State of Montana shall reimburse the District the balance up to a maximum contribution of \$2000.00 per year for the high poverty or critical quality educator shortage stipend, as per the provisions of § 20-4-134, MCA.

Solely for the purposes of the Teachers' Retirement System, the stipend contribution from the State of Montana may not be considered regular salary and may not be used in the calculation of retirement benefits, as per § 19-20-101, MCA. District contributions will be considered salary and shall be used in the retirement benefit calculation.

8. Doctoral Stipend

On August 20, 2025, any current member identified in Article 9, Section 1, Subsection 1 at the time of ratification AND currently as earned a doctoral degree will receive a one-time addition to their base pay of \$2574. No one hired after August 20, 2025, is eligible for a doctoral stipend.

**ADDENDUM C.
Grievance Form**

STATEMENT OF GRIEVANCE

_____ Grievant _____ Date

STEP 1

REPLY: _____

_____ Immediate Supervisor _____ Date
__ I accept this decision __ I wish to appeal this decision
_____ Grievant _____ Date

STEP 2

REPLY: _____

_____ School Superintendent _____ Date
__ I accept this decision __ I wish to appeal this decision
_____ Grievant _____ Date

STEP 3

REPLY: _____

_____ Chairman, Board of Public Education _____ Date
__ I accept this decision __ I wish to appeal this decision
_____ Grievant _____ Date

STEP 4: I have been notified of the grievant's intention to have this grievance referred to arbitration.

_____ Date

_____ Date

_____ Date

_____ Date

Chief, Labor Relations Bureau and Board of Education

* If additional space is needed, please use the back of this page or attach additional sheet(s)

51130 School for the Deaf & Blind
ORG Budget Summary by OBPP Prog, Subclass, Fund

Data Selected for Month/FY: 01 Jul/2025 through 12 Jun/2025

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

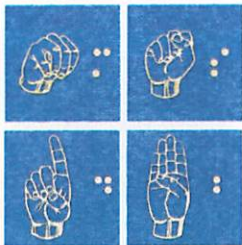
Business Unit	(All)
Program Year	2025
FY_BudPer	(All)
Month	(All)
Source of Auth	(All)
Fund Type	(All)
Account	(All)
Org	(All)
Acct Lvl 2	(All)
Account Type	E
Project	(All)
Ledger	(All)

Menu A1

Menu A1

OBPP Program Subclass	Fund	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance	
01 ADMINISTRATION PROGRAM			765,164.72	756,629.36	0.00	8,535.36	
300A1 DIGITAL ACADEMY			14,341.72	14,341.72	0.00	(0.00)	
02259 MSDB MISC MOUS			14,341.72	14,341.72	0.00	(0.00)	
	61000 Personal Services		13,879.08	13,879.09	0.00	(0.01)	
	62000 Operating Expenses		462.64	462.63	0.00	0.01	
300H1 ADMINISTRATION			592,276.00	587,212.32	0.00	5,063.68	
01100 General Fund			588,882.00	583,818.32	0.00	5,063.68	
	61000 Personal Services		523,206.00	523,178.64	0.00	27.36	
	62000 Operating Expenses		65,676.00	60,639.68	0.00	5,036.32	
02050 School Trust Interest/Income			3,394.00	3,394.00	0.00	0.00	
	61000 Personal Services		3,394.00	3,394.00	0.00	0.00	
300H5 STATE ITSD (RST)			158,547.00	155,075.32	0.00	3,471.68	RESTRICTED, COULD NOT SPEND BALANCE
01100 General Fund			158,547.00	155,075.32	0.00	3,471.68	
	62000 Operating Expenses		158,547.00	155,075.32	0.00	3,471.68	
02 GENERAL SERVICES			750,772.73	720,206.06	0.00	30,566.67	
305A2 DEQ - LEAD MITIGATION SCHOOLS			38,746.73	38,746.73	0.00	0.00	
02259 MSDB MISC MOUS			38,746.73	38,746.73	0.00	0.00	
	62000 Operating Expenses		38,746.73	38,746.73	0.00	0.00	
305F4 FY2024 CARRYFORWARD			31,619.00	30,558.09	0.00	1,060.91	
01100 General Fund			31,619.00	30,558.09	0.00	1,060.91	
	62000 Operating Expenses		1,836.00	1,825.59	0.00	10.41	CARRIED FORWARD INTO 2026
	63000 Equipment & Intangible Assets		29,783.00	28,732.50	0.00	1,050.50	CARRIED FORWARD INTO 2026
305H1 GENERAL SERVICES			675,907.00	646,401.24	0.00	29,505.76	
01100 General Fund			675,907.00	646,401.24	0.00	29,505.76	
	61000 Personal Services		349,222.00	347,731.39	0.00	1,490.61	
	62000 Operating Expenses		297,234.00	296,451.85	0.00	782.15	
	68000 Transfers-out		1,000.00	0.00	0.00	1,000.00	
	69000 Debt Service		28,451.00	2,218.00	0.00	26,233.00	BOILER LOAN PAID OFF IN FY24, CAN'T SPEND BALANCE
305T1 PS CONTINGENCY			4,500.00	4,500.00	0.00	0.00	
01100 General Fund			4,500.00	4,500.00	0.00	0.00	
	61000 Personal Services		4,500.00	4,500.00	0.00	0.00	
03 STUDENT SERVICES			2,334,572.00	2,282,595.37	0.00	51,976.63	
310H1 STUDENT SERVICES			2,124,072.00	2,099,469.80	0.00	24,602.20	
01100 General Fund			2,089,343.00	2,077,963.60	0.00	11,379.40	
	61000 Personal Services		1,946,603.00	1,937,078.27	0.00	9,524.73	
	62000 Operating Expenses		142,740.00	140,885.33	0.00	1,854.67	
03167 National School Lunch			34,729.00	21,506.20	0.00	13,222.80	RESTRICTED - CAN'T SPEND BALANCE
	62000 Operating Expenses		34,729.00	21,506.20	0.00	13,222.80	
310H4 FAMILY ENGAGEMENT OPP			42,500.00	42,500.00	0.00	0.00	
01100 General Fund			42,500.00	42,500.00	0.00	0.00	
	61000 Personal Services		42,500.00	42,500.00	0.00	0.00	
310H6 STUDENT TRAVEL			45,000.00	26,960.38	0.00	18,039.62	RESTRICTED - CAN'T SPEND BALANCE
01100 General Fund			45,000.00	26,960.38	0.00	18,039.62	
	62000 Operating Expenses		45,000.00	26,960.38	0.00	18,039.62	
310H7 STUDENT EXTRACURIC TRAVEL			25,000.00	15,665.19	0.00	9,334.81	RESTRICTED - CAN'T SPEND BALANCE
01100 General Fund			25,000.00	15,665.19	0.00	9,334.81	
	62000 Operating Expenses		25,000.00	15,665.19	0.00	9,334.81	
310T1 PS CONTINGENCY			98,000.00	98,000.00	0.00	0.00	
01100 General Fund			98,000.00	98,000.00	0.00	0.00	
	61000 Personal Services		98,000.00	98,000.00	0.00	0.00	
04 EDUCATION			6,660,097.92	6,586,288.64	27,183.61	46,625.67	
315AP PRE-ETS GRANT			7,250.00	3,819.62	0.00	3,430.38	
03235 DPHHS Grant			7,250.00	3,819.62	0.00	3,430.38	RESTRICTED, BUT UNSPENT
	62000 Operating Expenses		7,250.00	3,819.62	0.00	3,430.38	
315AQ NEWBORN HEARING			26,250.00	24,388.75	0.00	1,861.25	
03396 DPHHS Grant - Newborn Hearing			26,250.00	24,388.75	0.00	1,861.25	
	61000 Personal Services		16,500.00	16,500.00	0.00	0.00	
	62000 Operating Expenses		9,750.00	7,888.75	0.00	1,861.25	RESTRICTED, BUT UNSPENT
315AR LITERACY GRANT 9/30/24			188,562.92	188,562.92	0.00	(0.00)	
03590 Federal Literacy Grant			188,562.92	188,562.92	0.00	(0.00)	
	61000 Personal Services		17,333.00	17,333.00	0.00	0.00	
	62000 Operating Expenses		171,229.92	171,229.92	0.00	(0.00)	
315AS PRE-ETS			28,500.00	21,675.12	0.00	6,824.88	RESTRICTED - CAN ONLY SPEND WHAT WE RECEIVE.
03235 DPHHS Grant			28,500.00	21,675.12	0.00	6,824.88	
	62000 Operating Expenses		28,500.00	21,675.12	0.00	6,824.88	
315H1 EDUCATION			6,249,097.00	6,196,384.72	16,139.83	32,572.75	
01100 General Fund			5,763,142.00	5,752,344.68	3,061.42	7,735.90	
	61000 Personal Services		5,419,509.00	5,409,727.83	0.00	9,781.17	
	62000 Operating Expenses		343,633.00	342,616.85	3,061.42	(2,045.27)	
02050 School Trust Interest/Income			302,341.00	301,561.15	0.00	779.85	RESTRICTED - CAN ONLY SPEND WHAT WE RECEIVE.
	61000 Personal Services		302,341.00	301,561.15	0.00	779.85	
02243 Medicaid			11,534.00	0.00	0.00	11,534.00	RESTRICTED - REMOVED FROM BUDGET IN FY26 7 FY27
	62000 Operating Expenses		11,534.00	0.00	0.00	11,534.00	
03012 E.C.I.A. Chapter I			52,861.00	49,557.00	0.00	3,304.00	RESTRICTED - CAN ONLY SPEND WHAT WE RECEIVE.
	61000 Personal Services		52,861.00	49,557.00	0.00	3,304.00	
03064 EHA, Part B			119,219.00	94,921.89	15,078.11	9,219.00	RESTRICTED - CAN ONLY SPEND WHAT WE RECEIVE.

	61000 Personal Services	49,219.00	40,000.00	0.00	9,219.00
	62000 Operating Expenses	70,000.00	54,921.89	15,078.11	0.00
315H3 PROFESSIONAL DEVELOPMENT		35,000.00	24,019.51	9,044.08	1,936.41
01100 General Fund		35,000.00	24,019.51	9,044.08	1,936.41
	62000 Operating Expenses	35,000.00	24,019.51	9,044.08	1,936.41
315H4 EXTRACURRIC COMP		26,938.00	26,938.00	0.00	0.00
01100 General Fund		26,938.00	26,938.00	0.00	0.00
	61000 Personal Services	26,938.00	26,938.00	0.00	0.00
315T1 PS CONTINGENCY		98,500.00	98,500.00	0.00	0.00
01100 General Fund		98,500.00	98,500.00	0.00	0.00
	61000 Personal Services	98,500.00	98,500.00	0.00	0.00
Grand Total		10,510,607.37	10,345,719.43	27,183.61	\$137,704.33



MSDB Outreach Consultant Coverage Map & Contact Information

MONTANA SCHOOL
for the Deaf & the Blind

OUTREACH

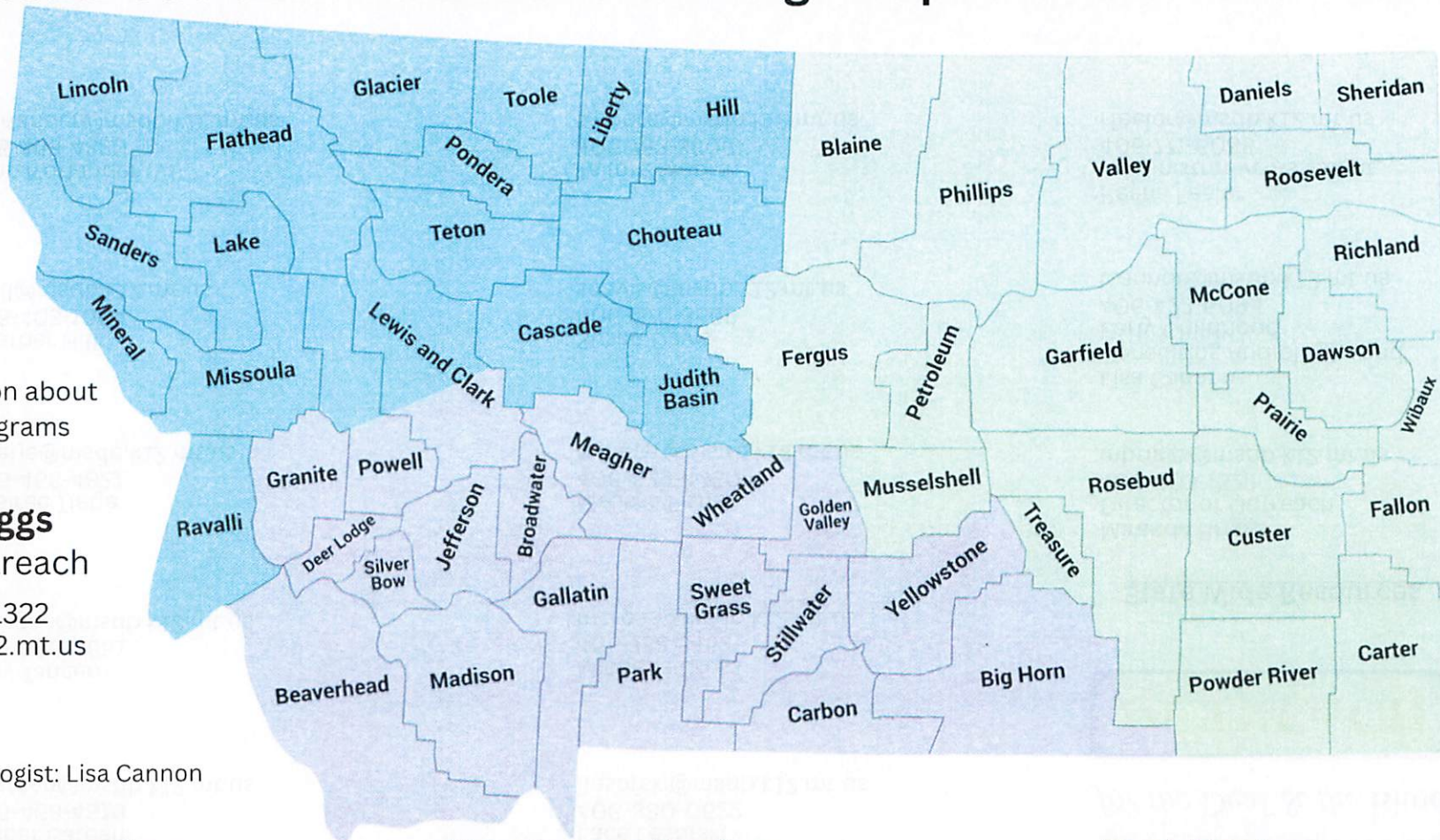
For more information about
our Outreach programs
contact:

Miranda Briggs

Director of Outreach

Cell: 406-403-1322
mbriggs@msdb.k12.mt.us

Consulting Audiologist: Lisa Cannon



Southwest Region

Early Childhood (up to 5 yrs) & DeafBlind

Jenn Norlander (VI)
Desiree Tietje (DHH)
Lisa Cannon

Blind - Kacie Wilmot

Low Vision - Amy Tangen

Hard of Hearing - Melissa Fisher

Deaf - Amber Bateen

Northwest Region

Early Childhood (up to 5 yrs) & DeafBlind

Kerri Norick (VI)
Alice Anderson (DHH)
Lisa Cannon

Blind - Michelle Cross

Low Vision - Heather Hill

Hard of Hearing - Tailore Moore

Deaf - Lace Lesofski

East Region

Early Childhood (up to 5 yrs) & DeafBlind

Kerri Norick (VI)
Alice Anderson (DHH)
Lisa Cannon (DHH)

Blind - Michelle Cross

Low Vision - Susan Davis

Hard-of-Hearing - Amanda Vanorsdale

Deaf - Amber Bateen

Outreach Consultant Contact Information

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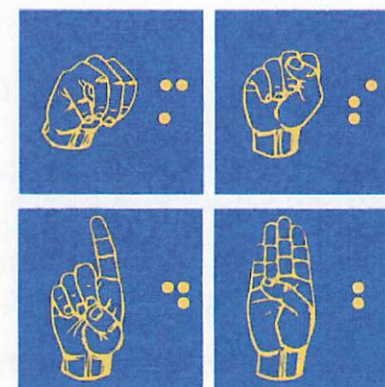
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MONTANA SCHOOL
for the Deaf & the Blind

OUTREACH

State Wide Resources

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Reena Feeler
Administrative Assistant
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❖ **EXECUTIVE COMMITTEE – (Item 7)**

Dr. Tim Tharp

ITEM 7

**ANNUAL MONTANA DIGITAL ACADEMY
REPORT**

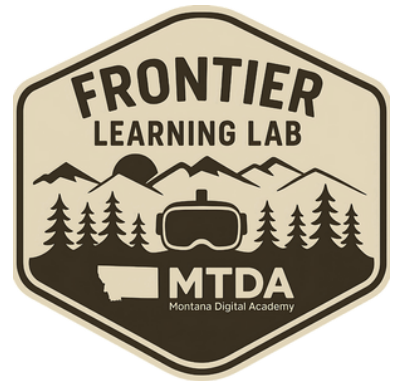
Dr. Jason Neiffer

The Frontier Learning Lab

Governor Greg Gianforte's signature on House Bill 2, the 2025 General Appropriation Act unlocked funding for the **Frontier Learning Lab (FLL)**—a bold next step for Montana Digital Academy (MTDA), building on its established leadership in virtual education to deliver a focused, statewide initiative supporting AI and XR integration in K–12 schools.

Overview

The Frontier Learning Lab, an initiative of MTDA, is designed to equip **Montana's students, educators, and schools** with the tools, skills, and support needed to thrive in a rapidly evolving technological world. Anchored in the values of expanding access, privacy, learning science, and innovation, the Lab will serve as a **statewide hub for implementing cutting-edge educational technologies**, including *Artificial Intelligence (AI)*, *Virtual Reality (VR)*, and *Augmented Reality (AR)*.



Projected Impact

With the critical investment by the State of Montana, the Frontier Learning Lab will build capacity across Montana's educational ecosystem, preparing students for the AI-driven workforce while supporting teachers with meaningful tools and training.

Implementation Strategy

MTDA will lead the initiative by:

- Developing a **modern, responsive professional learning strategy** that seeks to meet educators where they are at, including active social media to support educators
- Designing and facilitating adaptive local, regional, and statewide **professional learning programs**
- **Establishing the first-in-the-nation "AI Help Desk"** for teachers, professors, or administrators
- **Collaborating with schools, vendors, policymakers, tribal leaders, private businesses, workforce development, and higher education**
- **Offering a one-stop catalog for vetted AI/VR/AR services** integrated with existing systems for access to schools across Big Sky Country
- Upholding **strong data privacy standards** aligned with Montana law and future-looking expectations of educational technology toolsets

Benefits of the Lab

As a statewide initiative developed by Montana Digital Academy, FLL builds on a proven foundation of digital learning to deliver the clear benefits of these core goals:

- **Build AI and Immersive Learning Literacy** for educators and students, developing clear competencies that promote ethical awareness, critical thinking, and responsible use.
- **Expand Access to Vetted Tools and Learning Platforms** through a centralized system that prioritizes reduced vendor overhead and ensures usability across diverse learning environments.
- **Deliver Scalable, Stackable Professional Learning Experiences** via workshops, pop-up labs, microlearning, and train-the-trainer models—supporting enhanced teacher efficiency through AI-assisted practices.
- **Foster Local Innovation Through Co-Design and Implementation Support**, allowing schools to pilot, refine, and share practices, including using personalized AI-powered tutoring platforms and community-authored approaches.
- **Close Opportunity Gaps by Prioritizing Rural Reach and Readiness**, with a strong commitment to accessibility, support for students with special needs, and immersive CTE experiences powered by VR/AR technologies.

Why It Matters

Emerging technologies like artificial intelligence, virtual reality, and augmented reality **transform how we live, learn, and work**. While the potential is vast, the path to thoughtful, responsible implementation—especially in education—is complex.

Many Montana schools, particularly those in rural or under-resourced communities, lack the time, tools, and staffing capacity to navigate this shift alone. **Without coordinated support, these innovations risk reinforcing inequities rather than reducing them. The Frontier Learning Lab was established to meet this challenge head-on!**



Caitlin Byers, Director, Frontier Learning Lab

Jason Neiffer, Ed.D., Executive Director

Montana Digital Academy

Phyllis J. Washington College of Education

University of Montana

<http://mtda.org/FLL>

AI Help Desk for Educators: ai.help@mtda.org



❖ BOARD OF PUBLIC EDUCATION TOURS AND ACTIVITIES

- 12:00PM** **BEAVERHEAD COUNTY HIGH SCHOOL TEEN
TONES CHOIR – HONORING BEAVERHEAD
COUNTY VETERANS**
Jaycee Park
- 12:30PM** **LUNCH WITH DILLON ELEMENTARY SCHOOL
STUDENTS**
***Lunch will be provided for Board members and
Ex-Officio members***
Dillon Elementary School
- 1:00PM** **TOUR OF ELEMENTARY AND MIDDLE SCHOOL
AND HPE ACTIVITIES**
Dillon Elementary School
- 2:00PM** **HIGH SCHOOL CTE AND AGRICULTURE
EDUCATION TOUR**
Beaverhead County High School
- 3:00PM** **TEACHER RESIDENCY PROGRAM UPDATE
AND DISCUSSION WITH STUDENTS**
University of Montana Western
- 4:00PM** **MONTANA YOUTH CHALLENGE ACADEMY
VISIT AND TOUR**
Clark Residence Hall

Friday, September 12, 2025

CALL TO ORDER

- A. Pledge of Allegiance**
- B. Roll Call**
- C. Statement of Public Participation**
- D. Welcome Visitors**

❖ **CHARTER SCHOOL COMMITTEE – (Item 8)**

Dr. Ron Slinger

ITEM 8

**UPDATE ON COMMUNITY CHOICE
SCHOOLS COMMISSION**

Cathy Kincheloe

❖ **LICENSURE COMMITTEE – (Items 9-10)**

Dr. Ron Slinger

ITEM 9

NOTICE OF SURRENDER IN BPE CASE
#2025-04

Brenton Craggs

ITEM 10

**INFORMATION AND PRESENTATION ON
THE PARA PATHWAY PROGRAM**

Patrick Cates

Montana Board of Public Education

Executive Summary

Date: September 11 and 12, 2025

Presentation	OPI Special Education Para-Pathways Program
Presenter	Patrick Cates
Position Title	Safety and Student Support Senior Manager Montana Office of Public Instruction
Overview	<p>The Office of Public Instruction will present an overview and benefits of the OPI Special Education Para Pathways Project. The project is a new initiative that started in February 2025 to address the shortage of special education teachers in rural Montana.</p> <p>Benefits of the Para Pathways Project:</p> <ul style="list-style-type: none">• Recruit and retain qualified professionals working with students with disabilities by providing multiple levels of licensure within Special Education.• Increase skills of Montana paraeducators and educators working with students with disabilities.• Provide free tuition for eligible paraeducators* to enroll and complete the Special Education Technician Program Dawson Community College.
Requested Decision(s)	Informational Item
Related Issue(s)	
Recommendation(s)	None



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



Para Pathways Project

Montana Office of Public Instruction
in partnership with
Dawson Community College



Agenda

Introductions

Para Pathways Project Overview

Level 1 - Access/Progress/Uses

Level 2 - Access/Progress

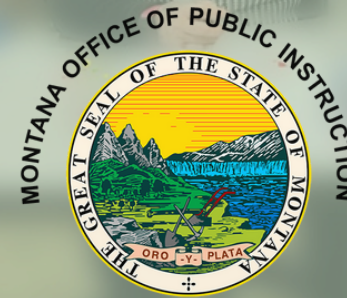
Level 3 - Progress

Questions

PPP – How We Got Here

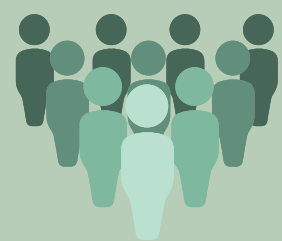


*Recruitment
&
Retention*



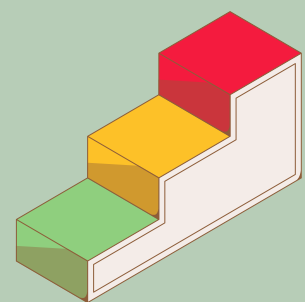
HEC





All Staff

Free Professional Development for All Staff!
100+ online modules available for general education teachers, special education teachers, paraprofessionals, administrators, and pre-service teachers.



Level 1

Complete Special Education Technician Modules.

- Select set of 40 modules. List can be found on the [OPI PPP Webpage](#).
- Incentivized (\$20 per module) for paras currently working in special education roles.



Level 2

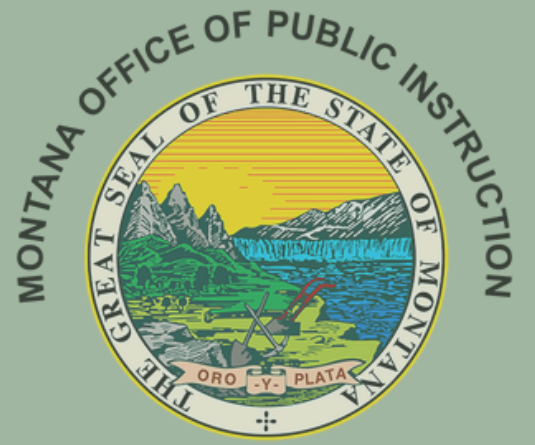
Dawson Community College

- 13 credits/4 courses provided online.
- Special Education Technician Certificate upon completion.
- Pre-requisites
 - 40 SPED Tech modules complete.
 - 1000 hours worked in special education/alternative.
- FREE - OPI funding DCC costs.
 - One year continued service payback agreement for para.



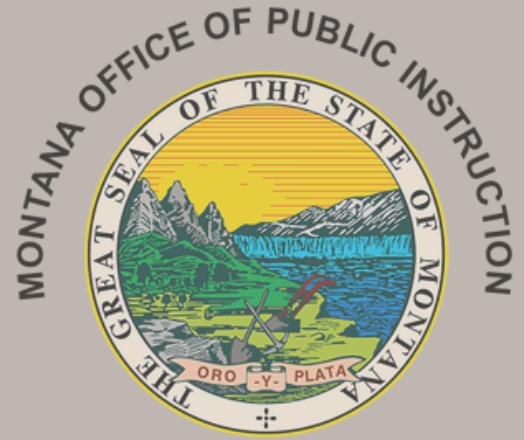
Level 3

Full Teaching Certificate



Level 1 LRP Online Modules

Level I Access



OPI/LRP Login Verification

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

* Required

1. Name (First and Last) *

2. Please enter your district email address. *

3. School System Number (see your district office) *

Submit

ADMINISTRATORS

AUTISM

BEHAVIOR AND DISCIPLINE

EVALUATIONS

FERPA

IDEA

IEPs

LRE/INCLUSION

NEW STAFF

PARAPROFESSIONALS

PROCEDURAL SAFEGUARDS

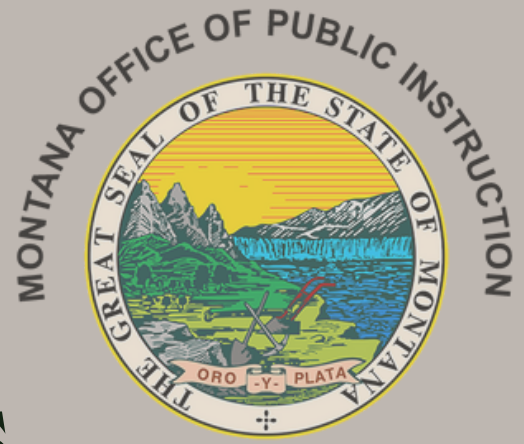
RTI

SECTION 504

TITLE I

Level 1 Progress

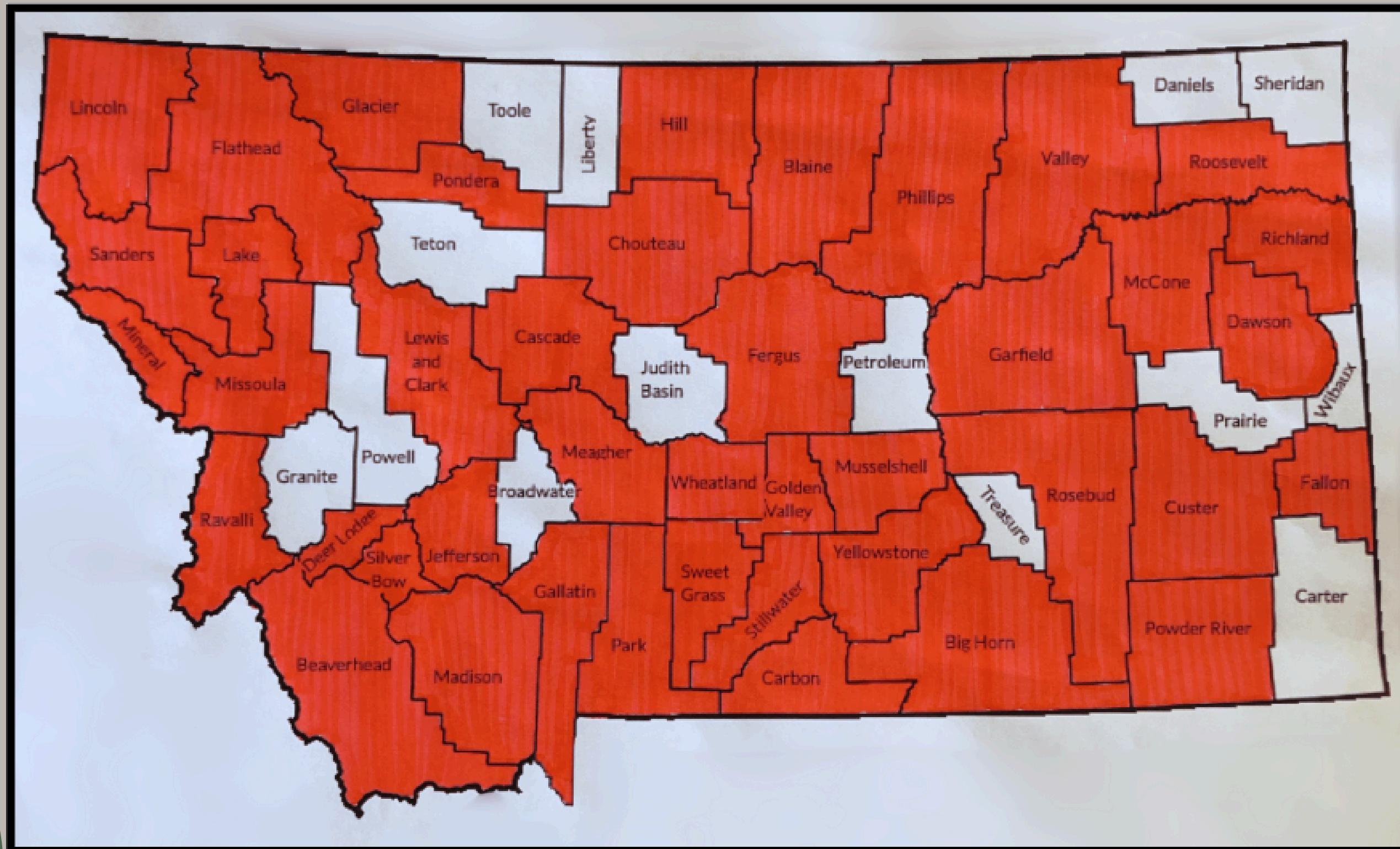
as of 8/8/25



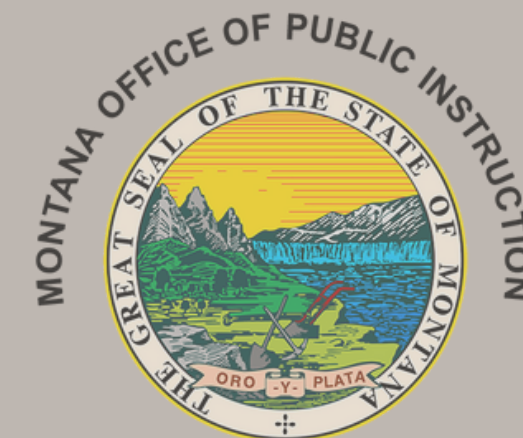
- A whopping 558 Level 1 users in the mix!
- 8,278 total modules completed.
- 302 Special Ed Paraeducators rocking the Sped Tech Track
 - Crushed 7,742 Sped Tech Modules since February!
 - That's a massive 5,806 hours of professional development and training.
- 105 Level 1 champs who mastered all 40 Sped Tech Modules.
- Participants from 42 counties across Montana!

Launched February 2025

Level 1 Progress



Important Documents



Level 1 Employment Verification



Level 2 Employment Verification



SPED Tech Module List with Codes

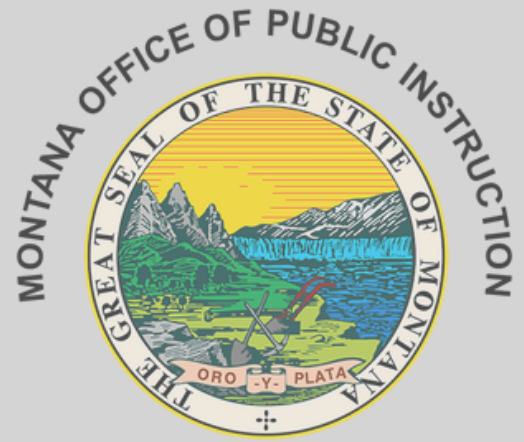


Level 2

Dawson Community College

Online Coursework

Level 2 Access



8 week long courses – 2 courses per semester.

Fully-accredited courses, all online.

EDU 201: Introduction to Education

EDSP 204: Exceptional Learners

EDU 222: Educational Psychology

EDU 231: Literature and Literacy for Children

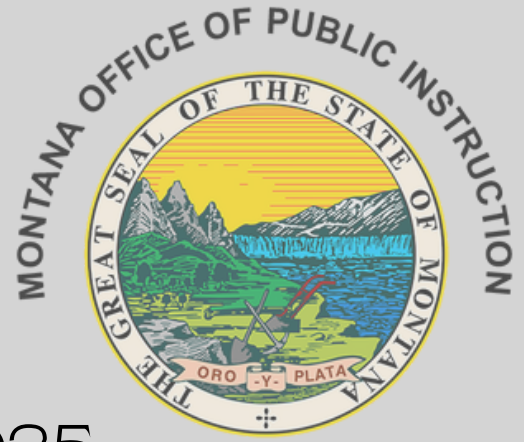


All credits transferable within the Montana University System.

Special Education Technician Certificate in progress.

Level 2 Progress

Launched June 9th 2025



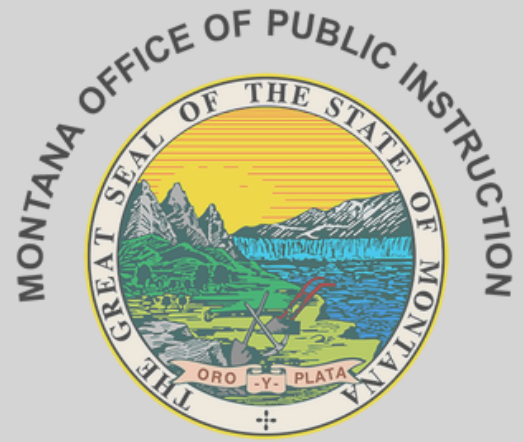
First Cohort – Fall 2025

**We've got a squad of 45
SPED Tech adventurers
enrolled in Level 2 at DCC!**



Dual Enrollment – High schoolers doubling down on their futures.

FAQ Level 2



What is needed to enter Level 2?

Which modules count for the SPED Tech Pathway??

How does the service payback agreement work?

Is there a deadline for module completion?



Level 3

Montana University

System

Level 3 Progress



DCC Advising

MUS Connections

Apprenticeships

State Personnel Development Grant (SPDG)



Questions?



OPI Contact Info
Patrick Cates



DCC Contact Info
BreAnn Miller
Nick Staffileno

❖ **ASSESSMENT COMMITTEE – (Items 11-12)**

ITEM 11

**ASSESSMENT UPDATE AND
INFORMATION ON MAST PROFICIENCY
SCORES**

Cedar Rose

Montana Board of Public Education

Executive Summary

Date: September 11 and 12, 2025

Presentation	MAST Proficiency Scores & Assessment Update
Presenter	Cedar Rose
Position Title	Assessment Director Montana Office of Public Instruction
Overview	The Office of Public Instruction will present the outcome of the Montana Aligned to Standards Through-Year (MAST) standard setting event that occurred in July including achievement level cut scores and provide an update on statewide assessment activities.
Requested Decision(s)	Informational Item
Related Issue(s)	Chapter 56 Assessment ESEA-ESSA Section 1111(b)(2)
Recommendation(s)	None



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



MAST STANDARD SETTING

Cedar Rose
Assessment Director
OPI

Montana Office of Public Instruction
Susie Hedalen, State Superintendent

BACKGROUND

- Standard Setting was conducted at Bozeman High School July 28-31
- Standard setting panels consisted of seven or eight educators who worked to define cut scores in two grade levels (3-4, 5-6, or 7-8) in math or ELA, with 45 educators total
- Meeting facilitated by New Meridian with OPI staff present
- Will Lorié, Ph.D., with the National Center for the Improvement of Educational Assessment, attended as an independent observer



PROCESS OVERVIEW

Day 1

- Welcome
- Educator engagement with MAST testlets
- ALD review
- Definition of threshold students

Day 2

- Bookmark placement training
- Initial bookmark placement
- Discussion and review of impact data
- Second bookmark placement

Day 3

- Third bookmark placement
- Repeat of Day 1 activities with second grade level

Day 4

- Bookmark placements
- Grade band vertical articulation
- Math/ELA vertical articulation committees



MAST CUT SCORES

Math Scale Score Ranges						
	Min Scale Score	Max Scale Score	Novice Achievement Level	Partially Proficient Achievement Level	Proficient Achievement Level	Advanced Achievement Level
Grade 3	250	400	250-294	295-314	315-334	335-400
Grade 4	250	400	250-294	295-314	315-340	341-400
Grade 5	250	400	250-294	295-314	315-333	334-400
Grade 6	250	400	250-294	295-314	315-334	335-400
Grade 7	250	400	250-294	295-314	315-340	341-400
Grade 8	250	400	250-294	295-314	315-342	343-400
ELA Scale Score Ranges						
	Min Scale Score	Max Scale Score	Novice Achievement Level	Partially Proficient Achievement Level	Proficient Achievement Level	Advanced Achievement Level
Grade 3	250	400	250-294	295-314	315-344	345-400
Grade 4	250	400	250-294	295-314	315-344	345-400
Grade 5	250	400	250-294	295-314	315-347	348-400
Grade 6	250	400	250-294	295-314	315-343	344-400
Grade 7	250	400	250-294	295-314	315-353	354-400
Grade 8	250	400	250-294	295-314	315-351	352-400





ASSESSMENT UPDATE

Montana Office of Public Instruction
Susie Hedalen, State Superintendent

TESTING WINDOWS OPENING

	Anticipated SY2025-26 Test Windows	Required Subjects	Student Group	Grades Tested	Window Period
Montana Aligned to Standards Through-Year (MAST)	Window 1 October 13-December 5	Math and ELA	General	Grades 3–8	3 windows: 8 weeks each
	Window 2 January 12-March 6				
	Window 3 March 30-May 22				
Dynamic Learning Maps (DLM) Alternate Math and ELA	Fall Window September 8- December 19	Math and ELA	SwSCDs	Grades 3-8, 11	2 windows: 15 weeks each
	Spring Window February 2- May 15				
WIDA ACCESS	January 5-March 6	English Language Proficiency	English Learners	Grades K–12	9 weeks
Montana Science Assessment (MSA)	March 2-May 22	Science	General	Grades 5, 8	12 weeks
Dynamic Learning Maps (DLM) Alternate Science	February 2- May 15	Science	SwSCDs	Grades 5, 8, 11	15 weeks
ACT with Writing	Window 1 March 24-April 3	Math, ELA, and Science	General	Grade 11	3 windows: 2 weeks each
	Window 2 April 7-17				
	Window 3 April 21-May 1				
Updated by the Office of Public Instruction on June 25, 2025.			Note: Dates and information listed in this schedule are subject to change at any time or without notice.		



TRAINING & PROFESSIONAL LEARNING

Concluded

MAST 4 Teachers

- August 20
- 99 live non-OPI participants
- 70+ streamed recording
- Sessions on scheduling, administration, writing performance tasks, math misconceptions, preparing students for testing, and using MAST results to support instructional next steps
- “I appreciated the information on where to find assessment results and how to use them. I will also share resources and best practices with my teachers.”

MAST Summit

- September 4
- Sessions on scheduling, administration, preparing for testing, and accessing/using score reports based on role
- Included open office hours for educators to speak individually with OPI staff about additional questions



TRAINING & PROFESSIONAL LEARNING

Upcoming

STC Workshop Series

- August 11
 - Determining Participation Eligibility Expectations
 - DLM Overview
 - **DLM Test Certification Training**
- September 18
 - Test Security and Monitoring
 - WIDA ACCESS & Alt. Screener
 - Montana Science Assessment & ACT
 - Testing Plans 101 and Beyond

MAST Preparation Webinars

- Wednesdays, 3:30-4:30
 - October 1
 - October 8
 - October 15

MAST Mini-Sessions

- Opportunity for schools to book with OPI Assessment staff for personalized support on MAST-related topics



TRAINING & PROFESSIONAL LEARNING

Available Resources

Training Materials (for school-facilitated trainings)

- MAST for Testing Coordinators
- MAST for Educators

Focused Support Videos

Writing Performance Task Rubrics

Content-Aligned Student Practice Tests

Assessment Specifications & Blueprints

Hub Courses

- MAST for System Testing Coordinators
- MAST for Teachers: Integrating MAST into Instructional Practices
- Preparing MAST for the Performance Task (Upcoming)



Window 1 Progress Report

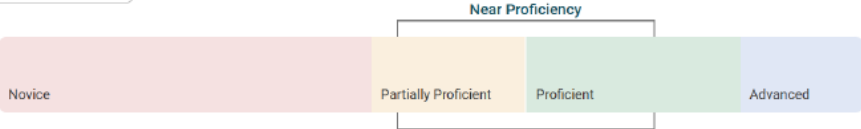


Student Progress Report Wilson Elementary School 2025-2026

Fatima Ali

Math, 5th

Estimated Achievement



The student's estimated score range suggests that their performance on completed testlets is approaching or near grade-level expectations for proficiency, but they may still need targeted support to demonstrate proficiency. Student reports should be used in conjunction with the MAST Progress Report Interpretation Guide, found on the MAST portal.

Progress

This table shows the student's projected end-of-year score range and performance at different times throughout the year as additional testlets are completed. As more testlets are completed, the confidence range may narrow.

Window	Completed Testlets	Progress as of	Projected Achievement
Window 1	4	11/20/2025	Near Proficiency

Testlet Performance

Testlet	Date	Performance	Standards
Numerical Expressions	10/01/2025	Level 3	5.OA.A.1 5.OA.A.2
Place Value and Power of 10	10/15/2025	Level 3	5.MD.A.1 5.NBT.A.1
Place Value and Representation and Comparison	11/01/2025	Level 1	5.NBT.A.3 5.NBT.A.4
Multiply and Divide Whole Numbers	11/20/2025	Level 2	5.MD.A.1 5.NBT.B.5 5.NBT.B.6

Window 2



Student Progress Report Wilson Elementary School 2025-2026

Fatima Ali

Math, 5th

Test Date
11/25/2025

Estimated Achievement



The student's estimated score range suggests that their performance on completed testlets is approaching or near grade-level expectations for proficiency, but they may still need targeted support to demonstrate proficiency. Student reports should be used in conjunction with the MAST Progress Report Interpretation Guide, found on the MAST portal.

Progress

This table shows the student's projected end-of-year score range and performance at different times throughout the year as additional testlets are completed. As more testlets are completed, the confidence range may narrow.

Window	Completed Testlets	Progress as of	Projected Achievement
Window 1	4	11/20/2025	Near Proficiency
Window 2	8	02/20/2026	Near Proficiency

Testlet Performance

Testlet	Date	Performance	Standards
Numerical Expressions	10/01/2025	Level 3	5.OA.A.1 5.OA.A.2
Place Value and Power of 10	10/15/2025	Level 3	5.MD.A.1 5.NBT.A.1
Place Value and Representation and Comparison	11/01/2025	Level 1	5.NBT.A.3 5.NBT.A.4
Multiply and Divide Whole Numbers	11/20/2025	Level 2	5.MD.A.1 5.NBT.B.5 5.NBT.B.6
Decimal Operations	12/05/2025	Level 3	5.MD.A.1 5.NBT.B.7
Add and Subtract Fractions	01/10/2026	Level 3	5.MD.B.2 5.NF.A.1



Montana Office of Public Instruction
Susie Hedalen, State Superintendent

CONTACT

Cedar Rose, Assessment Director OPI

cedar.rose@mt.gov



ITEM 12

INITIAL REVIEW AND WORK SESSION OF
EARLY LITERACY AND NUMERACY
ADVISORY COUNCIL'S
RECOMMENDATIONS PERTAINING TO
EARLY TARGETED INTERVENTION
RULEMAKING

**McCall Flynn, Marie Judisch,
Early Literacy and Numeracy
Advisory Council Members**



Montana Early Literacy and Numeracy Advisory Council

Recommendations to the Montana Board of Public Education

September 12, 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

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

APPENDIX C

Early Numeracy Skills Progression Table					
	Assessments Prior to Grade Level				
Numeracy Skills	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	
Numeral Identification			X	X	X
Number Comparison				X	X
Addition and Subtraction				X	X
Problems in Context					X
Math Composite			X	X	X

❖ ACCREDITATION COMMITTEE – (Items 13-17)

Madalyn Quinlan

ITEM 13

INFORMATION ON THE TIMELINE AND
IMPLEMENTATION OF THE NEW
MATHEMATICS AND ENGLISH LANGUAGE
ARTS AND LITERACY CONTENT
STANDARDS

Marie Judisch

Montana Board of Public Education

Executive Summary

Date: September 11 and 12, 2025

Presentation	Information on the timeline and implementation of the new mathematics and ELA content standards
Presenter	Marie Judisch
Position Title	Senior Manager Academic Outcomes & Instruction Montana Office of Public Instruction
Overview	The Office of Public Instruction will share the implementation plan for professional learning and guidance documents to support the new mathematics standards, along with a preview of the upcoming English Language Arts standards.
Requested Decision(s)	Informational Item
Related Issue(s)	10.53.4 – English Language Arts & Literacy Content Standards 10.53.5 – Mathematics Content Standards
Recommendation(s)	None

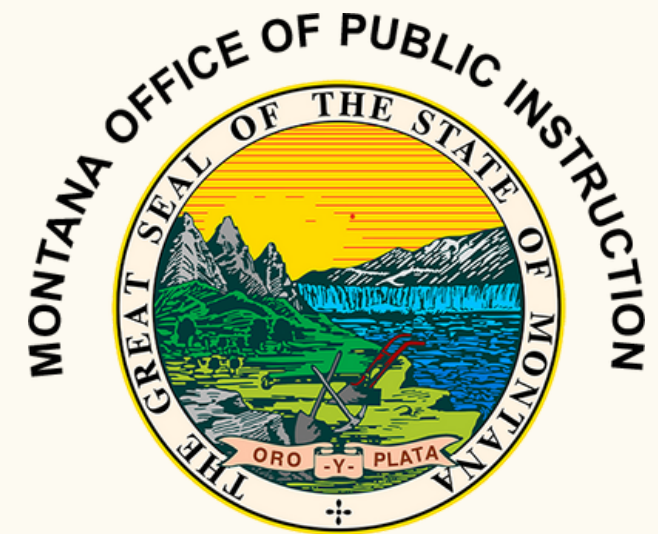


Montana
Office Of Public Instruction
Susie Hedalen, State Superintendent
opi.mt.gov

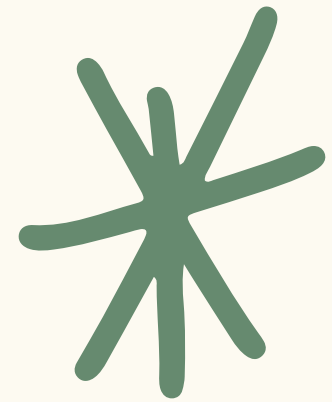
MONTANA OFFICE OF PUBLIC INSTRUCTION

Mathematics & English Language Arts and Literacy Content Standards

Revision Implementation Update



September 2025 – Board of Public Education



CONTENT STANDARDS IMPLEMENTATION TEAM

- KATRINA ENGELDRUM: *Math Instructional Coordinator*
- CLAIRE MIKESON: ELA & Literacy Instructional Coordinator
- MICHELLE MCCARTHY: Science Instructional Coordinator
- AIMEE KONZEN: Professional Learning Manager
- MARIE JUDISCH: Senior Manager of Academic Outcomes & Instruction

Math Content Standards Revisions Timeline





Montana Office of Public Instruction
Mathematics Standards Guidance & Implementation

Math Guidance Vision

"To provide clear, culturally relevant mathematics guidance that **empowers all students, educators, and families in Montana**. This guidance will integrate **Indian Education for All (IEFA) and local cultural perspectives** to ensure mathematics is meaningful and connected to students' lives. By emphasizing **diverse pathways**, this guidance equips students with the skills to navigate their futures—whether in the **workforce, higher education, trades, or military service**. Through accessible and precise guidance, we remove ambiguity in interpreting the standards, equipping all adults who support student learning with the tools they need to **foster mathematical understanding and success**. This guidance is designed to support both **effective instruction and meaningful evaluation**, providing clarity not only in what to teach, but also in how to assess student learning in a way that drives **progress and mastery**"

Educator Priorities

GUIDANCE
DOCUMENTS

PROFESSIONAL
LEARNING

GUIDANCE ON IEFA INTEGRATION

Need for clearer strategies to integrate IEFA into math instruction.

VERTICAL ALIGNMENT & SCOPE-AND-SEQUENCING

Support for instructional continuity across grades.

EXAMPLES AND ELABORATIONS

Desire for additional guidance without limiting teacher autonomy.

HIGH SCHOOL PATHWAYS

Clarification on course sequencing and career-aligned math progressions.

CURRICULUM ALIGNMENT SUPPORT

Assistance in aligning instructional materials to new standards.

In-Person
District Support
Conferences

VIRTUAL
Interactive Webinar Series
Focused Support Videos

Teacher Learning Hub Course

FACILITATED
Synchronous
Asynchronous

In-Person Professional Learning

IN-PERSON PROFESSIONAL LEARNING

- June 2024 - OPI Summer Institute
- Sept 6, 2024 - Missoula County Public Schools
- Sept 10, 2024 - Polson School District
- Feb 10, 2025 - Missoula County Public Schools
- Apr 29, 2025 - Salish Kootenai College
- June 5, 2025 - Polson School District
- June 2025 - OPI Summer Institute
- June 12, 2025 - Helena School District
- July 27, 2025 - STEM Summer Institute
- Aug 28, 2025 - Bigfork School District

Educators across Montana participated in a variety of professional learning to support the new math standards. Sessions focused on curriculum alignment, instructional strategies, digital tools, and culturally relevant pedagogy, while fostering teacher leadership and collaboration. Large-scale and targeted trainings ensured broad support for standards implementation across K-16 settings.

PL REQUEST FORM

Districts can request Professional Learning by completing the PL Opportunity Request Form found on the OPI Website. Each request is reviewed thoughtfully on a case-by-case basis, aligned with ISAP priorities and district goals, and considers budgetary factors to determine whether virtual or in-person delivery will be most effective.

IMPLEMENTATION WEBINAR SERIES



**Montana Math:
Monthly
Implementation
Webinars**

Because great teaching deserves great support.

A free statewide webinar series designed to guide educators through Montana's new math standards, instructional shifts, and available resources. Sessions will include:

- Practical guidance
- Job-embedded strategies
- Aligned to your curriculum work
- A community of professionals engaging in shared learning

4:00 PM MT
EVERY THIRD THURSDAY
AUGUST 2025 - APRIL 2026

**REGISTER
NOW!**

OFFICE OF PUBLIC INSTRUCTION
SUSIE HEDALEN, STATE SUPERINTENDENT



BIG SKY STANDARDS
Real World Data

Why are data skills woven into the new Montana math standards? Why do they matter for students today, and how can they drive real classroom engagement? Join us for a practical, Montana-focused workshop series exploring these questions and more!

L Tuesday, August 19
4 PM MT
Virtual Via Zoom

First Webinar
Learn why data science is part of Montana's new math standards and how local data can boost student engagement.

About the Series
This free monthly professional development series is aimed at helping educators bring Montana's new math standards to life using real-world data and practical classroom strategies.

MONTANA OFFICE OF PUBLIC INSTRUCTION

DataScience4

Questions? Email
OPICS@mt.gov



Sign up here



IMPLEMENTATION WEBINAR SERIES

33 Live
Attendees

Practical Guidance
Job-Embedded Strategies
Aligned to Curriculum Work
Community of Professionals

- ✓ August 21, 2025 • Why the Change? Understanding the New Math Standards
- September 18, 2025 • Exploring the Changes and Structure: Navigating the Standards Document
- October 16, 2025 • Mathematical Practices: What They Are & Why They Matter
- November 20, 2025 • From Fluency to Flexibility: Understanding Mathematical Proficiency
- December 18, 2025 • Aligning Your Curriculum: Where Do We Stand?
- January 15, 2026 • Assessment & Standards: What Needs to Change?
- February 19, 2026 • Differentiation & Access: Supporting All Learners
- March 19, 2026 • IEFA & Cultural Relevance: Making Math Meaningful for Montana Students
- April 16, 2026 • Next Steps: Identifying District/School Needs for Implementation



The poster for the Montana Math: Monthly Implementation Webinars features a blue background with a white border. At the top left is the Montana State Seal. Below it is a photo of two young children playing with colorful geometric shapes on a wooden floor. The text on the poster includes the title 'Montana Math: Monthly Implementation Webinars', a tagline 'Because great teaching deserves great support.', a description of the series as a free statewide webinar designed to guide educators through Montana's new math standards, and a list of topics: Practical guidance, Job-embedded strategies, Aligned to your curriculum work, and A community of professionals engaging in shared learning. The schedule is listed as 4:00 PM MT, Every Third Thursday, August 2025 - April 2026. A 'REGISTER NOW!' button is at the bottom right.

**Montana Math:
Monthly
Implementation
Webinars**

Because great teaching deserves great support.

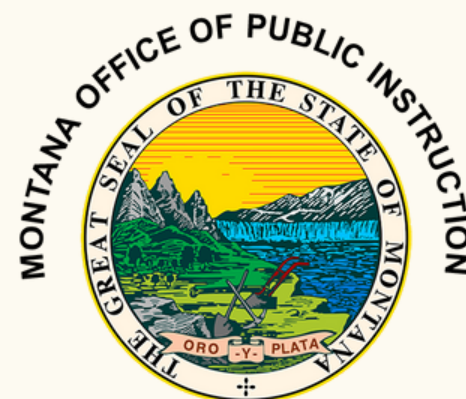
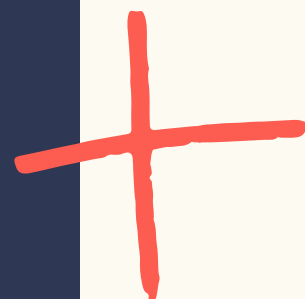
A free statewide webinar series designed to guide educators through Montana's new math standards, instructional shifts, and available resources. Sessions will include:

- Practical guidance
- Job-embedded strategies
- Aligned to your curriculum work
- A community of professionals engaging in shared learning

**4:00 PM MT
EVERY THIRD THURSDAY
AUGUST 2025 - APRIL 2026**

REGISTER NOW!

80+
Educators
Registered



Data Science for Everyone is a coalition advancing data science education so that every K-12 student is equipped with the data literacy skills needed to succeed in our modern world. Equitable access to data science education is an opportunity to open doors to higher education, high-paying careers, and an engaged community.

Created by the University of Chicago Center for RISC and organized in partnership with The Learning Agency and the Concord Consortium, we support a growing community that knows that the data revolution has transformed modern life and we need to prepare our students.

AUGUST 19, 2025 • WHY DATA SCIENCE?

- Why are data skills incorporated into the new Montana mathematics standards? Why are they important for students in today's world and how do we use them for student engagement?

SEPTEMBER 9, 2025 • TAKE THE INTIMIDATION OUT OF DATA THROUGH MATHEMATICS

- Discovering new resources you can integrate into your existing curriculum to address the new data science mathematics standards

OCTOBER 14, 2025 • ASSESSING DATA SKILLS + ANALYZING ASSESSMENT RESULTS

- Strategies to assess students' data skills in the classroom and we'll also address teachers' data analytics skills for instructional improvement

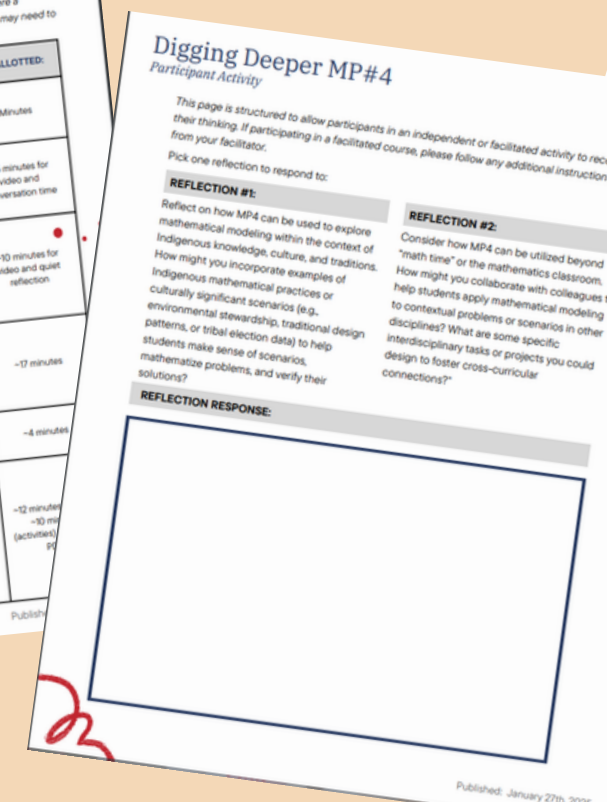
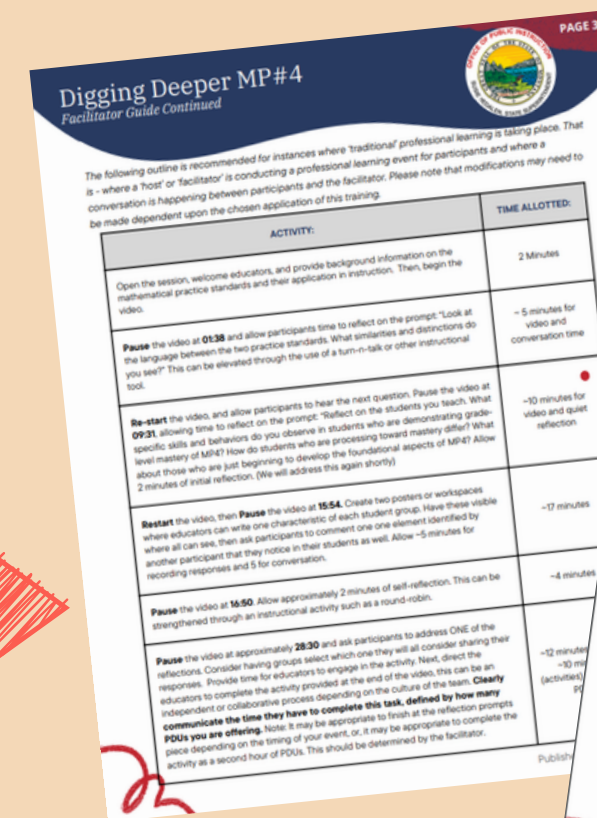
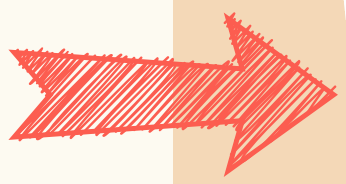
NOVEMBER 11, 2025 • THE ART OF DATA VISUALIZATIONS

- Teaching students how to generate data visualizations, across grade levels, and the tools you can use to create them.

MATHEMATICAL PRACTICE WEBINARS:

Each Pre-recorded video is approximately 30 minutes and covers:

- The key differences between the old and new MPs
- What it means to be proficient in an MP
- Characteristics of a rich MP task
- Strategies educators use that support the development of these skills
- Interactive and reflective activities to solidify learning
- **A facilitator guide** that could be used by any educator and includes timing and activity suggestions, participant materials, and guidance on issuing/receiving PDUs for administrators and teacher leaders.



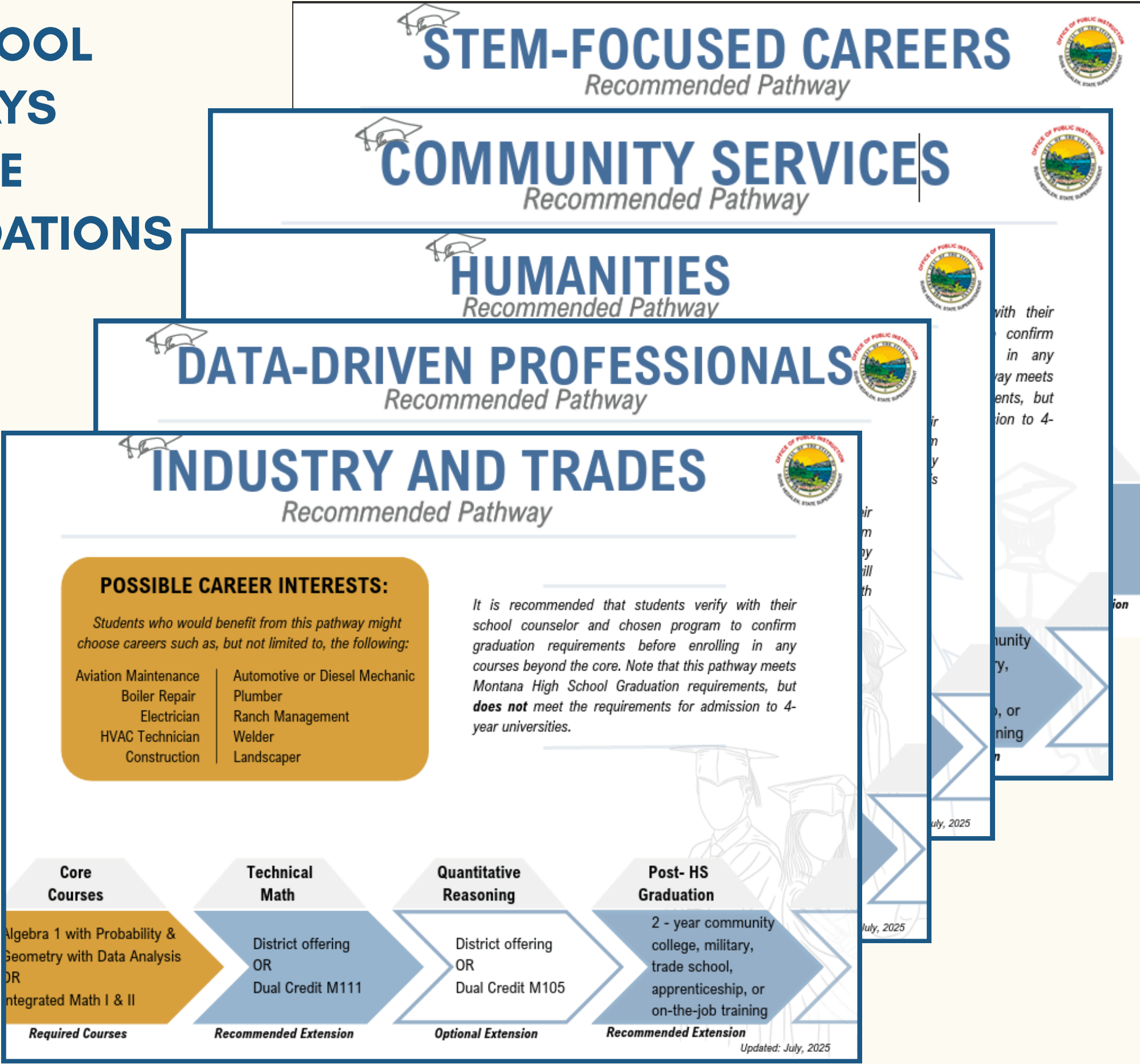
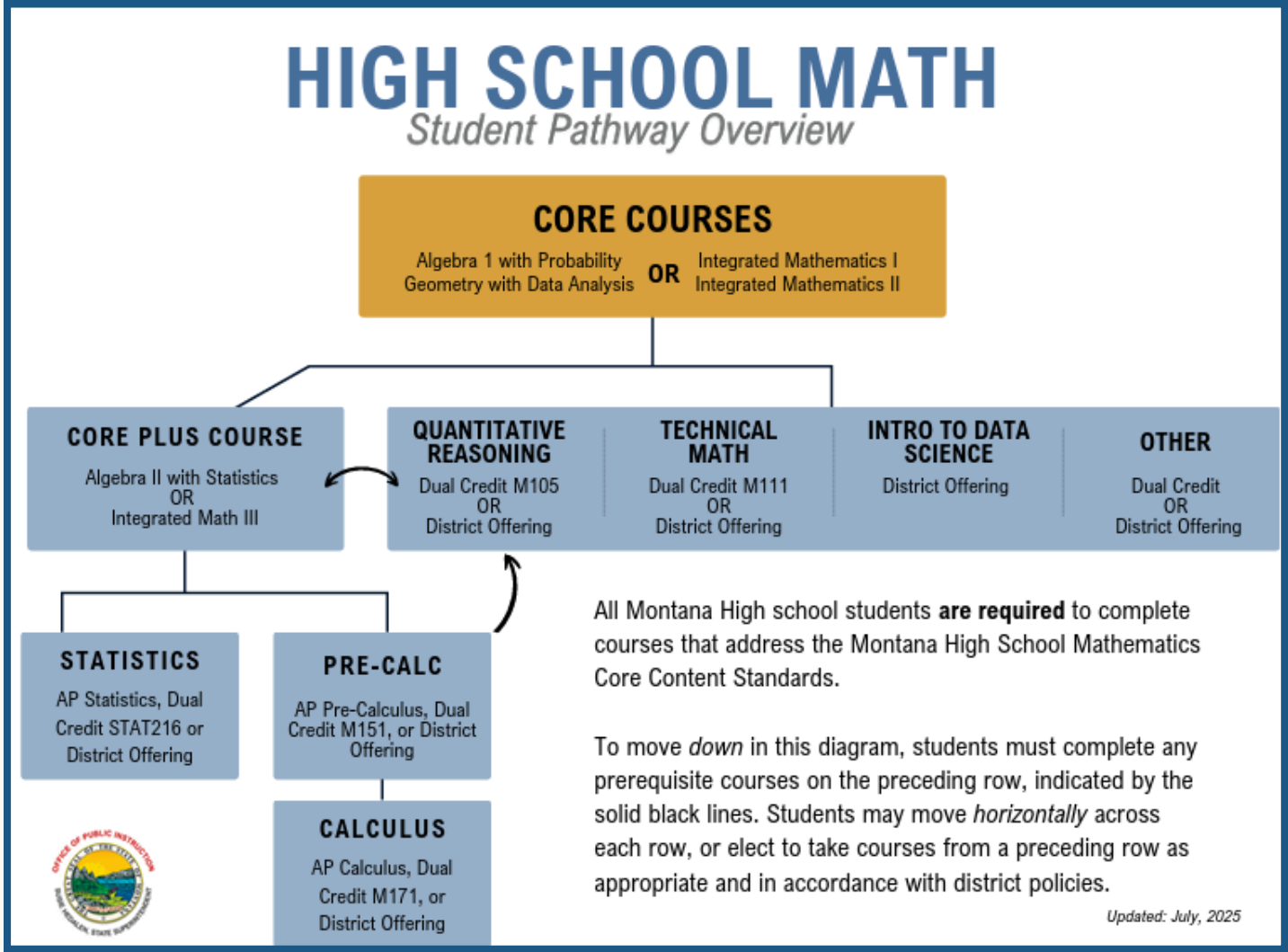
Source: MP Webinars

K-12 Guidance Completed

- PK-12 Math Guidance Document: Key Components
- K-5 Vertical Alignment – progression and rationale
- Mathematical Practices – application across grade bands
- Performance Indicators & Proficiency Rubrics – K-12 overview
- Course Recommendations & Pathways – including HS focus and course codes
- Financial Literacy – integration across K-12 standards
- Assessment Strategies & Resources – tools to support proficiency
- IEFA Integration – K-12 guidance for culturally relevant math
- Career Pathways – connections to math learning
- K-12 Crosswalk – alignment with Common Core standards
- Glossary & References – shared language and supporting research



HIGH SCHOOL PATHWAYS COURSE RECOMMENDATIONS





Mathematical Practice Standard 3 – Justify and Prove:

Mathematically proficient students create, evaluate, justify, and refute mathematical claims in developmentally and mathematically appropriate ways.

Embedded Skills:

To be considered proficient in this mathematical practice standard, students should be able to demonstrate each of the following skills in developmentally appropriate ways:

- ✓ Create mathematical claims in developmentally and mathematically appropriate ways
- ✓ Evaluate mathematical claims in developmentally and mathematically appropriate ways
- ✓ Justify mathematical claims in developmentally and mathematically appropriate ways
- ✓ Refute mathematical claims in developmentally and mathematically appropriate ways

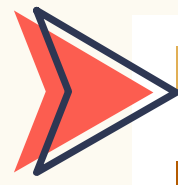


Skills Timeline:

Students may engage in these skills at the following intervals of the solving process:

Before solving, students will be able to:	During solving, students will be able to:	After solving, students will be able to:
✓ Create mathematical claims in developmentally and mathematically appropriate ways	✓ Create mathematical claims in developmentally and mathematically appropriate ways	✓ Create mathematical claims in developmentally and mathematically appropriate ways
✓ Evaluate mathematical claims in developmentally and mathematically appropriate ways	✓ Evaluate mathematical claims in developmentally and mathematically appropriate ways	✓ Evaluate mathematical claims in developmentally and mathematically appropriate ways
✓ Justify mathematical claims in developmentally and mathematically appropriate ways	✓ Justify mathematical claims in developmentally and mathematically appropriate ways	✓ Justify mathematical claims in developmentally and mathematically appropriate ways
✓ Refute mathematical claims in developmentally and mathematically appropriate ways	✓ Refute mathematical claims in developmentally and mathematically appropriate ways	✓ Refute mathematical claims in developmentally and mathematically appropriate ways

**** Special Note:** Students may engage in each of the four skills embedded within this standard at any stage of the solving continuum – depending on the task – but the purpose and depth evolve as students’ progress through the process.



Key Elements of a Rich Justify and Prove Task:

Learning tasks that engage students in justifying and proving may have some or all the following characteristics:

- Make and Test Claims:** Tasks prompt students to form statements they believe might be true based on their observations and then test these claims using mathematical methods. In **kindergarten**, students might describe mathematical observations and test these claims in developmentally appropriate ways. For instance, making statements such as “I think these two groups have the same number of blocks” or stating, “I think this ribbon is longer than this one”, then testing their hypothesis.
- Evaluation of Claims:** Learning activities encourage students to determine whether a claim is accurate by comparing or testing it in mathematically appropriate ways. **Kindergarten** students may use simple means to evaluate a claim, such as by counting objects or drawing pictures. These can also help develop justification skills. For instance, if a student is provided a statement such as “These two groups have the same number of blocks”, they can then count the blocks to confirm or deny that the statement is true.
- Evidence-Based Reasoning to Justify:** A learning task might require students to explain and provide evidence of their thinking using developmentally appropriate tools (e.g., technology, manipulatives, etc.), vocabulary, and methods (e.g., verbal statements, drawings, etc.). **Kindergarten** students will use simple language, gestures, or tools such as drawings or ten frames. For instance, they might say, “I counted five blocks here and five blocks here, so they are the same.”
- Opportunities for Refutation:** Tasks provide flawed examples or incorrect claims for students to analyze, correct, and justify with evidence, fostering critical thinking. Tasks may also encourage students to identify and revise their own misconceptions. For example, **kindergarten** students can recognize and explain mistakes, such as correcting a peer who claims four blocks are more than six by providing reasoning. They may also reflect on their own learning, saying, “I thought big coins were worth more, but then I saw the numbers. The dime is smaller, but it’s worth more than the nickel!”. At this age, students benefit from learning to disagree respectfully.
- Concrete Examples:** Tasks involve using manipulatives, drawings, or real-world objects to support students in developing their reasoning. For instance, in **kindergarten**, students may be asked to decide which group of objects has more. In this scenario, they will pick a group, then likely count the number of objects in each group and evaluate their claim. The concrete example helps students draw these connections and provide reasoning at the early developmental stages.



Ways Adults Can Support Students in Learning to Justify and Prove:

Some ways adults can support students in developing their justifying and proving skills include:

- **Model Clear Explanations:** Demonstrate how to explain reasoning, such as saying, "I know these groups are equal because I counted five in both."
- **Ask Probing Questions:** Use prompts like, "How do you know that's true?" or "Can you show me why this works?"
- **Provide Opportunities for Practice:** Require students to explain their reasoning frequently, both individually and in groups.
- **Encourage Reflection:** After students provide explanations, ask follow-up questions like, "What made you think that?" or "Does this always work?"



Grade-Level Expanded Guidance

- **Mathematical Practices**
 - Grade-level applications, elements of rich tasks, and adult supports for student skill development.
- **Standards overview**
 - Complete listing of grade-level standards.
- **Standards elaborations:**
 - Notes
 - Instructional examples
 - Proficiency Rubrics
 - IEFA integration with resources.
- **Correspondence tables**
 - Crosswalk from 2026 standards to 2011 CCSS for curriculum alignment.
- **Financial Literacy**
 - Identified standards and contextual applications by grade level.
- **Vertical alignment:**
 - Connections to standards above and below, with explanations of progressions and related standards.
- **Glossary:**
 - Accessible definitions for educators, families, and non-specialists.
- **Assessment notes:** Classroom and state-level considerations.
- **REL research highlights**

STATUS



Kindergarten



First Grade



Second Grade

KINDERGARTEN EXAMPLE

MT.K.NBT.1:

Compose and decompose numbers from 11-19 into ten ones and further ones in multiple ways and record each composition or decomposition by a drawing or an equation.

General Notes:

This standard focuses on students understanding numbers 11-19 as being composed of ten ones and additional ones (e.g., 13 is $10 + 3$). It introduces the concept of place value by emphasizing the role of "ten" as a unit. Students practice composing and decomposing these numbers in multiple ways, such as using drawings or objects to represent their understanding. This skill builds a bridge between early counting and more formal place value concepts in later grades.

Instructional Examples:

- The teacher provides students with base ten blocks and asks them to represent the number 14. The student takes one "ten" rod and four "one" cubes, saying, "14 is 10 and 4." The teacher asks the student to write the equation: $14 = 10 + 4$.
- The teacher provides students with two ten frames and asks them to represent the number 17. The student fills one ten frame completely and places 7 counters in the second ten frame. The teacher asks the student to explain their representation: "17 is 10 ones and 7 more."
- The teacher writes the number 18 on the board and asks students to write an equation or picture that shows how 18 can be made with tens and ones. Students write $18 = 10 + 8$, $10 + 8 = 18$, or draws a picture of the situation showing one group of ten and one of eight.

KINDERGARTEN EXAMPLE: IEFA

IEFA Integration Example: Harvesting Camas

Context and Connection:

Montana Indigenous Peoples, such as the Kalispel, Salish, Nez Perce, and Blackfoot, traditionally and contemporarily gather and harvest plants like camas bulbs for food. Camas harvesting involves knowledge passed down across generations, including how to locate, gather, process, and cook the bulbs sustainably. The teacher might also explain how camas harvesting was historically done with great care to preserve opportunities for future growth and how modern farming, construction, and land use have reduced access to many of the traditional harvesting areas. Students can discuss how grouping (e.g., placing bulbs in pouches) reflects efficiency and planning in real-life harvesting in this activity.

Task:

You are helping your family collect camas bulbs for a family celebration. You collect 15 bulbs in total. You store the bulbs in small pouches, with each pouch holding 10 bulbs. If you fill the first pouch, how many would you place inside the second to carry them home?" Students may use manipulatives (e.g., counters or small items) to group 10 bulbs into one "pouch" and place the remaining 5 separately. Students may represent this visually by drawing one group of 10 and 5 individual bulbs. They may represent this by writing the equation: $15 = 10 + 5$. This activity can be repeated with different numbers to further demonstrate how numbers can be decomposed.

To extend the cultural and personal relevance, the teacher may ask questions such as: "Have the adults in your life ever talked about how the land, plants, or town in our community have changed over time?", "What special foods does your family prepare for celebrations?", "When things in our community or experiences change—like the land or the way we do things—what are some good things that happen? What are some things we might miss or lose?", or "A long time ago, people picked camas bulbs in big open fields. Today, some of those fields have roads or buildings. What might be good about that? What might be sad about that?"

Essential Understandings:

EU 1, EU 2, EU 3, EU 5 and EU 6

Relevant Resources:

- [Camas: Sacred Food of the Nez Perce \(Nimiipuu\) – Lolo Pass Visitor Center](#)
- [Puyallup Tribe hosts c'abid \(camas\) harvest at PLU – YouTube](#)
- [Camas Cookbook – Murphy, M. \(2016\) Washington State Dept. of Agriculture.](#)

Important note: There is a plant with a similar-looking bulb, called Death Camas. If you are showing the edible camas plant to students, be sure to remind students not to eat plants that are unfamiliar to them or without asking an adult.

KINDERGARTEN EXAMPLE: PROFICIENCY RUBRIC

MT.K.NBT.1:

Compose and decompose numbers from 11-19 into ten ones and further ones in multiple ways and record each composition or decomposition by a drawing or an equation.

Proficiency Rubric Example:

1. **Beginning:** The student is **not yet able to** compose and decompose numbers from 11-19 into ten ones and further ones in multiple ways or record each composition or decomposition by a drawing or an equation without **intensive support**.
2. **Developing:** The student **can** compose and decompose numbers from 11-19 into ten ones and further ones in multiple ways **or** record each composition or decomposition by a drawing or an equation, **or** the student can engage both skills **with some support**.
3. **Proficient:** The student **can** compose and decompose numbers from 11-19 into ten ones and further ones in multiple ways **and** record each composition or decomposition by a drawing or an equation **with independence and accuracy**.
4. **Mastery:** The student **can** compose and decompose numbers from 11-19 into ten ones and further ones in multiple ways **and** record each composition or decomposition by a drawing or an equation **with independence and accuracy**. The student demonstrates an **advanced** understanding by being able to employ this skill in combination with other standards or by exceeding the developmental expectations.

KINDERGARTEN EXAMPLE: VERTICAL ALIGNMENT

Pre-Kindergarten – Kindergarten – Grade 1 Vertical Alignment Overview:

The following table provides an overview of an example of a pre-kindergarten to first grade vertical alignment. Elaborations on these progressions are available as this appendix proceeds. It is worth noting that most mathematical concepts connect to each other and build over time. Therefore, there are multiple ways in which a vertical alignment table like the one provided below, might vary. This document aims to provide some support and guidance to individuals who seek to understand more about how standards connect to others across the PK-1 continuum.

Pre-Kindergarten	Kindergarten	Grade 1
EL.4.10.NSO EL.4.13.AT	MT.K.CC.1, MT.K.CC.3	MT.1.NBT.1
	MT.K.CC.2	Foundational Skill
	MT.K.CC.4	MT.1.OA.5
	MT.K.CC.5	Foundational Skill
	MT.K.CC.6, MT.K.CC.7	MT.1.OA.8, MT.1.NBT.3
	MT.K.OA.1, MT.K.OA.6	Foundational Skill
	MT.K.OA.3, MT.K.NBT.1	MT.1.OA.3, MT.1.NBT.2
	MT.K.OA.4	MT.1.OA.4, MT.1.OA.9
	MT.K.OA.5	MT.1.OA.6, MT.1.OA.7
	MT.K.OA.2	MT.1.OA.1, MT.1.OA.2, MT.1.NBT.4, MT.1.NBT.5, MT.1.NBT.6
EL.4.11.M EL.4.12.DA	MT.K.MD.1, MT.K.MD.2	MT.1.MD.1, MT.1.MD.2
	MT.K.MD.3	MT.1.MD.5
	MT.K.MD.4	MT.1.MD.4
	MT.K.MD.5	MT.1.MD.3
EL.4.14.GSP	MT.K.G.1	Foundational Skill
	MT.K.G.2, MT.K.G.3, MT.K.G.4	MT.1.G.1, MT.1.G.2
	MT.K.G.5	Foundational Skill
	MT.K.G.6	MT.1.G.3

KINDERGARTEN EXAMPLE: VERTICAL ALIGNMENT

Pre-Kindergarten – Kindergarten – Grade 1 Vertical Alignment Elaborations:

Pre-Kindergarten	Kindergarten	Grade 1
<p>EL.4.10.NSO - Children develop the ability to think and work with numbers to understand their <u>uses</u>, and describe numerical relationships through structured and everyday experiences.</p> <p>EL.4.13.AT - Children learn to identify, describe, produce, and create patterns using mathematical language and materials.</p>	<p>MT.K.CC.1 - Flexibly count to 100 by ones and by tens.</p> <p>MT.K.CC.2 - Count beginning from a given number within the known sequence.</p> <p>MT.K.CC.3 - Write numbers from 0-20 and represent a number of objects with a written numeral 0-20.</p>	<p>MT.1.NBT.1 - Flexibly count, read, write, and represent numbers to 120.</p>

Elaboration:

- In Pre-Kindergarten, students' ability to identify patterns in numbers, think, work with, and describe numerical relationships sets the foundation for understanding counting conventions and learning that numbers correspond to several objects and that these can be represented by numerals.
- In Kindergarten, students learn to count to 100 by ones and tens (which establishes foundational counting fluency) and to write numbers from 0-20 using numerals.
- Grade 1 extends these skills by introducing counting, reading, and writing numbers up to 120. This supports fluency and prepares students for more complex number representation in advancing grades by introducing larger numbers incrementally to later develop an understanding of place value.

KINDERGARTEN EXAMPLE: CCSS CORRESPONDENCE

Correspondence of Kindergarten Content Standards with Common Core Standards

Montana Standard Code	Correlated Common Core Standard(s)
MT.K.CC.1	CCSS.K.CC.A.1
MT.K.CC.2	CCSS.K.CC.A.2
MT.K.CC.3	CCSS.K.CC.A.3
MT.K.CC.4	CCSS.K.CC.B.1 and CCSS.K.CC.B.1.c
MT.K.CC.5	CCSS.K.CC.B.5
MT.K.CC.6	CCSS.K.CC.C.6
MT.K.CC.7	CCSS.K.CC.C.7
MT.K.OA.1	CCSS.K.OA.A.1
MT.K.OA.2	CCSS.K.OA.A.2
MT.K.OA.3	CCSS.K.OA.A.3
MT.K.OA.4	CCSS.K.OA.A.4
MT.K.OA.5	CCSS.K.OA.A.5
MT.K.OA.6	No Corresponding Standard
MT.K.NBT.1	CCSS.K.NBT.A.1
MT.K.MD.1	CCSS.K.MD.A.1
MT.K.MD.2	CCSS.K.MD.A.2
MT.K.MD.3	CCSS.K.MD.B.3
MT.K.MD.4	No Corresponding Standard
MT.K.MD.5	No Corresponding Standard
MT.K.G.1	CCSS.K.G.A.1
MT.K.G.2	CCSS.K.G.A.2
MT.K.G.3	CCSS.K.G.A.3
MT.K.G.4	CCSS.K.G.B.4
MT.K.G.5	CCSS.K.G.B.5
MT.K.G.6	CCSS.K.G.B.6

KINDERGARTEN EXAMPLE: FINANCIAL LITERACY

Content Standards that Explicitly Address Financial Literacy:

The Kindergarten Mathematics Content Standards contain one standard that specifically addresses financial literacy themes:

MT.K.MD.4: Describe attributes and identify the names of coins.

- This standard explicitly addresses financial literacy foundational knowledge.
- There are developmentally appropriate contextual examples within the themes of (I) Earning Income, (II) Spending, and (III) Saving such as: *Provide students with real or pretend coins and have them identify the coins by name and value. Have proficient or highly proficient students use a sorting activity to group coins by type, and then, have students calculate the total value of each group. Discuss how coins can be earned, used to buy goods or saved for future purchases.*

Content Standards that Could Address Financial Literacy Through Problems in Context:

There are additional Kindergarten Mathematics Content Standards that may address financial literacy themes through specific instruction using problems in context.

These standards have the potential to address financial literacy themes when applied within problems in context. Incorporating context into the instructional delivery of a standard is an effective way to help students meaningfully connect to the content, drawing on their culture and lived experiences.

However, adding context to a standard in a way that exceeds its expectations in assessment can elevate an assessment question to Level 4: Highly Proficient on a proficiency rubric. Educators should be mindful of this distinction when designing assessments to ensure alignment with the intended standard.

The Montana Kindergarten Content Standards that may address financial literacy through problems in context are:

MT.K.CC.1	MT.K.CC.4	MT.K.NBT.1	MT.K.MD.4
MT.K.CC.2	MT.K.CC.5	MT.K.MD.2	
MT.K.CC.3	MT.K.CC.6	MT.K.MD.3	

HIGH SCHOOL MATH COURSE RECOMMENDATIONS

- Traditional Pathway
- Integrated Pathway
- Recommendations for Beyond Core Plus Standards

Integrated Math II		
Course Code: 02-063		
Montana Mathematics Content Standards Category	Domains within the Mathematics Content Standards Category Recommended for Coursework	Specific Standards within the Domain Recommended for Coursework
Core Numeric Reasoning Standards (NUM) <small>ARM 10.53.518</small>	The Real Number System (REAL)	Two standards: CORE.NUM.REAL.1 and CORE.NUM.REAL.2 (2 total)
Core Algebraic and Functional Reasoning Standards (ALG) <small>ARM 10.53.519</small>	Quadratic Functions and Expressions (QUAD)	All standards within this domain (4 total)
	Exponential Functions and Expressions (EXP)	All standards within this domain (5 total)
	Modeling with Functions (MOD)	All standards within this domain, as applied to quadratic and exponential functions (4 total)
Core Data Reasoning and Probability Standards (DATA) <small>ARM 10.54.520</small>	Quantitative Literacy (LIT)	All standards within this domain (3 total)
	Visualizing, Summarizing, & Interpreting Data (INT)	All standards within this domain except CORE.DATA.INT.6 (6 total)
Core Geometric Reasoning Standards (GEOM) <small>ARM 10.54.521</small>	Geometric Arguments, Reasoning, and Proof (ARG)	All standards within this domain (1 total)
Total Number of Standards: 25		

Algebra 1 with Probability		
Course Code: 02-052		
Montana Mathematics Content Standards Category	Domains within the Mathematics Content Standards Category Recommended for Coursework	Specific Standards within the Domain Recommended for Coursework
Core Numeric Reasoning Standards (NUM) <small>ARM 10.53.518</small>	The Real Number System (REAL)	All standards within this domain (3 total)
Core Algebraic and Functional Reasoning Standards (ALG) <small>ARM 10.53.519</small>	Understand Functions and Expressions (FUN)	All standards within these domains (27 total)
	Linear Functions (LIN)	
	Quadratic Functions and Expressions (QUAD)	
	Exponential Functions and Expressions (EXP)	
Core Data Reasoning and Probability Standards (DATA) <small>ARM 10.53.520</small>	Modeling with Functions (MOD)	
	Visualizing, Summarizing, & Interpreting Data (INT)	Only standard CORE.DATA.INT.6 (1 total)
	Probability (PROB)	All standards within the domain (2 total)
Total Number of Standards: 33		

Data Science	
Course Code: 30-7001	
Preamble (CIP 2020)	Data Science is an interdisciplinary course that prepares students to analyze and interpret large-scale data in real-world contexts. Drawing from statistics, computer science, and mathematics, students explore topics such as data collection, visualization, modeling, and analysis. This course emphasizes trend identification, algorithmic thinking, and ethical data use to inform decision-making and problem-solving.
Sample Learning Outcomes (IDS 2022)	Students will: <ul style="list-style-type: none">• Learn fundamental notions of data analysis—such as distribution and multivariate associations.• Create and interpret visualizations of real-world data.• Use numerical summaries to describe distributions.• Learn about the various ways of collecting data and the effect that data collection has on conclusions and interpretations.• Use computer simulations for informal inference.• Make and use mathematical and statistical models to predict future observations and learn how data scientists measure the success of these predictions.• Communicate methods and results to various audiences
Instructional Resources	Sample Courses: <ul style="list-style-type: none">• Explorations in Data Science (YouCubed)• Introduction to Data Science (UCLA)• Additional Options for Sample Courses and Instructional Resources (Data Science 4 Everyone)

Communication ‘One-Pagers’:

- One Pager for Students
- One Pager for Administrators
- One Pager for School Counselors
- One Pager for Tribal Education Agencies
- One Pager for School Board Trustees
- One Pager for Families and Community Members
- One Pager for Secondary Educators
- One Pager for Elementary Educators
- One Pager for Pre-Service Teacher Educators (Higher Educators)

Montana’s New Math Standards

What School and District Administrators Need to Know

ONLINE RESOURCES

Why Did We Update the Math Standards?

We updated the math standards to make them clearer, more useful, and better for students, families, and educators.

- **Based on New Research:** The standards now include the latest ideas on how students learn math best, with new ways to teach and learn math that connect to students' lives.
- **Keeping Up with Today’s World:** The standards include skills students need, like understanding data, using technology, and exploring jobs in trades and careers.
- **Easier to Understand:** We removed unnecessary details so teachers, students, and families can understand and use the standards better.

How Administrators Can Support Implementation:

- Work with teachers to ensure all math courses reflect the updated standards.
- Prioritize training that helps teachers understand the new standards and adopt effective instructional practices.
- Regularly check that teachers are teaching the new standards as intended, using classroom observations and teacher feedback.
- Support grade-level and course-specific PLCs (Professional Learning Communities) for teachers to align lessons and share best practices.
- Make sure families understand the changes and how they benefit student learning.
- Ensure that high school course offerings provide clear pathways for students based on their career goals.
- Conduct a K-12 curriculum review and evaluate current high school math courses to ensure they align with the new standards and support diverse student pathways.

Montana’s New Math Standards

What District Boards of Trustees Need to Know

ONLINE RESOURCES

Why Did We Update the Math Standards?

We updated the math standards to make them clearer, more useful, and better for students, families, and educators.

- **Based on New Research:** The standards now include the latest ideas on how students learn math best, with new ways to teach and learn math that connect to students' lives.
- **Keeping Up with Today’s World:** The standards include skills students need, like understanding data, using technology, and exploring jobs in trades and careers.
- **Easier to Understand:** We removed unnecessary details so teachers, students, and families can understand and use the standards better.

What’s Different?

- The total number of standards has been reduced, making them more focused and easier to teach, while maintaining rigor.
- Math standards require contextual examples relevant to Montana’s Indigenous Peoples and local communities.
- Elementary standards emphasize essential skills like time and money.
- The standards emphasize critical thinking, problem-solving, and data literacy—skills students need for college, careers, and active citizenship.
- High school students can choose math courses aligned with their career goals, supporting diverse post-graduation pathways.

How School Boards Can Support Implementation:

- Work with district leaders to confirm that the local math curriculum aligns with the new standards.
- Invest in Professional Development to support ongoing training so teachers understand the new standards and effective teaching methods.
- Provide families with clear information about the new standards and how they can support student learning.
- Encourage school leaders to use assessment data and classroom observations to guide teacher support, identifying and sharing successful practices.
- Work with school leaders to monitor implementation and ensure that the new standards are being taught in classrooms as intended, using a clear process to track progress and address challenges.
- Consider reviewing district policies or documents that reference mathematics content standards and updating outdated references to Common Core.

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Montana’s New Math Standards

What Elementary Teachers Need to Know

ONLINE RESOURCES

Key Shifts to Be Aware of:

- New time and money standards in elementary grades
- In many grades, the number of standards has been reduced and language has been made more clear.
- The mathematical practice standards have been refreshed to encourage making math meaningful to students' lives.

Immediate Next Steps for Teachers:

Review your grade/course standards in the updated documents, aligning units and instructional materials with the new expectations, and identify lessons or resources that may need revision or replacement. Initiate conversations with colleagues and local community members to connect mathematical concepts to real-world experiences, clear up any confusion, and address gaps in understanding.

Montana’s New Math Standards

What Families and Community Members Need to Know

ONLINE RESOURCES

Why Did We Update the Math Standards?

We updated the math standards to make them clearer, more useful, and better for students, families, and educators.

- **Based on New Research:** The standards now include the latest ideas on how students learn math best, with new ways to teach and learn math that connect to students' lives.
- **Keeping Up with Today’s World:** The standards include skills students need, like understanding data, using technology, and exploring jobs in trades and careers.
- **Easier to Understand:** We removed unnecessary details so teachers, students, and families can understand and use the standards better.

What’s Different?

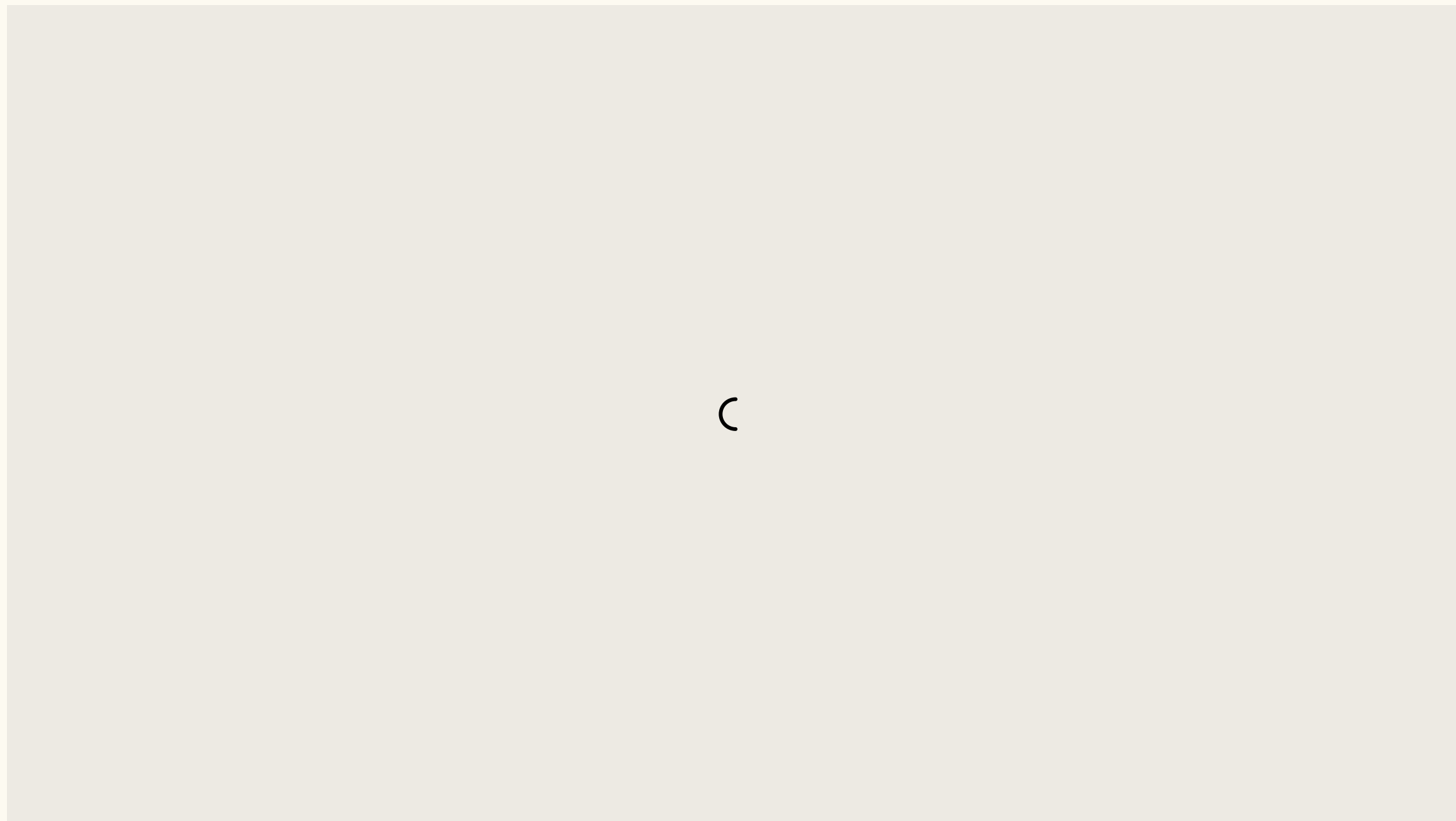
- Standards require examples from Montana’s Indigenous Peoples and local communities.
- Standards focus more on problem-solving and thinking skills students will use in real life.
- Students can choose math courses that match their career goals instead of being required to follow a single path.
- Standards have increased emphasis on data and how to use it.
- The number of math standards have been reduced but still cover all the important skills.
- Concepts with limited use have been removed.

How Families and Community Members Can Support:

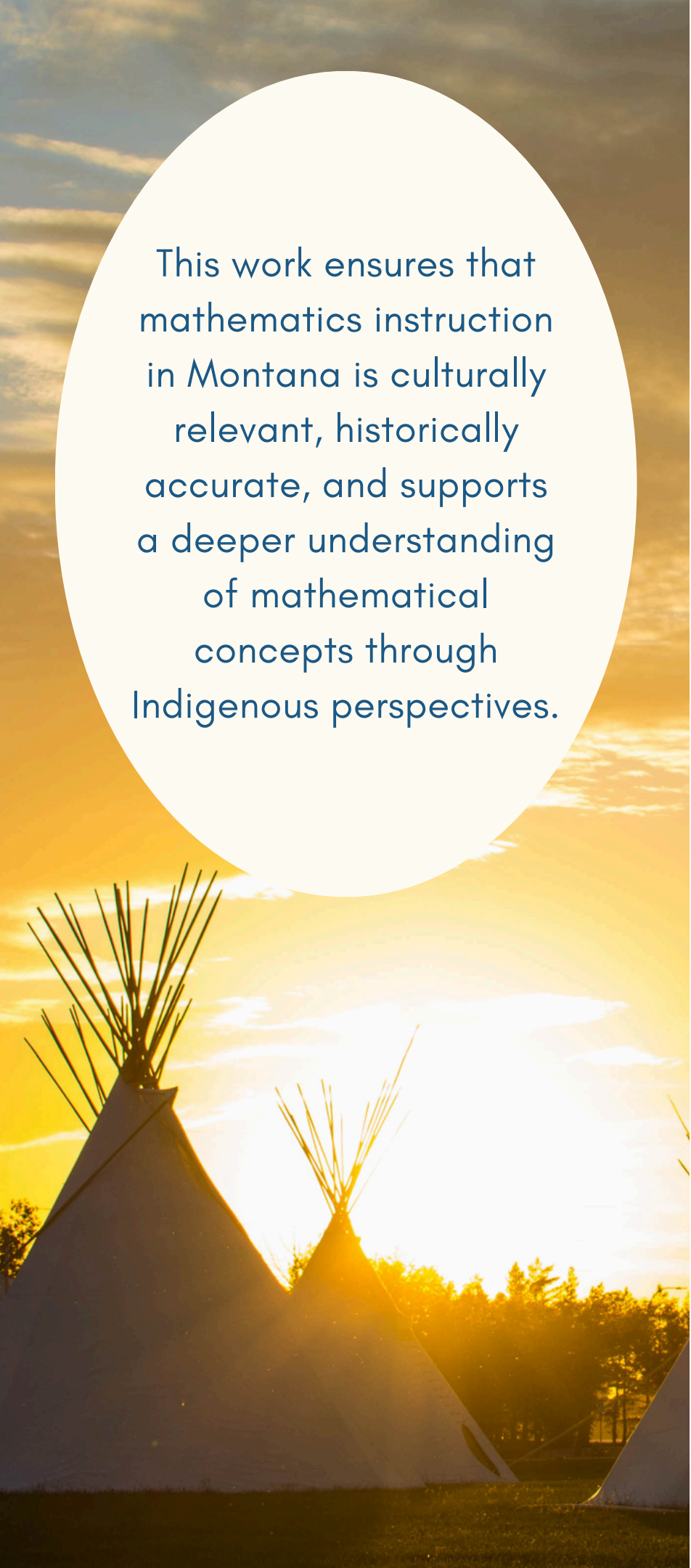
- Offer to share your experience or cultural knowledge with teachers to help connect math lessons to real-world experiences.
- Look for ways to include math in everyday life, like measuring ingredients when cooking, budgeting, or exploring data in news stories.
- Help children explore careers by discussing their interests and how math connects to different jobs.
- Join family or community nights, open houses, or parent-teacher conferences to stay informed about your child’s progress in math.
- If your child is struggling, talk to their teacher about ways to help, including tutoring or additional practice.
- Recognize students’ effort and progress in math, no matter how small.



Satchel



c



This work ensures that mathematics instruction in Montana is culturally relevant, historically accurate, and supports a deeper understanding of mathematical concepts through Indigenous perspectives.

IEFA Collaboration

We are actively partnering with the Indian Education for All (IEFA) Team to strengthen the integration of Montana's Indigenous histories, cultural practices, and lived experiences within mathematics education. Our collaboration focuses on:

- Developing IEFA-Integrated Instructional Examples – Creating and refining standards examples embedded with cultural relevance, ensuring they authentically reflect Montana's Indigenous perspectives.
- Reviewing for Cultural Responsiveness & Relevancy – Conducting critical reviews of instructional materials to ensure accurate, respectful, and meaningful integration of Indigenous knowledge within mathematics instruction.
- Professional Learning & Educator Support – Designing coaching and training resources that equip educators with practical strategies for embedding mathematics within cultural contexts relevant to Montana's Indigenous Peoples.
- Statewide OPI-Reviewed Lesson Bank – Curating a Montana educator-created, OPI-reviewed collection of high-quality IEFA-integrated math lesson plans that highlight effective instructional strategies while elevating the expertise of our state's educators.

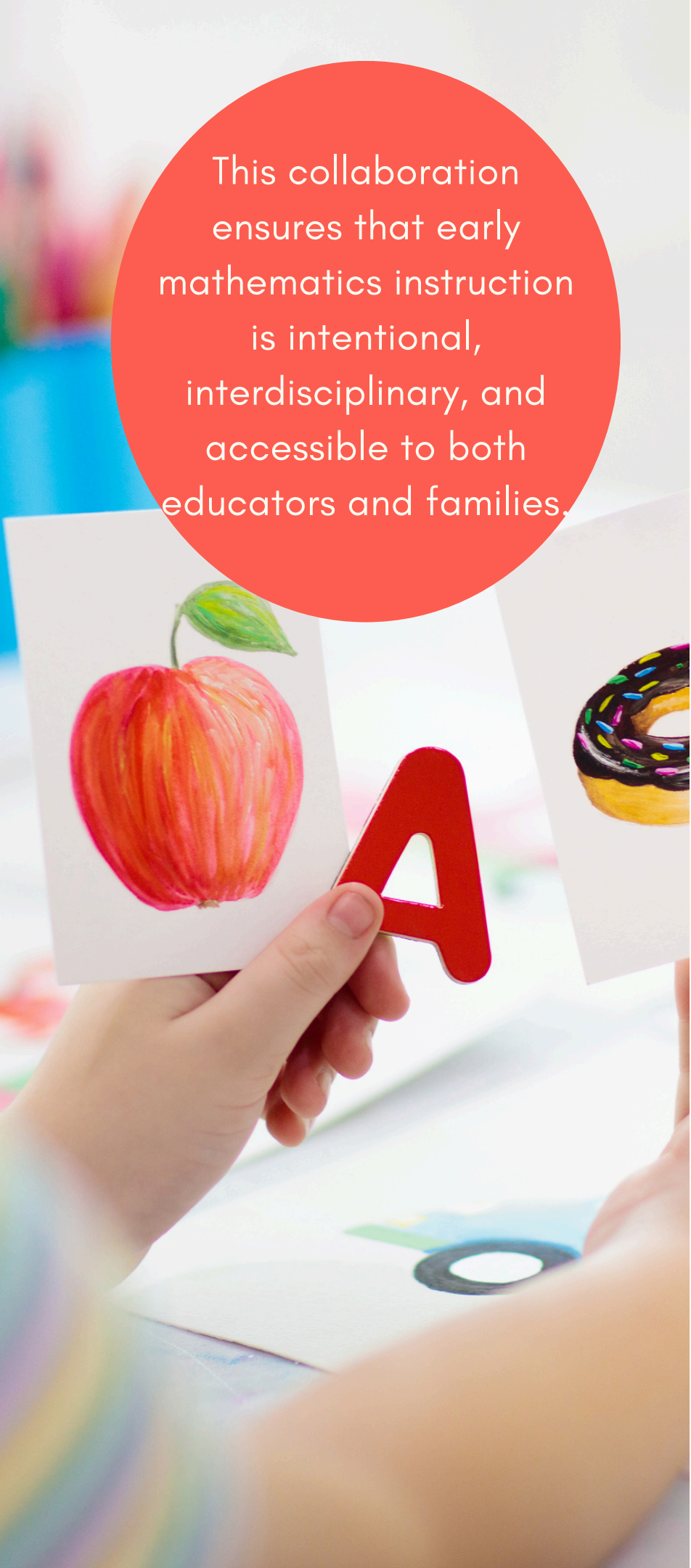


SIPL Collaboration

This collaboration ensures that math guidance is aligned, accessible, and actionable, providing educators with the resources they need to implement high-quality instruction across Montana classrooms.

We are actively collaborating within the Standards, Instruction, and Professional Learning (SIPL) Team to enhance instructional coherence, accessibility, and professional development for Montana educators. Our work includes:

- Ensuring Continuity Across Content Standards Guidance – Aligning mathematics guidance with other content areas to maintain consistency and clarity across disciplines.
- Optimizing Satchel for Educators – Formatting Satchel to support instructional needs by presenting standards, examples, and associations in a clear, user-friendly format that integrates with grading systems like Infinite Campus to enhance usability.
- Developing Professional Learning – Creating high-impact professional learning opportunities that help educators implement standards effectively in their classrooms.
- Evaluating & Providing Guidance on Instructional Materials – Evaluating and improving our resources for supporting districts and schools in selecting high-quality instructional resources that align with best practices and new standards and expectations.
- Expanding the Teacher Learning Hub – Generating and housing new online courses to provide on-demand, standards-aligned professional development for Montana educators.



This collaboration ensures that early mathematics instruction is intentional, interdisciplinary, and accessible to both educators and families.

Early Learning Collaboration

We are actively working with the Early Literacy Team to strengthen the connection between early literacy and mathematics through:

- Expanding the Early Literacy Series – Developing a session that demonstrates the interplay between early literacy and math, emphasizing how integrated instruction enhances student outcomes in both reading and mathematics.
- Professional Learning for PK-3 Educators – Creating targeted training that highlights strategies for integrating math and literacy in early childhood education. This session equips educators with practical tools to build instructional capacity and includes resources for addressing data science in third grade—a growing focus in both the standards and broader educational conversations.
- Future Educator-Family Guides – Drafting plans for companion educator-family resources that connect mathematics, science, and ELA standards with grade-appropriate texts. These guides will support educators with instructional strategies while providing families with interactive home activities that foster meaningful partnership in their child’s learning.

Data Science for Everyone

We have partnered with Data Science for Everyone (DS4E) to equip Montana educators with the knowledge and resources needed to integrate data science and data fluency effectively across grade levels and content areas. Our partnership includes:

- Montana-Specific Webinars – Delivering standards-aligned professional learning focused on the data science and data fluency components within Montana’s new mathematics standards, along with integration strategies across subjects and grade levels.
- In-Person Summer Institute or Roadshow – Hosting an immersive, hands-on professional learning experience for educators, with an optional scaffolding extension into a second year to deepen implementation.
- On-Demand Teacher Learning Hub Resources – Curating accessible, high-quality instructional materials on data science and fluency for Montana teachers to reference anytime.
- Cultivating Teacher-Leaders – Developing a network of educators who will receive specialized training to build capacity within their districts and provide ongoing peer-to-peer professional development.

This collaboration ensures that Montana educators are equipped to teach data science in a way that is accessible, relevant, and aligned with state standards, while also fostering a sustainable teacher-leader model for long-term impact.

Wait... there's more!

- MFPE Conference
- STEM Summer Institute
- Data Science for Everyone Summer Institute
- Montana OPI Summer Institute
- Self-Paced teacher Learning Hub on Mathematical Practices
- Self-Paced Teacher Learning Hub Modules on New Standards
- Ready-Made PLC Plans for Schools
- Support aligning Math Content Standards to MAST Schedules
- Understanding MAST Math Misconceptions Professional Learning

Whatever else comes our way!

English Language Arts and Literacy Content Standards Revisions Timeline





Montana Office of Public Instruction
Mathematics Standards Guidance & Implementation

ELA & Literacy Guidance Vision

The guidance aims to provide Montana educators, students, and families with clear, culturally responsive direction for implementing the English Language Arts and literacy standards. It will be grounded in the **Science of Reading and evidence-based practices** to ensure literacy instruction is both rigorous and meaningful. **Indian Education for All (IEFA) and local cultural perspectives** will be woven throughout, affirming student identities and connecting learning to lived experiences. By highlighting multiple pathways, the guidance will prepare students to **read, speak, and think critically**, while also developing them as strong, **confident writers**—skills essential for success in higher education, the workforce, trades, and military service. **It will clarify expectations**, reduce uncertainty in interpreting the standards, and give educators **concrete tools for effective instruction and assessment** that reflect authentic literacy growth and achievement.

ELA & Literacy Guidance

The Task Force and Negotiated Rulemaking Committee agree that guidance is essential. Work has begun to develop documents and will continue to grow as needs arise. Resources will support all partner groups – families, support staff, educators, and administrators.

- **1. Instruction & Practice Elaborations**

- Oral practice strategies and scaffolds for standards
- Decoding/encoding strategies and grade-level accuracy
- Vocabulary tiers, word-learning, and example lessons
- Writing development and literacy practices, including ISTE standards

- **2. Standards & Alignment**

- Grade-level expectations and defining features
- Vertical alignment PK-12 and standard elaborations
- Crosswalk from 2011 standards; attention to language changes
- Integration of Science of Reading principles into standards implementation

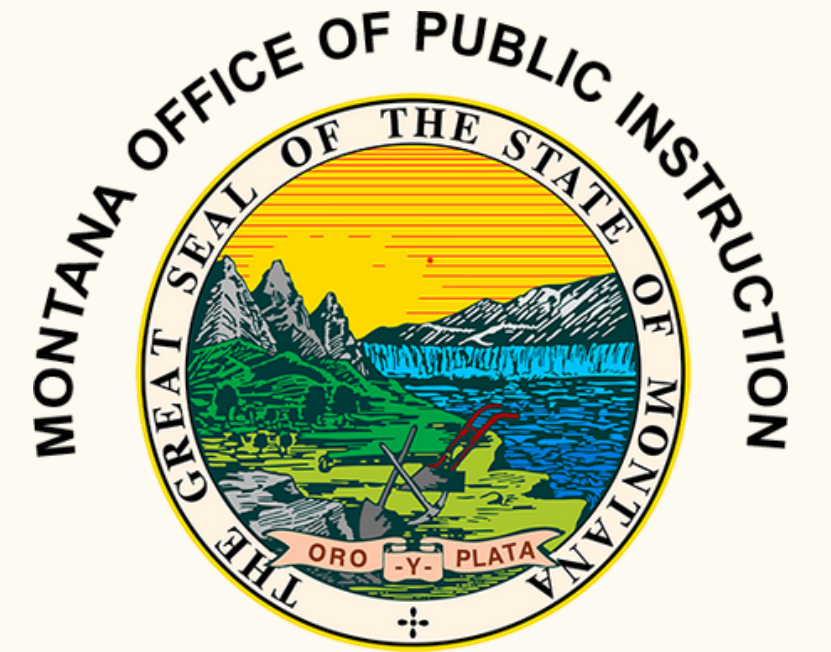
- **3. Resources & Connections**

- Multiple sources, diverse media, and Library Media Standards
- Cultural connections (IEFA, Essential Understandings, community)
- Connecting literacy to home and supporting families
- IEP/504, inclusive strategies, and differentiated instruction

- **4. Assessment, Technology & Implementation**

- Formative/summative assessments and proficiency indicators
- Tools for monitoring growth and guiding instruction
- Digital literacy integration and ISTE-aligned strategies
- Professional learning, mentorship, and community partnerships

Thank you!



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- CLAIRE MIKESON: ELA & Literacy Instructional Coordinator
- AIMEE KONZEN: Professional Learning Manager
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ITEM 14

ACTION ON AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON REVISIONS TO ARM TITLE 10, CHAPTER 53, ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS

Madalyn Quinlan

The public comment deadline in the proposed adoption and repeal of ARM Title 10, Chapter 53 English Language Arts and Literacy Content Standards closes on September 5, 2025 at 5PM. Should the Board of Public Education receive comments after the agenda packet is posted, but prior to the public comment deadline, the agenda packet will be updated.

ITEM 15

ACTION AND PRESENTATION ON THE CORRECTIVE PLANS FOR SCHOOLS IN DEFICIENT STATUS FOR ACCREDITATION

ACTION ITEMS:

- **Superintendent Marcy Cobell, Heart Butte
K-12 Schools**
- **Superintendent Victoria Falls Down, Lame
Deer Public Schools**
 - **Superintendent Wes Young, Lustre
Christian High School**

**Crystal Andrews
Ellery Bresler**

Montana Board of Public Education

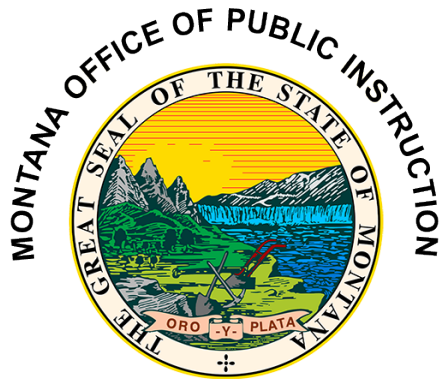
Executive Summary

Date: September 11-12, 2025

Presentation	Recommend Approval of the Corrective Plans for schools in Deficient Status for SY 2024-25.
Presenter	Crystal Andrews Ellery Bresler
Position Title	Accreditation and Licensure Senior Manager Accreditation Specialist Office of Public Instruction
Overview	<p>This presentation provides information to the Board of Public Education (BPE) for consideration of the corrective plans for schools in deficient status for the 2024-2025 Accreditation Report. The following schools in deficient status will present their plans will be available for Board member questions:</p> <ul style="list-style-type: none">• Superintendent Marcy Cobell, Heart Butte K-12 Schools• Superintendent Victoria Falls Down, Lame Deer Public Schools• Superintendent Wes Young, Lustre Christian High School <p>The state superintendent recommends approval of the corrective plans as presented. The report is attached.</p>
Requested Decision(s)	Action Item
Related Issue(s)	
Recommendation(s)	Approval of the corrective plans for the 2024-2025 school year.



Montana Office of Public Instruction



2024-2025 Accreditation Corrective Plans

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Heart Butte K-12 Schools – Heart Butte Elementary:

Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPA-SPB)

Please describe your systematic procedure and timeline for resolving deviations:

Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades), There will be a implementation of an Accreditation Team comprised of staff and Admin to address these corrective needs
The timeline for Student Performance Standards will be the following;
Fall '25: MAPS Testing (1), MAST Testing Grades 3-8, Winter'25-'26: MAPS Testing (2), MAST Testing Grades 3-8, ELL WIDA K-12 Dec 2nd-February 21st
Spring '25: MAPS Testing, MAST Testing Grades 3-8, Smarter Balance- Science-Grades 5-8-March 3-May 23rd
Interventions: Flex 180, Curriculum Interventions on Chromebook (Reading, Math and Science) Grades 3-12, Khan Academy- Math support and interventions

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

The specific areas requiring improvement are Science, Math, and Language Arts and the underlying reasons for the accreditation status of deficiency was determined to be more effectively evaluated through RCA.

We looked at student data, which reveals out attendance needs to improve, we must get students attending school, on time, active in their learning and attending at higher rates throughout the year. Staff attendance is also an issue, with an average of 3-4 staff/teachers out daily, in a staff of about 34 total. That means 10% of staff is not there to do the job, which then falls to those of us present and it's often times chaos-inducing situation.

We also determined through instructional data in the form of walk throughs, curriculum alignment, and observations that much classroom time is wasted with student's inactivity, brought about by low expectations. There is a significant loss of class instruction time through non-teaching, and not teaching from bell to bell. The interventions have been minimal, with our technology issues that have existed before the current Superintendent's arrival.

It was also determined through reviewing staff data, we had many emergency hires, that were not qualified to be teaching their designated assignments, HBSD turnover rates were high, with qualified, engaging teachers being lost to student and community behavior, and non-support by the school board. It was also determined that there was no set Professional Development plan in place that would build capacity with each grade level group, and also the curriculum alignment was non-existent, which was mentioned previously.

For our RCA on system data, it was found that funding was wasted on purchases that had no tie-back to instruction or student growth, and there were many discrepancies with funding for an exorbitant amount of staff that was not needed and spent on staff that were not qualified, nor were they onboarded appropriately.

The RCA on climate and culture data, it was revealed that students did not like to be present when much learning time was wasted, when they ran out of coursework to finish, and when staff was not present, did not show up and the community was at odds with the school board, the school board was at odds with the teachers, and teachers were being harassed by school board members. From reports given to the new Superintendent, it was determined that the community was at odds with the school board, the school board was at odds with the teachers, and teachers were being harassed by school board members, to function at a level that encouraged favoritism, changed grades, and non-reports of harassment and bullying towards teachers, staff, and administration.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

The specific steps to address the areas of improvement needed, have, in some part been addressed. The budget for our school is in place and has been approved. The interim former Superintendent decreased staff by about 50%, which was about, 35 people, and we are better equipped to handle the needs of our students more effectively. With a District Leadership Team (DLT), which will consist of the Superintendent, the Principal, the District Clerk, a Special Education teacher and 3-4 teachers from each grade group, we will begin the task of reviewing this plan and it's responses, and developing Professional Development. We will use resources and training from OPI and other entities that can assist us with Curriculum Alignment, Creating High Expectations for Students, Improving Climate and Culture of Schools, Innovative Approaches to Improve Attendance, Creating Staff Collaboration, and lastly address our need for a constructive, in-real time, Trustee Training that can address our board concerns immediately. For our technology issue, we have parted ways with the staff that were not capable to manage the technology of our school, and have instead formed a partnership with an entity to manage our technology onsite immediately. This would entail assisting in our immediate ability to remediate all existing issues, from teaching content to running State testing, which has been affected consistently by our connectivity issues. In addition, our outdated technology equipment and lack of maintenance for our technology impacted all of our functionality when it came to our interschool communication, community communication, day to day teaching and student learning. We will continue to ensure we have the capabilities technologically to do our standardized testing in addition to any and all teaching, learning and daily interventions. Our DLT will begin to collect assessments from teachers, to begin to evaluate teacher effectiveness, teacher grading systems, student rates of achieving grade level requirements and content understanding, in addition to attendance rates within classes. Our overarching focus is now on curriculum, and ensuring our teachers have the necessary curriculum to ensure they can ensure their students not only reach grade level standards but also exceed those levels with each set of students they have this year.

Identify responsible parties and deadlines for corrective action:

The parties responsible for ensuring the corrective actions take place are the Superintendent and the Principal. They will recruit the teachers for the DLT, the District Leadership Team, who will review the plan provided to OPI and the State Board of Education, and develop actionable solutions. This can be done with SMART Goals, in which benchmarks steps or goals must be reached, in order for our plan to be successful. SMART goals are a framework for setting effective and achievable objectives. The acronym SMART stands for Specific, Measurable, Achievable, Relevant, and Time-bound. This approach helps individuals and teams create clear, focused, and practical goals, increasing the likelihood of success. The DLT will work through this process with all identified solutions, and the first deadline for corrective action will be September, with the DLT meeting bi-weekly to complete this work throughout the school year. Teachers and any staff will be compensated for their time, but will also be placed into groups to complete the steps, using times of prep, after school and/or work groups.

Describe how progress will be tracked and monitored:

Progress will be tracked and monitored through an Excel version or a fillable word template to show the RCA for each area, and the team can then begin to input the data and track the progress in each recurring meeting. For each RCA a SMART goal or goals will be written, monitored and adjusted in real time within each classroom. Every data analyst knows how to monitor and adjust and it's something educators know how to do as they teach, so this undoubtedly be a process that gains even more insight into our school and it's achievement.

Provided evidence that the local board of trustees has approved this plan:

YES

Heart Butte K-12 Schools – Heart Butte 6-8: Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPA-SPB)

Please describe your systematic procedure and timeline for resolving deviations:

Assurance Rubric A - CNA, Assurance Rubric B - Goals, Assurance Rubric D - Assurances, Assurance Rubric E - Staffing (Infinite Campus), Assurance Rubric H - Family & Community Engagement, Assurance Rubric J - Indian Education for All Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades), Student Performance Rubric C - College & Career Readiness (High School). There will be an accreditation team comprised of Administrators and Staff to address these corrective actions, to meet bi-weekly, and to submit by deadline. The timeline for Student Performance Standards will be the following;

Fall '25: MAPS Testing (1), MAST Testing Grades 3-8, Winter '25-'26: MAPS Testing (2), MAST Testing Grades 3-8, ELL WIDA K-12 Dec 2nd-February 21st

Spring '25: MAPS Testing, MAST Testing Grades 3-8, Smarter Balance- Science-Grades 5-8-March 3-May 23rd

Interventions: Flex 180, Curriculum Interventions on Chromebook (Reading, Math and Science) Grades 3-12, Khan Academy- Math support and interventions

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

The specific areas requiring improvement are Science, Math, and Language Arts and the underlying reasons for the accreditation status of deficiency was determined to be more effectively evaluated through RCA.

We looked at student data, which reveals out attendance needs to improve, we must get students attending school, on time, active in their learning and attending at higher rates throughout the year. Staff attendance is also an issue, with an average of 3-4 staff/teachers out daily, in a staff of about 34 total. That means 10% of staff is not there to do the job, which then falls to those of us present and it's often times chaos-inducing situation.

We also determined through instructional data in the form of walk throughs, curriculum alignment, and observations that much classroom time is wasted with student's inactivity, brought about by low expectations. There is a significant loss of class instruction time through non-teaching, and not teaching from bell to bell. The interventions have been minimal, with our technology issues that have existed before the current Superintendent's arrival.

It was also determined through reviewing staff data, we had many emergency hires, that were not qualified to be teaching their designated assignments, HBSD turnover rates were high, with qualified, engaging teachers being lost to student and community behavior, and non-support by the school board. It was also determined that there was no set Professional Development plan in place that would build capacity with each grade level group, and also the curriculum alignment was non-existent, which was mentioned previously.

For our RCA on system data, it was found that funding was wasted on purchases that had no tie-back to instruction or student growth, and there were many discrepancies with funding for an exorbitant amount of staff that was not needed and spent on staff that were not qualified, nor were they onboarded appropriately.

The RCA on climate and culture data, it was revealed that students did not like to be present when much learning time was wasted, when they ran out of coursework to finish, and when staff was not present, did not show up and the community was at odds with the school board, the school board was at odds with the teachers, and teachers were being harassed by school board members. From reports given to the new Superintendent, it was determined that the community was at odds with the school board, the school board was at odds with the teachers, and teachers were being harassed by school board members, to function at a level that encouraged favoritism, changed grades, and non-reports of harassment and bullying towards teachers, staff, and administration.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

The specific steps to address the areas of improvement needed, have, in some part been addressed. The budget for our school is in place and has been approved. The interim former Superintendent decreased staff by about 50%, which was about, 35 people, and we are better equipped to handle the needs of our students more effectively. With a District Leadership Team (DLT), which will consist of the Superintendent, the Principal, the District Clerk, a Special Education teacher and 3-4 teachers from each grade group, we will begin the task of reviewing this plan and it's responses, and developing Professional Development. We will use resources and training from OPI and other entities that can assist us with Curriculum Alignment, Creating High Expectations for Students, Improving Climate and Culture of Schools, Innovative Approaches to Improve Attendance, Creating Staff Collaboration, and lastly address our need for a constructive, in-real time, Trustee Training that can address our board concerns immediately. For our technology issue, we have parted ways with the staff that were not capable to manage the technology of our school, and have instead formed a partnership with an entity to manage our technology onsite immediately. This would entail assisting in our immediate ability to remediate all existing issues, from teaching content to running State testing, which has been affected consistently by our connectivity issues. In addition, our outdated technology equipment and lack of maintenance for our technology impacted all of our functionality when it came to our interschool communication, community communication, day to day teaching and student learning. We will continue to ensure we have the capabilities technologically to do our standardized testing in addition to any and all teaching, learning and daily interventions. Our DLT will begin to collect assessments from teachers, to begin to evaluate teacher effectiveness, teacher grading systems, student rates of achieving grade level requirements and content understanding, in addition to attendance rates within classes. Our

overarching focus is now on curriculum, and ensuring our teachers have the necessary curriculum to ensure they can ensure their students not only reach grade level standards but also exceed those levels with each set of students they have this year.

Identify responsible parties and deadlines for corrective action:

The parties responsible for ensuring the corrective actions take place are the Superintendent and the Principal. They will recruit the teachers for the DLT, the District Leadership Team, who will review the plan provided to OPI and the State Board of Education, and develop actionable solutions. This can be done with SMART Goals, in which benchmarks steps or goals must be reached, in order for our plan to be successful. SMART goals are a framework for setting effective and achievable objectives. The acronym SMART stands for Specific, Measurable, Achievable, Relevant, and Time-bound. This approach helps individuals and teams create clear, focused, and practical goals, increasing the likelihood of success. The DLT will work through this process with all identified solutions, and the first deadline for corrective action will be September, with the DLT meeting bi-weekly to complete this work throughout the school year. Teachers and any staff will be compensated for their time, but will also be placed into groups to complete the steps, using times of prep, after school and/or work groups.

Describe how progress will be tracked and monitored:

Progress will be tracked and monitored through an Excel version or a fillable word template to show the RCA for each area, and the team can then begin to input the data and track the progress in each recurring meeting. For each RCA a SMART goal or goals will be written, monitored and adjusted in real time within each classroom. Every data analyst knows how to monitor and adjust and it's something educators know how to do as they teach, so this undoubtedly be a process that gains even more insight into our school and its achievement.

Provided evidence that the local board of trustees has approved this plan:

YES

Heart Butte K-12 Schools – Heart Butte High School:

Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPC)

Please describe your systematic procedure and timeline for resolving deviations:

Assurance Rubric A - CNA, Assurance Rubric B - Goals, Assurance Rubric E - Staffing (Infinite Campus), Assurance Rubric H - Family & Community Engagement, Assurance Rubric J - Indian Education for All Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades), Student Performance Rubric C - College & Career Readiness (High School) There will be an accreditation team comprised of Administrators and Staff to address these corrective actions, to meet bi-weekly, and to submit by deadline.

Student Performance Rubric A - Math (Elementary and Middle Grades), Student Performance Rubric B - ELA (Elementary and Middle Grades), There will be an implementation of an Accreditation Team comprised of staff and Admin to address these corrective needs

The timeline for Student Performance Standards will be the following;

Fall '25: MAPS Testing (1), MAST Testing Grades 3-8, Winter'25-'26: MAPS Testing (2), MAST Testing Grades 3-8, ELL WIDA K-12 Dec 2nd-February 21st

Spring '25: MAPS Testing, MAST Testing Grades 3-8, Smarter Balance- Science-Grades 5-8-March 3-May 23rd

Interventions: Flex 180, Curriculum Interventions on Chromebook (Reading, Math and Science) Grades 3-12, Khan Academy- Math support and interventions

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

The specific areas requiring improvement are Science, Math, and Language Arts and the underlying reasons for the accreditation status of deficiency was determined to be more effectively evaluated through RCA.

We looked at student data, which reveals out attendance needs to improve, we must get students attending school, on time, active in their learning and attending at higher rates throughout the year. Staff attendance is also an issue, with an average of 3-4 staff/teachers out daily, in a staff of about 34 total. That means 10% of staff is not there to do the job, which then falls to those of us present and it's often times chaos-inducing situation.

We also determined through instructional data in the form of walk throughs, curriculum alignment, and observations that much classroom time is wasted with student's inactivity, brought about by low expectations. There is a significant loss of class instruction time through non-teaching, and not teaching from bell to bell. The interventions have been minimal, with our technology issues that have existed before the current Superintendent's arrival.

It was also determined through reviewing staff data, we had many emergency hires, that were not qualified to be teaching their designated assignments, HBSD turnover rates were high, with qualified, engaging teachers being lost to student and community behavior, and non-support by the school board. It was also determined that there was no set Professional Development plan in place that would build capacity with each grade level group, and also the curriculum alignment was non-existent, which was mentioned previously.

For our RCA on system data, it was found that funding was wasted on purchases that had no tie-back to instruction or student growth, and there were many discrepancies with funding for an exorbitant amount of staff that was not needed and spent on staff that were not qualified, nor were they onboarded appropriately.

The RCA on climate and culture data, it was revealed that students did not like to be present when much learning time was wasted, when they ran out of coursework to finish, and when staff was not present, did not show up and the community was at odds with the school board, the school board was at odds with the teachers, and teachers were being harassed by school board members. From reports given to the new Superintendent, it was determined that the community was at odds with the school board, the school board was at odds with the teachers, and teachers were being harassed by school board members, to function at a level that encouraged favoritism, changed grades, and non-reports of harassment and bullying towards teachers, staff, and administration.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

The specific steps to address the areas of improvement needed, have, in some part been addressed. The budget for our school is in place and has been approved. The interim former Superintendent decreased staff by about 50%, which was about, 35 people, and we are better equipped to handle the needs of our students more effectively. With a District Leadership Team (DLT), which will consist of the Superintendent, the Principal, the District Clerk, a Special Education teacher and 3-4 teachers from each grade group, we will begin the task of reviewing this plan and it's responses, and developing Professional Development. We will use resources and training from OPI and other entities that can assist us with Curriculum Alignment, Creating High Expectations for Students, Improving Climate and Culture of Schools, Innovative Approaches to Improve Attendance, Creating Staff Collaboration, and lastly address our need for a constructive, in-real time, Trustee Training that can address our board concerns immediately. For our technology issue, we have parted ways with the staff that were not capable to manage the technology of our school, and have instead formed a partnership with an entity to manage our technology onsite immediately. This would entail assisting in our immediate ability to remediate all existing issues, from teaching content to running State testing, which has been affected consistently by our connectivity issues. In

addition, our outdated technology equipment and lack of maintenance for our technology impacted all of our functionality when it came to our interschool communication, community communication, day to day teaching and student learning. We will continue to ensure we have the capabilities technologically to do our standardized testing in addition to any and all teaching, learning and daily interventions. Our DLT will begin to collect assessments from teachers, to begin to evaluate teacher effectiveness, teacher grading systems, student rates of achieving grade level requirements and content understanding, in addition to attendance rates within classes. Our overarching focus is now on curriculum, and ensuring our teachers have the necessary curriculum to ensure they can ensure their students not only reach grade level standards but also exceed those levels with each set of students they have this year.

Identify responsible parties and deadlines for corrective action:

The parties responsible for ensuring the corrective actions take place are the Superintendent and the Principal. They will recruit the teachers for the DLT, the District Leadership Team, who will review the plan provided to OPI and the State Board of Education, and develop actionable solutions. This can be done with SMART Goals, in which benchmarks steps or goals must be reached, in order for our plan to be successful. SMART goals are a framework for setting effective and achievable objectives. The acronym SMART stands for Specific, Measurable, Achievable, Relevant, and Time-bound. This approach helps individuals and teams create clear, focused, and practical goals, increasing the likelihood of success. The DLT will work through this process with all identified solutions, and the first deadline for corrective action will be September, with the DLT meeting bi-weekly to complete this work throughout the school year. Teachers and any staff will be compensated for their time, but will also be placed into groups to complete the steps, using times of prep, after school and/or work groups.

Describe how progress will be tracked and monitored:

Progress will be tracked and monitored through an Excel version or a fillable word template to show the RCA for each area, and the team can then begin to input the data and track the progress in each recurring meeting. For each RCA a SMART goal or goals will be written, monitored and adjusted in real time within each classroom. Every data analyst knows how to monitor and adjust and it's something educators know how to do as they teach, so this undoubtedly be a process that gains even more insight into our school and its achievement.

Provided evidence that the local board of trustees has approved this plan:

YES

Lame Deer Public Schools – Lame Deer School: Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPA-SPB)

Please describe your systematic procedure and timeline for resolving deviations:

Conduct regular item analysis on formative and summative assessments, every 3 weeks. Teachers and Data Coach will be responsible to monitor this timeline.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

Areas of focus: 1. Data-Driven Instruction 2. Proficiency Based Education (PBE) 3. Tiered Support and Interventions 4. Professional Learning Community (PLC) 5. Student Ownership and Feedback 6. Family Engagement.

Root causes include gaps in conceptual understanding, Mis-alignment between assessment items and proficiency targets, lack of actionable formative feedback, and inconsistency in instructional practices.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

Areas of focus: 1. Data-Driven Instruction: Apply a system where teacher regularly collect, analyze and use data to about student learning, behaviors and performance to make informed decisions to improve pedagogy. 2. Proficiency Based Education (PBE) Align learning targets and success criteria with Montana content Standards. Reteaching using flexible pacing for students who do not meet proficiency. 3. Tiered Support and Interventions: Interventions for non-proficient students based on assessments data. 4. Professional Learning Community (PLC) Grade-level PLC's analyze student work and develop collaborative environment where teacher share expertise and use data to guide improvement. The goal is to foster a culture of continuous learning and mutual support which we hope will increase student learning and teacher efficacy. 5. Student Ownership and Feedback: Use student-friendly rubric and self assessment tools aligned with success criteria. 6. Family Engagement: Communicate proficiency progress to families through academic updates and student portfolios. Community involvement in presenting a culturally responsive pedagogy.

Identify responsible parties and deadlines for corrective action:

The individuals responsible:

Focus Area #1: Teachers, Data Coach and Administrator. Ongoing, with progress monitoring every three weeks. Identify misconceptions and adjust instruction. Improve validity and reliability of assessments.

Focus Area #2: Teachers, August 2025, Bi-weekly, Clear path for student Mastery. or exceed proficiency.

Focus Area #3: Title I resource staff, September 2025, Implement targeted interventions for non-proficient students based on assessment data. Increase student growth.

Focus Area #4: Instructional leader, Monthly meetings, (Aug.- May), Build collective teacher efficacy. Focus Area # 5: Student Ownership and Feedback: All teachers will be responsible, beginning October 2025, Increase student engagement and responsibility.

Focus Area #6: Counselor with collaboration with teachers, the will be done quarterly, Families are informed and involved in student progress or lack of it.

Resources Needed: Continuous access to AI Tools for items analysis, Ongoing professional development on PBE, Time for PLC collaboration, Intervention materials and staff training for effective implementation of district curriculum. Curriculum Coordinator/Principal monitor effective use of curriculum and adequate supply. Professional development will aligned with the improvement plan.

Describe how progress will be tracked and monitored:

The individuals responsible:

Focus Area #1: Teachers, Data Coach and Administrator. Ongoing, with progress monitoring every three weeks. Identify misconceptions and adjust instruction. Improve validity and reliability of assessments.

Focus Area #2: Teachers, August 2025, Bi-weekly, Clear path for student Mastery. or exceed proficiency.

Focus Area #3: Title I resource staff, September 2025, Implement targeted interventions for non-proficient students based on assessment data. Increase student growth.

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Focus Area #6: Counselor with collaboration with teachers, the will be done quarterly, Families are informed and involved in student progress or lack of it.

Resources Needed: Continuous access to AI Tools for items analysis, Ongoing professional development on PBE, Time for PLC collaboration, Intervention materials and staff training for effective implementation of district curriculum. Curriculum Coordinator/Principal monitor effective use of curriculum and adequate supply. Professional development will aligned with the improvement plan.

Provided evidence that the local board of trustees has approved this plan:

YES

Lame Deer Public Schools – Lame Deer 7-8: Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPA-SPB)

Please describe your systematic procedure and timeline for resolving deviations:

Conduct regular item analysis on formative and summative assessments, every 3 weeks. Teachers and Data Coach will be responsible to monitor this timeline.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

Areas of focus: 1. Data-Driven Instruction 2. Proficiency Based Education (PBE) 3. Tiered Support and Interventions 4. Professional Learning Community (PLC) 5. Student Ownership and Feedback 6. Family Engagement.

Root causes include gaps in conceptual understanding, Mis-alignment between assessment items and proficiency targets, lack of actionable formative feedback, and inconsistency in instructional practices.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

Areas of focus: 1. Data-Driven Instruction: Apply a system where teacher regularly collect, analyze and use data to about student learning, behaviors and performance to make informed decisions to improve pedagogy. 2. Proficiency Based Education (PBE) Align learning targets and success criteria with Montana content Standards. Reteaching using flexible pacing for students who do not meet proficiency. 3. Tiered Support and Interventions: Interventions for non-proficient students based on assessments data. 4. Professional Learning Community (PLC) Grade-level PLC's analyze student work and develop collaborative environment where teacher share expertise and use data to guide improvement. The goal is to foster a culture of continuous learning and mutual support which we hope will increase student learning and teacher efficacy. 5. Student Ownership and Feedback: Use student-friendly rubric and self assessment tools aligned with success criteria. 6. Family Engagement: Communicate proficiency progress to families through academic updates and student portfolios. Community involvement in presenting a culturally responsive pedagogy.

Identify responsible parties and deadlines for corrective action:

The individuals responsible:

Focus Area #1: Teachers, Data Coach and Administrator. Ongoing, with progress monitoring every three weeks. Identify misconceptions and adjust instruction. Improve validity and reliability of assessments.

Focus Area #2: Teachers, August 2025, Bi-weekly, Clear path for student Mastery. or exceed proficiency.

Focus Area #3: Title I resource staff, September 2025, Implement targeted interventions for non-proficient students based on assessment data. Increase student growth.

Focus Area #4: Instructional leader, Monthly meetings, (Aug.- May), Build collective teacher efficacy. Focus Area # 5: Student Ownership and Feedback: All teachers will be responsible, beginning October 2025, Increase student engagement and responsibility.

Focus Area #6: Counselor with collaboration with teachers, the will be done quarterly, Families are informed and involved in student progress or lack of it.

Resources Needed: Continuous access to AI Tools for items analysis, Ongoing professional development on PBE, Time for PLC collaboration, Intervention materials and staff training for effective implementation of district curriculum. Curriculum Coordinator/Principal monitor effective use of curriculum and adequate supply. Professional development will aligned with the improvement plan.

Describe how progress will be tracked and monitored:

-Progress Monitoring: Track Benchmark scores and classroom assessment data quarterly.

-Walkthrough observations: Focused on implementation of PBE strategies and differentiated instruction.

-Performance growth targets: Use NWEA/Interim data to track improvement by Spring 2026

Conclusion: This corrective plan aims to turn around the deficiency status in Grades 7-8 and elevate Grades 9-12 beyond Advice status through systematic use of item analysis and sustainable PBE practices with collaboration and commitment of staff and leadership, we believe all students can succeed.

Provided evidence that the local board of trustees has approved this plan:

YES

Lame Deer Public Schools – Lame Deer High School:

Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPC)

Please describe your systematic procedure and timeline for resolving deviations:

Conduct regular item analysis on formative and summative assessments, every 3 weeks. Teachers and Data Coach will be responsible to monitor this timeline.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

Areas of focus: 1. Data-Driven Instruction 2. Proficiency Based Education (PBE) 3. Tiered Support and Interventions 4. Professional Learning Community (PLC) 5. Student Ownership and Feedback 6. Family Engagement.

Root causes include gaps in conceptual understanding, Mis-alignment between assessment items and proficiency targets, lack of actionable formative feedback, and inconsistency in instructional practices.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

Areas of focus: 1. Data-Driven Instruction: Apply a system where teacher regularly collect, analyze and use data to about student learning, behaviors and performance to make informed decisions to improve pedagogy. 2. Proficiency Based Education (PBE) Align learning targets and success criteria with Montana content Standards. Reteaching using flexible pacing for students who do not meet proficiency. 3. Tiered Support and Interventions: Interventions for non-proficient students based on assessments data. 4. Professional Learning Community (PLC) Grade-level PLC's analyze student work and develop collaborative environment where teacher share expertise and use data to guide improvement. The goal is to foster a culture of continuous learning and mutual support which we hope will increase student learning and teacher efficacy. 5. Student Ownership and Feedback: Use student-friendly rubric and self assessment tools aligned with success criteria. 6. Family Engagement: Communicate proficiency progress to families through academic updates and student portfolios. Community involvement in presenting a culturally responsive pedagogy.

Identify responsible parties and deadlines for corrective action:

The individuals responsible:

Focus Area #1: Teachers, Data Coach and Administrator. Ongoing, with progress monitoring every three weeks. Identify misconceptions and adjust instruction. Improve validity and reliability of assessments.

Focus Area #2: Teachers, August 2025, Bi-weekly, Clear path for student Mastery. or exceed proficiency.

Focus Area #3: Title I resource staff, September 2025, Implement targeted interventions for non-proficient students based on assessment data. Increase student growth.

Focus Area #4: Instructional leader, Monthly meetings, (Aug.- May), Build collective teacher efficacy. Focus Area # 5: Student Ownership and Feedback: All teachers will be responsible, beginning October 2025, Increase student engagement and responsibility.

Focus Area #6: Counselor with collaboration with teachers, the will be done quarterly, Families are informed and involved in student progress or lack of it.

Resources Needed: Continuous access to AI Tools for items analysis, Ongoing professional development on PBE, Time for PLC collaboration, Intervention materials and staff training for effective implementation of district curriculum. Curriculum Coordinator/Principal monitor effective use of curriculum and adequate supply. Professional development will aligned with the improvement plan.

Describe how progress will be tracked and monitored:

The individuals responsible:

Focus Area #1: Teachers, Data Coach and Administrator. Ongoing, with progress monitoring every three weeks. Identify misconceptions and adjust instruction. Improve validity and reliability of assessments.

Focus Area #2: Teachers, August 2025, Bi-weekly, Clear path for student Mastery. or exceed proficiency.

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Resources Needed: Continuous access to AI Tools for items analysis, Ongoing professional development on PBE, Time for PLC collaboration, Intervention materials and staff training for effective implementation of district curriculum. Curriculum Coordinator/Principal monitor effective use of curriculum and adequate supply. Professional development will aligned with the improvement plan.

Provided evidence that the local board of trustees has approved this plan:

YES

Lustre Christian High – Lustre Christian HS: Corrective Plan

The reason the school is in a corrective plan:

Assurance Standards (Rubrics A-R) & Student Performance Standards (SPC)

Please describe your systematic procedure and timeline for resolving deviations:

Due to the fact that OPI Accreditation plan was not submitted last year, we intend to get all stakeholders involved in the process and develop our academic priorities and utilize our community skillset to the benefit of our school improvement plan. LCHS will implement and have all required steps addressed by the February 2026 deadline.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

The following standards were indicated as needing improvement: B, C, H, J, L, M, N, O, P, Q, R, E, I. The main reason for the indicated deficiencies has been identified as a failure to submit all the required documentation to ensure a complete report in the previous year.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

We will use professional development time to address IEFA and other indicated deficiencies, parent-teacher-conferences, collections of data by completing surveys focusing on shareholder values and identifying goals and develop strategies to meet these goals.

Identify responsible parties and deadlines for corrective action:

Under the board direction, administration will be responsible for collecting surveys from shareholders to complete accreditation standards and present them to OPI by the end of the year. Basic responsibility: Directives from board, administration will be responsible for fulfilling OPI requirements.

Describe how progress will be tracked and monitored:

Board evaluates administrative performance and meeting the accreditation standards by OPI.
Student achievement will also be tracked through our grading system, ACTs, SATs and other extra-curricular achievements.

Provided evidence that the local board of trustees has approved this plan:

NO

Browning Public Schools – Browning High School:

Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPC)

Please describe your systematic procedure and timeline for resolving deviations:

Our assessment plan will be monitored through our BHS leadership team and administration have refined our Assessment plan with goals and ways to utilize the data to make it purposeful. We are working with BHA to ensure they are assessing and on the same page as BHS. Our systematic procedure for monitoring is SLT and Administration/coaches will communicate expectations before each assessment. Data will be pulled for test completion and a plan will be created for make up assessments for students who didn't complete. Then percentages for completion will be pulled and then we can come up with refinements for the next testing window. BHS is working on better communication with staff, students and parents/guardians on the importance of testing, goal setting and reflection and celebrations.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

The specific area of requirement is to improve communication with all stakeholders when it comes to assessments throughout the year. Without the communications students didn't understand the importance of the assessment or even took it seriously. Another area of concern was getting out the expectations of who should be testing during each benchmark and then using the data to make instructional changes. BHS teachers and staff will begin to implement a plan on how to use the data to identify ELA and Math interventions along with progress monitoring processes. BHS is also working on ensuring all junior/senior students are assessed on Aimsweb Math even if they are not in a math class. One way we are going to try to address this is to create a plan on having students test with their advisors instead of English and Math content teachers, then we can ensure that ALL 9-12th grade students are testing on both.

Pre ACT and ACT data will be used to identify groups of students strengths and weaknesses as a whole so we can begin to refine what is being taught in the classroom. We want to ensure students are exposed to the content and vocabulary from these assessments so they can comprehend what is being assessed and how to answer them.

Data sharing is something that will also happen along with sharing out what we are doing to ensure students success due to the testing data. This will include sending home Aimsweb reports with feedback from ELA and Math teachers on how we are addressing this issues but also with positives on what student does well on.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

BHS will address these issues by first bringing awareness to all staff, not just classroom teachers, students and parents. As a whole we need to have transparency on the issues and what are the solutions. Once the initial meeting and awareness is brought forward we can then we will lay out the data meetings where we will be creating focus folders. The Principal will help facilitate the initial meeting of creating focus folders, why we are doing it, how to use it and the long term goal for focus folders and how to analyse data for classrooms and school wide refinements. This year we will also be adjusting individualized professional development through coaching cycles and what each teacher is needing. We will continue with instructional rounds for new staff or staff that are needing to observe others doing what is expected so they better understand a successful system.

As a SLT team will be monitoring school wide professional development. BHS will have 1 time a month on Wednesdays where administration and instructional coaches will be providing PD on school wide items that SLT sees we need more support on based off of school wide walkthrough data. The principal will also be completing training for instructional coaches on their roles and managing their time to better support instructional staff and giving feedback and positives. BHA will need professional development on giving the AIMSWEB assessments and walking through reports and how to access the data.

Identify responsible parties and deadlines for corrective action:

At BHS our plan will be developed with SLT team members, administration and instructional coaches. Instructional coaches will be monitoring the refinement that is written into this Title 1 correction plan and at the weekly instructional coach and administration meeting we can discuss next steps and refinement to the implementation plan that will be developed.

Describe how progress will be tracked and monitored:

Progress of this plan will have to have a starting spot first. We will ensure we have a baseline for completion rates for Pre ACT, ACT and Aimsweb assessments. We will also gather the data on how students are performing on these assessments over the past 3 years. Once we have those pieces then throughout the year we will check in after assessments happen and compile the data again and share out to staff and students. Staff will have focus folders and reflection and refinement sheets to fill out after each data meeting. SLT will monitor the steps from our implementation plan and keep the team on track to ensure that testing and completion rates are being addressed.

Provided evidence that the local board of trustees has approved this plan:

YES

Centerville Public Schools – Big Stone School: Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPA-SPB)

Please describe your systematic procedure and timeline for resolving deviations:

- a. Meet with associated staff at these schools during PIR to work collaboratively on an action plan. Did not feel I should do this unilaterally without staff input. 8/19/25
- b. Discuss Action Plan with Board Chair. 8/20-8/22
- c. Place on Agenda for September 16th Meeting
- d. Submit documentation to the Accreditation Portal. 8/28/25
- e. These deviations will be addressed and all standards met before the next accreditation cycle, which is the 26-27 school year.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

- a. Student Performance – Reading, Writing, Math
- b. All students are English Language Learners – Creates challenges in reading and writing.
- c. Subpar data scores.
- d. Minimal Colony support for education. Students graduate from school in the 8th grade. Colony expectation is basic reading and math, no more.
- e. Failure to submit adequate data tracking to the accreditation portal.
- f. School does not have the same limitations as Hill Top does in the use of technology, but needs better implementation of data tracking and usage.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

- a. Year 2 of the new reading program Amplify (Year 2 of the curriculum is where we typically see the biggest leaps in teacher understanding and implementation.
- b. Purchased Securly program for direct monitoring of student Chromebooks. With this have been able to convince the Elder and German Teacher to allow more computer use, since we can block students' ability to access other information on the internet, which was their biggest concern.
- c. Implemented Typing Pal so the students can learn proper typing skills.
- d. Purchased IXL supplemental curriculum to support students in all content areas, math, reading, science, and history.
- e. Purchased Wordly Wise to improve Vocabulary programs.
- f. Did see some areas of improvement in certain students through MAST Data for the 24-25 year.
- g. Will be reviewing Professional Development opportunities for ELL teaching.
- h. Purchased Mystery Science for K-5, to improve science proficiency for all students.

Identify responsible parties and deadlines for corrective action:

Superintendent DuBose, Principal Taylor, Annie Davis (teacher), Malisa Therriault, (Teacher) Bettie Maki (Aide.) Corrective action has already been implemented, expectations that we will be in compliance to remove advisory status by the next accreditation cycle in the 26-27 school year.

Describe how progress will be tracked and monitored:

Deep dives into student needs using MAPS and MAST test results to drive instruction. IXL data tracking on skills proficiency. Monthly updates directly to me over student performance. This includes, grades, evidence of work, attendance, behavior. Provide adequate data support during next accreditation cycle.

Provided evidence that the local board of trustees has approved this plan:

YES

Centerville Public Schools – Hill Top Colony School: Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPA-SPB)

Please describe your systematic procedure and timeline for resolving deviations:

- a. Meet with associated staff at these schools during PIR to work collaboratively on an action plan. Did not feel I should do this unilaterally without staff input. 8/19/25
- b. Discuss Action Plan with Board Chair. 8/20-8/22
- c. Place on Agenda for September 16th Meeting
- d. Submit documentation to the Accreditation Portal. 8/28/25
- e. These deviations will be addressed and all standards met before the next accreditation cycle, which is the 26-27 school year.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

- a. Student Performance – Reading and Writing
- b. Issues – Hill Top has not allowed any use of technology in the previous years. Students first ever experience with a computer was State Testing. Not ideal.
- c. All students are English Language Learners – Poor performance on reading and writing.
- d. Subpar data scores.
- e. Minimal Colony support for education. Students graduate from school in the 8th grade. Colony expectation is basic reading and math, no more.
- f. This colony did not permit any type of MAPS testing or any other online data assessment tracking.
- g. Failure to submit adequate data tracking to the accreditation portal.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

- a. Teacher non-renewed
- b. Year 2 of new reading program Amplify (Year 2 of the curriculum is where we typically see the biggest leaps in teacher understanding and implementation.
- c. Purchased Securly program for direct monitoring of student Chromebooks. With this have been able to convince the Elder and German Teacher to allow more computer use, since we can block students' ability to access other information on the internet, which was their biggest concern.
- d. Implemented Typing Pal so the students can learn proper typing skills.
- e. Purchased IXL supplemental curriculum to support students in all content areas, math, reading, science and history.
- f. Purchased Wordly Wise to improve Vocabulary programs.
- g. Have informed the colony and have gotten their approval to conduct two Maps testing cycles, for Fall and Spring, for better growth and data tracking.
- h. Did see some areas of improvement in certain students through MAST Data for the 24-25 year.
- i. Will be reviewing Professional Development opportunities for ELL teaching.
- j. Purchased Mystery Science for K-5, to improve science proficiency for all students.

Identify responsible parties and deadlines for corrective action:

Superintendent DuBose, Principal Taylor, Kimberly Beebe (teacher) Grace Thurston (Aide.) Changes are already in place, we will be in full compliance by the next accreditation cycle in 2026-2027

Describe how progress will be tracked and monitored:

Deep dives into student needs using MAPS and MAST test results to drive instruction. IXL data tracking on skills proficiency. Monthly updates directly to me on student performance. This includes grades, evidence of work, attendance, and behavior. Be ready to provide complete information during the accreditation cycle.

Provided evidence that the local board of trustees has approved this plan:

YES

Choteau Public Schools – Choteau High School:

Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPC)

Please describe your systematic procedure and timeline for resolving deviations:

Choteau Public Schools anticipates full resolution of the identified deficiencies by the next accreditation cycle. This timeframe allows for implementation of the interventions, sufficient evidence collection, and verification that all requirements have been met

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

The deficiencies in documentation, staff training, and evidence-collection systems directly contributed to the accreditation status of Advice/Deficiency. The corrective action plan addresses these root causes by instituting professional learning opportunities, strengthening resource allocation, and creating centralized systems for evidence collection and monitoring.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

Specific Steps to Address the Area of Improvement

Professional Development

Provide targeted staff training opportunities focused on deepening knowledge and application of Indian Education for All (IEFA), including the integration of the Essential Understandings Regarding Montana Indians into instruction.

Offer College and Career Readiness (CCR) alignment workshops for secondary teachers to ensure curriculum, assessments, and student supports reflect state benchmarks.

Resource Allocation

Direct IEFA funding toward culturally authentic materials, guest speakers, and community partnerships that enhance instruction and representation.

Dedicate planning time and staff release time to allow teachers to collaborate on CCR-aligned curriculum and documentation.

Evidence and Documentation Systems

Develop and maintain a centralized process for capturing and storing evidence such as agendas, invoices, receipts, lesson plans, assessments, and student work samples.

Require consistent submission of documentation from teachers and program leaders to ensure all IEFA and CCR activities are verifiable during accreditation reviews.

Procedural Guidance

Create and distribute written procedures for staff outlining how to request funds, document expenditures, and submit evidence of activities.

Standardize reporting timelines across grade levels to ensure uniformity and accountability.

Summary:

Through these steps — focused professional learning, strategic use of resources, structured evidence collection, and clear procedural guidance — Choteau Public Schools will directly address the identified areas of improvement and ensure compliance with accreditation standards

Identify responsible parties and deadlines for corrective action:

Responsible Parties and Deadlines for Corrective Action

Superintendent

Role: Provide overall oversight of the corrective action plan, ensure communication with OPI, and monitor progress across all areas.

Deadline: Continuous oversight, with updates reported at regular board meetings; final resolution by the next accreditation cycle.

Principals

Role: Coordinate professional development for staff, ensure integration of IEFA and CCR requirements into classroom instruction, and oversee building-level documentation.

Deadline: Initial professional learning sessions scheduled within the first semester; ongoing coordination each quarter through the accreditation cycle.

Business Manager

Role: Manage and monitor IEFA fund allocation and expenditures; maintain complete documentation for audits and accreditation review.

Deadline: Monthly review of IEFA-related expenditures; fully documented by year's end and verified for submission before the next accreditation cycle.

Department Heads

Role: Lead curriculum alignment work, collect and submit evidence of CCR implementation, and support teachers in documenting activities and outcomes.

Deadline: Departmental CCR alignment updates completed within the school year; evidence submitted at the end of each semester.

Administrative Team (collectively)

Role: Conduct regular check-ins, review documentation folders, gather staff feedback, and ensure adjustments are made as needed.

Deadline: Check-ins scheduled monthly; progress updates presented to the Board of Trustees at each regular meeting; corrective plan finalized by the next accreditation cycle

Describe how progress will be tracked and monitored:

Tracking and Monitoring Progress

Choteau Public Schools will use multiple layers of monitoring to ensure the corrective action plan remains on track and adjustments are made as needed:

Regular Administrative Check-Ins

The superintendent and principals will hold scheduled monthly check-ins with the administrative team to review implementation progress, identify challenges, and plan next steps.

Documentation Review

A centralized evidence folder will be maintained for IEFA and CCR activities (e.g., agendas, invoices, lesson plans, student artifacts).

Documentation will be reviewed on an ongoing basis to confirm completeness, accuracy, and compliance with accreditation standards.

Staff Feedback

Teachers and department heads will provide feedback through surveys, meetings, or direct communication to highlight needs and identify areas requiring further support.

Board of Trustees Updates

Progress will be reported to the Board of Trustees as part of regular monthly meeting agendas. These updates will include summaries of professional development, curriculum alignment, and documentation status.

Final Resolution Timeline

Progress monitoring will continue through the current accreditation cycle, with final resolution and verification of compliance documented for submission to OPI by the next scheduled accreditation review

Provided evidence that the local board of trustees has approved this plan:

YES

Ekalaka Public Schools – Carter County High School: Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPC)

Please describe your systematic procedure and timeline for resolving deviations:

Working with counseling office to make sure all classes are coded correctly and presented to Accreditation Team.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

College and Career Readiness. There was coding issue and lack of documentation combined with change in administration.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

Please see attached. We are working from a holistic approach to develop a Graduate Profile that addresses CCR. We have invested heavily in professional development for upcoming year to address the growth of our school and district.

Identify responsible parties and deadlines for corrective action:

Superintendent & Board Chair

Describe how progress will be tracked and monitored:

Please see attached...the information presented shows timeline for all pieces to be addressed in the upcoming school year.

Provided evidence that the local board of trustees has approved this plan: NO

Ekalaka Public Schools – Carter County High School: Attachment

Comments & Scoring

L 10.55.601(4a) 4 1 Reviewer 1:

There is no evidence of a completed graduate profile in the documents provided. There is an uploaded document but there is no evidence to support a graduate profile implementation. Reviewer 2: No evidence supporting the graduate profile rubric has been provided in the strategic plan.

M 10.55.603(1, 4c, d) 4 1 Reviewer 1:

Submission includes limited evidence of a proficiency based learning model in the mention of proficiency-based grading in the PIR agenda. In future submissions, include additional documentation that could include a copy of academic reporting or curriculum, or instruction examples that reflect the use of a proficiency-based model. In addition, the curriculum review process and schedule for revisions of standards were not provided, and there was no evidence related to the implementation of IEFA in the curriculum review process. Reviewer 2: The evidence provided shows that Ekalaka has discussed proficiency and Proficiency Based Learning in a staff meeting. There is no evidence of policy, consortium membership, curriculum review or standards alignment. Future accreditation cycles will require the district to demonstrate a clear proficiency-based learning model. Specifically, the systems of instruction, assessment, and academic reporting will need to be consistently based on students demonstrating mastery of the knowledge and skills outlined in standards.

N 10.55.603(5) 4 1 Reviewer 1:

Please provide an assessment plan that uses multiple measures (tools) to assess how your district monitors student progression, proficiency, and growth. Reviewer 2: District states that proficiency-based learning plan is in progress, but no details given. It is unclear which assessments are used or how they will evaluate progression, growth, and proficiency.

O 10.55.714(1&3) 4 1 Reviewer 1:

Evidence is needed to support that the Professional Development plan is available to the public and that an advisory committee is in place with a majority of teachers as members to develop and evaluate Professional Development plan. Reviewer 2: There is no evidence to support that the PDP is influenced by an advisory committee nor that it is made publicly available. PTC is not

P 10.55.723 4 1 Reviewer 1:

No evidence of a mentorship and induction program for initial and incoming educators. Reviewer 2: District has not met criteria.

R 10.55.801 4 2 Reviewer 1:

The district provided evidence of a measuring tool (spreadsheet results). The district did not provide a description or evidence of how they are using the results to make data driven decisions about programs and practices that could improve school climate. The district did provided assurances that school policies, procedures, and rules address all areas in 10.55.801(1). In order to move from a 2 to a 4 the district must provide a description or evidence of how they are using the results to make data driven decisions about programs and practices that could improve school climate. Reviewer 2: Survey tool feedback form was uploaded. The questions were not evident. There is no evidence for how this data will be used to improve climate.

Carter County High School: Accreditation Corrective Action Plan

Date: August 26, 2025 **RE:** Response to Accreditation Review Findings

This document outlines the corrective actions Carter County High School will undertake in response to the recent Montana Accreditation review. We acknowledge the findings and appreciate the feedback provided. Given the recent transition in district leadership, we are using this review as a foundational tool to build robust, documented systems that support student success and align with our community's vision, including the development of a new Graduate Profile, which is a primary focus for the Board of Trustees this academic year.

L. 10.55.601(4a) - Graduate Profile

- Finding: No evidence of a completed or implemented graduate profile.
- Corrective Action Plan: The development and implementation of a comprehensive Graduate Profile is a primary strategic goal for the 2025-2026 school year.
- 1. **Establish Committee:** By September 30, 2025, the administration will begin hosting Graduate Profile public meetings. The goal will be to develop a committee composed of teachers, board members, parents (including members of our new "Kennel Club" support group), students, and local industry partners and use data from community meetings to draft the proposed profile..
- 2. **Draft Profile:** The committee will meet throughout the fall & winter to collect input and to draft the profile, explicitly integrating career-focused competencies, opportunities for industry certifications through programs like Skills USA, and college-readiness benchmarks from the ACT.
- 3. **Board Approval:** A final draft of the Graduate Profile will be presented to the Board of Trustees for review and formal approval no later than July 2026.
- 4. **Implementation & Communication Plan:** Following approval, the administration will develop a multi-year plan to align curriculum, instruction, and assessment to the Graduate Profile. This plan will be communicated to all stakeholders for implementation beginning in the 2026-2027 school year.

M. 10.55.603(1, 4c, d) - Proficiency-Based Learning & Curriculum Review

- Finding: Limited evidence of a proficiency-based learning (PBL) model, no documented curriculum review process, and no evidence of IEFA integration.

- **Corrective Action Plan:**
- 1. **PBL Framework:** The district will utilize the **BARR (Building Assets, Reducing Risks)** framework as a foundational component for defining its approach to proficiency. A multi-year implementation timeline will be presented to the board in Spring 2026.
- 2. **Curriculum Review Cycle:** By January 2026, the administration will establish and document a formal five-year curriculum review cycle for all content areas. This documented process will ensure consistent review and revision of standards, instructional materials, and assessments.
- 3. **IEFA Integration:** The newly documented curriculum review cycle will include a required component for the integration and review of Indian Education for All (IEFA) standards and resources in all relevant subject areas.

N. 10.55.603(5) - Assessment Plan

- **Finding:** No formal assessment plan that uses multiple measures to monitor student progression, proficiency, and growth.
- **Corrective Action Plan:**
- 1. **Develop Assessment Plan:** By May 2026, a district-wide assessment plan will be developed and documented. This plan will outline the purpose and use of all assessment tools.
- 2. **Identify Multiple Measures:** The plan will create a balanced system that includes:
 - **Growth/Progress:** NWEA MAPS testing, BARR system data.
 - **Proficiency:** State assessments (ACT/SBAC), local common summative assessments, and performance-based measures such as industry certifications (Skills USA, ACT).
- 3. **Data-Informed Decisions:** The plan will detail how Professional Learning Communities (PLCs) and the BARR system will be used to analyze data from these multiple measures to inform instruction and support student learning.

O. 10.55.714(1&3) - Professional Development (PD) Plan

- **Finding:** No evidence that the PD plan is publicly available or that an advisory committee develops and evaluates it.
- **Corrective Action Plan:**
- 1. **Public Access:** Beginning with the 2026-2027 plan, the board-approved Professional Development plan will be posted in an accessible "Accreditation & Continuous Improvement" section of the district website.
- 2. **Public Communication:** As is our current practice, we will continue to communicate our professional development focus and share the plan's public location via our district newsletter and social media channels to ensure community awareness.

P. 10.55.723 - Mentorship Program

- **Finding:** No evidence of a mentorship and induction program for new educators.
- **Corrective Action Plan:**

1. **Program Documentation:** The district will formally document its new educator mentorship and induction program by November 2025. This is a new initiative for the 2025-2026 school year, made possible by the inclusion of a paid mentor stipend in our recently ratified Collective Bargaining Agreement (CBA).
2. **Program Components:** The documented program will include mentor selection criteria, the process for pairing mentors with new teachers, a schedule of required meetings/observations, and the specific topics to be covered during the induction period. This documentation will be provided as evidence.

R. 10.55.801 - School Climate

- **Finding:** Evidence of a measurement tool was provided, but no evidence of how the results are used for data-driven decision-making.
- **Corrective Action Plan:**
 1. **Data Analysis Framework:** The district will fully implement the **BARR system** as the primary framework for analyzing school climate data and making data-driven decisions.
 2. **Climate Committee:** A School Climate Committee (including staff, administration, and student representation) will be established by November 2025.
 3. **Actionable Process:** This committee will meet quarterly to review climate survey results alongside other BARR data points (attendance, behavior, academic performance). Based on this analysis, the committee will identify areas of need, recommend specific programs or practices to improve school climate, and monitor the effectiveness of those interventions. This process and its outcomes will be documented in committee meeting minutes.

Geyser K-12 Schools – Geyser School: Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPA-SPB)

Please describe your systematic procedure and timeline for resolving deviations:

Geyser School has developed several procedures to ensure that our students meet the required standards of the State of Montana. In previous years, we know we have made a good plan, but we realize that we need to provide evidence for this plan. By the first quarter of this year, our teachers will be involved with several professional development offerings that will increase the overall performance and attendance of our students. Each teacher, in conjunction with the superintendent, will develop a professional development plan of how they will reach their professional goals in order to gain the knowledge that will increase student performance and student attendance. Evidence shows that high-quality teacher professional development (PD) can decrease student absenteeism. We often see this in Montana, where the Office of Public Instruction (OPI) uses an Early Warning System (EWS) that tracks student attendance and other indicators to identify at-risk students and guide teacher interventions. During Geyser's PIR days and teacher training, each teacher will develop **specific** goals and then lay out a specific timeline to achieve them. Each teacher has five goals. These goals will be specified and worked on with administration and a newly hired teacher mentor. They will be measurable. One of the areas a particular teacher has chosen is increased use of technology and educational teaching skills. This will be **measurable** as teachers will turn in their completion of course certificates from the resources such as the OPI Learning Hub. These are **achievable** as each teacher knows their specific needs and Montana has many ways to complete professional development whether it is online or in person. For the goals we have already looked at as a district, there are professional development opportunities in each area. These goals will be **relevant** as each teacher will decide goals depending on their grade level and subject area. Another option taken by one of our math teachers is to enroll in an online math offering in the area that they need the most refreshing in. We also have a new reading and math series that were chosen to specifically increase student achievement in areas identified by district tests such as MAPS testing. With the help of administration, the areas have been chosen looking at our proficiency tests. These goals will also be **time-bound**. We will start these on August 18th 2025 and then be assessed throughout the year. By November 1, 2025, two of each teacher's goals will have been completed. By February 1st 2026, two more goals will be completed. By May 1st, 2026 one more goal will be completed for the overall number of each teacher's five goals being completed.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

The specific area decided upon for improvement was student attendance in correlation with teacher development. With Geyser being a small, rural area it is often tough to find qualified, seasoned teachers. Sometimes, teachers need to be hired that are out of their original subject area or need emergency certification. Some teachers may have been retired and have not taught in a few years. These teachers are motivated and only need some "refreshing" of their material and delivery practices. Additional professional development on teaching strategies and how to use the district instructional software may also be needed. Extra professional development will give them the teaching strategies and knowledge that will improve the overall growth of our students. There is evidence that high-quality teacher professional development (PD) can decrease student absenteeism. Each year this is seen in Montana, where the Office of Public Instruction (OPI) uses an Early Warning System (EWS) that tracks student attendance and other indicators to identify at-risk students and guide teacher interventions. The connection can be seen with increased positive student and teacher interaction, positive classroom environments, and targeting of at-risk student populations. In the end, this leads to less student absenteeism.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

There will be steps to address our needed improvement. First, student testing will be used to evaluate areas needed for professional development. Next, teachers will examine what they feel are their most needed areas for improvement, and they will develop a plan for their professional development goals. In theory, this will increase student engagement and student achievement. Students will then be retested to check for improvement. Finally, we will look at which teacher goals were met and decide what additional areas of professional development are needed.

Identify responsible parties and deadlines for corrective action:

The responsible parties will be the teachers, the new teacher mentor, chair and vice chair of the school board, and the district superintendent. There will be deadlines of November 1st, 2025, February 1st, 2026, and May 1st, 2026.

Describe how progress will be tracked and monitored:

On the dates specified as November 1st, February 1st, and May 1st, progress will be tracked to see which of the teacher's goals are met. The superintendent will keep a spreadsheet of which goals are met and which still need to be met. At each deadline, there will be a meeting of the superintendent, mentor, and teacher to decide a plan moving forward. On the end date, the superintendent will complete the documentation of which goals were met and where the district needs to go from there. At the end of the year, student attendance will be checked to see what improvements have been made from last year. At our last board meeting, the attendance policy was looked at in depth and more strict changes were made to help alleviate attendance issues.

Provided evidence that the local board of trustees has approved this plan:

YES

Harlowton Public Schools – Hillcrest School: Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPA-SPB)

Please describe your systematic procedure and timeline for resolving deviations:

Our 2025–2026 timeline is as follows:

- August 2025: Begin staff training on data protocols, MAST platform, and proficiency-based learning.
- September 2025: Launch Tier 2/3 intervention groups, begin biweekly progress monitoring.
- October 2025 to April 2026: PLCs meet monthly to analyze STAR and MAST data, adjust instruction.
- January 2026: Midyear data review with instructional coaches and administrative team.
- May 2026: End-of-year assessments and formal evaluation of intervention effectiveness.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

Focus Areas:

- Math and Reading performance, specifically among students scoring below the 25th percentile.
- STAR Reading: 31% of students scored below the 25th percentile.
- STAR Math: 22% of students scored below the 25th percentile.

Root Cause Analysis:

- Inconsistent delivery of Tier 2 and Tier 3 instruction across classrooms.
- Limited data-based decision-making and progress monitoring fidelity.
- Gaps in aligning instruction to proficiency-based standards and formative assessments.
- Professional development needs in delivering differentiated instruction, especially in reading comprehension and math problem-solving.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

Instructional Interventions

- Launch consistent Tier 2/3 small-group instruction in reading and math by September 15.
- Use biweekly progress monitoring to evaluate intervention impact.

Assessment Enhancements

- Continue STAR Math and Reading (Fall, Winter, Spring).
- Fully implement MAST (Montana Alternative Student Testing) across grade levels to guide weekly instructional shifts.

Professional Development

- August PD: Proficiency-Based Education and MAST integration.
- Monthly PD: ACE-aligned instructional practices, differentiation, and intervention strategies.
- Coaching cycles to support new practices in classroom settings.

Family Engagement

- Quarterly Literacy/Math Nights and monthly parent communications with progress data and home support tools.

IEFA Implementation

- Use curriculum materials, guest speakers, and PD aligned to IEFA goals to enhance culturally responsive instruction and student engagement.

Identify responsible parties and deadlines for corrective action:

* Professional Development on Proficiency-Based Education and MAST - Chris Hess (Superintendent), Sandy Woldstad (Counselor), Kay Hiner (Counselor) - August 2025.

* Tier 2/3 Intervention Launch - Kim Carey (Principal), Bailey Snelling (Principal), teachers - September 2025

* Biweekly Progress Monitoring - Teachers - Ongoing starting September 2025

* PLC Data Reviews - Kim Carey (Principal), Bailey Snelling (Principal), teachers - Monthly (Oct-April)

* Midyear Data Review - Chris Hess (Superintendent), Kim Carey (Principal), Bailey Snelling (Principal) - January 2026

* Final Assessment and Analysis - Chris Hess, Kim Carey, Bailey Snelling - May 2026

Describe how progress will be tracked and monitored:

- STAR and MAST data will be reviewed monthly in PLCs and quarterly in administrative data team meetings.
- Intervention groups will be tracked using progress monitoring tools (e.g., STAR Skills, teacher-created assessments).
- Instructional coaching notes and walk-throughs will assess implementation fidelity.
- Family engagement tracked via participation logs and feedback surveys.

Provided evidence that the local board of trustees has approved this plan:

YES

Harlowton Public Schools – Hillcrest 7-8: Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPA-SPB)

Please describe your systematic procedure and timeline for resolving deviations:

August 2025: Professional development in MAST implementation and proficiency-based education.

September 2025: Tiered math and ELA interventions launched with initial student grouping.

October 2025 – April 2026: Monthly PLC data analysis to adjust instruction based on STAR and MAST data.

January 2026: Formal midyear progress review with administration and instructional teams.

May 2026: Summative review of student growth and effectiveness of interventions.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

ELA: 31% of students scored below the 25th percentile on STAR Reading.

Math: 22% of students scored below the 25th percentile on STAR Math.

Underlying Causes:

Variability in instructional rigor and intervention delivery across grade levels.

Need for greater consistency in data-informed instructional planning.

Limited structured opportunities for collaboration and professional learning aligned to proficiency-based practices.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

Instructional Supports

Expand Tier 2/3 interventions in ELA and Math with defined instructional blocks.

Align small-group instruction with diagnostic data and proficiency targets.

Assessment Tools

Continue districtwide STAR benchmark assessments (Fall, Winter, Spring).

Implement MAST testing for ongoing, formative progress checks.

Professional Development

Fall PD on Proficiency-Based Education and MAST integration.

Ongoing monthly coaching cycles on data-driven instruction and MTSS delivery.

Use Alliance for Curriculum Enhancement (ACE) resources to guide planning.

Family and Community Engagement

Host family nights focused on ELA and Math with progress updates and home learning tools.

Provide monthly communication to families with individualized performance summaries.

IEFA Integration

Utilize IEFA funds for culturally responsive curriculum materials, professional training, and integration of tribal history and values into core instruction.

Identify responsible parties and deadlines for corrective action:

Launch PD on PBE & MAST	Superintendent & Coaches	August 2025
Begin Interventions	Principal & Teachers	September 15, 2025
Progress Monitoring	Teachers	Biweekly (Start September)
PLC Data Meetings	PLC Leads & Admin	Monthly, October–April
Midyear Review	Principal & Instructional Team	January 2026
End-of-Year Evaluation	Superintendent	May 2026

Describe how progress will be tracked and monitored:

Progress tracked using STAR and MAST benchmarks and intervention data every two weeks.

Monthly PLCs will review subgroup and grade-level trends.

Administrator observations and walk-throughs will assess fidelity of instruction.

Progress toward performance goals will be shared with the board and community quarterly.

Provided evidence that the local board of trustees has approved this plan:

YES

Helena Public Schools – Mount Ascension Learning Ac El:

Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPA-SPB)

Please describe your systematic procedure and timeline for resolving deviations:

The Helena School district requests to set the timeline to be for 1 year with the accreditation review in February of 2026. We intend to resolve this before the end of February 2026.

To improve the point value assignment assigned by OPI, Mount Ascension Elementary School in conjunction with district leadership will:

- 1) Develop another alternative assessment measure (classroom performance tasks) and collaborate with OPI to ensure the data submission meets the standards of the OPI reviewers.
- 2) Collaborate with OPI to ensure the correct value be assigned in advance of the next submission (even though the district contends that the initial submission was correct as per testing requirements).
- 3) Facilitate additional opportunities for students to complete i-Ready at home.
- 4) Encourage the OPI to create an option for students to take the MAST at home, something that is not possible currently.
- 5) Continue to remind OPI that part-time students are not required to participate in the state tests as per the state rule.
- 6) Continue to submit data on the timelines required.
- 7) Continue to ask the OPI and Board of Education to re-evaluate the point assignments that occurred.
- 8) Continue to offer opportunities for students to take the MAST assessment on their own time.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

board meeting agenda online link

<https://helenaschools.org/wp-content/uploads/2025/08/Board-of-Trustees-Special-Board-Meeting-Agenda-8.26.25.pdf>

The Helena School District thoughtfully contends that the ADVICE ranking should have been higher and is eager to get this corrected. The reason for the ranking was the district didn't submit

assessment data as per the plan. The district contends that the assessment data is not required since all of the enrolled students in this charter are not primarily enrolled in Mount Ascension Elementary Charter. They are all quarter time. They are not required to test as explain on page 9 and 10 of the MontCAS Policies and Procedures.....

"The OPI expects all students enrolled in accredited schools with “primary” educational service type records in the State Student Information System (i.e., Achievement in Montana (EDUCATE (IC)) to test. Only student records in EDUCATE (IC) for primary enrolled students are provided to the OPI’s test delivery contractors."

The District contends the school should not have been given an ADVICE ranking. The District is eager to collaborate with OPI and develop a satisfactory way to satisfy the student performance standard in an alternative way, which would assist public schools in the future.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

Action Item for the Helena School Board of Trustees to consider during the board meeting on August 26, 2026

Mount Ascension Elementary and Middle School:
Student Performance Standards Action Plan for 2025-2026

Date 8/22/2025

To: Helena School Board of Trustees

Fr: Josh McKay, Assistant Superintendent

Re: Recommendation to the Trustees to approve the action plan presented below.

Background

The Helena Mount Ascension Charter Elementary and Middle school met charter school application requirements. In the accreditation process, these schools received 2 out of 4 points in Math and ELA School Student Performance Standards. The schools received the maximum point values in School Assurance Standards.

The OPI required student performance data submissions for Math and ELA students based on state assessments (MAST). The district submitted student performance tasks in each category to the OPI.

Dilemma

Most students enrolled in the Mount Ascension Charter Elementary and Middle School are less than full time, which means they are not required to participate in state assessments and or local

benchmark assessments. Students participating in these charters often prefer not to take state and local assessments. They do however want to participate in educational opportunities of their choice. Parents and Students choose the courses they want to participate in. This is a cornerstone concept of our approved charters. This means they may not choose instruction in Math or ELA. This information was shared with OPI.

Recommended Action plan for the board to consider for Approval

To improve the point value assignment assigned by OPI, both Mount Ascension Elementary and Middle Schools in conjunction with district leadership will:

- 1) Develop another alternative assessment measure (classroom performance tasks) and collaborate with OPI to ensure the data submission meets the standards of the OPI reviewers.
- 2) Collaborate with OPI to ensure the correct value be assigned in advance of the next submission (even though the district contends that the initial submission was correct as per testing requirements).
- 3) Facilitate additional opportunities for students to complete i-Ready at home.
- 4) Encourage the OPI to create an option for students to take the MAST at home, something that is not possible currently.
- 5) Continue to remind OPI that part-time students are not required to participate in the state tests as per the state rule.
- 6) Continue to submit data on the timelines required.
- 7) Continue to ask the OPI and Board of Education to re-evaluate the point assignments that occurred.
- 8) Continue to offer opportunities for full-time students to take the MAST assessment on their own time.

Most Respectfully,

Josh McKay
Assistant Superintendent
Helena Public Schools

Identify responsible parties and deadlines for corrective action:

Josh McKay, Assistant Superintendent
Kaitlyn Hess, Federal Programs, Data and Assessment Director

Describe how progress will be tracked and monitored:

The Helena School district requests to set the timeline to be for 1 year with the accreditation review in February of 2026. We intend to resolve this before the end of February 2026.

The district intends to complete the following prior to the next review.

- 1) Develop another alternative assessment measure (classroom performance tasks) and collaborate with OPI to ensure the data submission meets the standards of the OPI reviewers.
- 2) Collaborate with OPI to ensure the correct value be assigned in advance of the next submission (even though the district contends that the initial submission was correct as per testing requirements).
- 3) Facilitate additional opportunities for students to complete i-Ready at home.
- 4) Encourage the OPI to create an option for students to take the MAST at home, something that is not possible currently.
- 5) Continue to remind OPI that part-time students are not required to participate in the state tests as per the state rule.
- 6) Continue to submit data on the timelines required.
- 7) Continue to ask the OPI and Board of Education to re-evaluate the point assignments that occurred.
- 8) Continue to offer opportunities for students to take the MAST assessment on their own time.

Provided evidence that the local board of trustees has approved this plan:

YES

Helena Public Schools – Mount Ascension Learning Ac

MS: Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPA-SPB)

Please describe your systematic procedure and timeline for resolving deviations:

The Helena School district requests to set the timeline to be for 1 year with the accreditation review in February of 2026. We intend to resolve this before the end of February 2026.

To improve the point value assignment assigned by OPI, Mount Ascension Middle School in conjunction with district leadership will:

- 1) Develop another alternative assessment measure (classroom performance tasks) and collaborate with OPI to ensure the data submission meets the standards of the OPI reviewers.
- 2) Collaborate with OPI to ensure the correct value be assigned in advance of the next submission (even though the district contends that the initial submission was correct as per testing requirements).
- 3) Facilitate additional opportunities for students to complete i-Ready at home.
- 4) Encourage the OPI to create an option for students to take the MAST at home, something that is not possible currently.
- 5) Continue to remind OPI that part-time students are not required to participate in the state tests as per the state rule.
- 6) Continue to submit data on the timelines required.
- 7) Continue to ask the OPI and Board of Education to re-evaluate the point assignments that occurred.
- 8) Continue to offer opportunities for students to take the MAST assessment on their own time.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

board meeting agenda online link

<https://helenaschools.org/wp-content/uploads/2025/08/Board-of-Trustees-Special-Board-Meeting-Agenda-8.26.25.pdf>

The Helena School District thoughtfully contends that the ADVICE ranking should have been higher and is eager to get this corrected. The reason for the ranking was the district didn't submit assessment data as per the plan. The district contends that the assessment data is not required since the majority of the enrolled students in this charter are not primarily enrolled in Mount

Ascension Middle School Charter. They are not required to test as explain on page 9 and 10 of the MontCAS Policies and Procedures.....

"The OPI expects all students enrolled in accredited schools with "primary" educational service type records in the State Student Information System (i.e., Achievement in Montana (EDUCATE (IC)) to test. Only student records in EDUCATE (IC) for primary enrolled students are provided to the OPI's test delivery contractors."

Then as well, the school district contends that it did share evidence of learning ELA and MATH in terms of personalized learning plans and subject area proficiency reports compliant with accreditation, though OPI thought not.

The District contends the school should not have been given an ADVICE ranking. The District is eager to collaborate with OPI and develop a satisfactory way to satisfy the student performance standard in an alternative way, which would assist public schools in the future.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

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To: Helena School Board of Trustees

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Re: Recommendation to the Trustees to approve the action plan presented below.

Background

The Helena Mount Ascension Charter Elementary and Middle school met charter school application requirements. In the accreditation process, these schools received 2 out of 4 points in Math and ELA School Student Performance Standards. The schools received the maximum point values in School Assurance Standards.

The OPI required student performance data submissions for Math and ELA students based on state assessments (MAST). The district submitted student performance tasks in each category to the OPI.

Dilemma

Most students enrolled in the Mount Ascension Charter Elementary and Middle School are less than full time, which means they are not required to participate in state assessments and or local benchmark assessments. Students participating in these charters often prefer not to take state and local assessments. They do however want to participate in educational opportunities of their choice. Parents and Students choose the courses they want to participate in. This is a cornerstone concept of our approved charters. This means they may not choose instruction in Math or ELA. This information was shared with OPI.

Recommended Action plan for the board to consider for Approval

To improve the point value assignment assigned by OPI, both Mount Ascension Elementary and Middle Schools in conjunction with district leadership will:

- 1) Develop another alternative assessment measure (classroom performance tasks) and collaborate with OPI to ensure the data submission meets the standards of the OPI reviewers.
- 2) Collaborate with OPI to ensure the correct value be assigned in advance of the next submission (even though the district contends that the initial submission was correct as per testing requirements).
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- 5) Continue to remind OPI that part-time students are not required to participate in the state tests as per the state rule.
- 6) Continue to submit data on the timelines required.
- 7) Continue to ask the OPI and Board of Education to re-evaluate the point assignments that occurred.
- 8) Continue to offer opportunities for full-time students to take the MAST assessment on their own time.

Most Respectfully,

Josh McKay
Assistant Superintendent
Helena Public Schools

Identify responsible parties and deadlines for corrective action:

Josh McKay, Assistant Superintendent
Kaitlyn Hess, Federal Programs, Data and Assessment Director

Describe how progress will be tracked and monitored:

The Helena School district requests to set the timeline to be for 1 year with the accreditation review in February of 2026. We intend to resolve this before the end of February 2026.

The district intends to complete the following prior to the next review.

- 1) Develop another alternative assessment measure (classroom performance tasks) and collaborate with OPI to ensure the data submission meets the standards of the OPI reviewers.
- 2) Collaborate with OPI to ensure the correct value be assigned in advance of the next submission (even though the district contends that the initial submission was correct as per testing requirements).
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- 4) Encourage the OPI to create an option for students to take the MAST at home, something that is not possible currently.
- 5) Continue to remind OPI that part-time students are not required to participate in the state tests as per the state rule.
- 6) Continue to submit data on the timelines required.
- 7) Continue to ask the OPI and Board of Education to re-evaluate the point assignments that occurred.
- 8) Continue to offer opportunities for students to take the MAST assessment on their own time.

Provided evidence that the local board of trustees has approved this plan:

YES

Hobson K-12 Schools – Hobson High School: Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPC)

Please describe your systematic procedure and timeline for resolving deviations:

SP-C: College and Career Readiness

Evidence. The Administrator and staff will review graduate profiles yearly to confirm college and career readiness. The graduate profile will serve as the tool to measure progress as students complete each high school grade. Post-graduate contact 6 months after graduation as part of the state CTE data requirement/collection.

Evidence that will be included in the future;

- 1) ACT scores
- 2) CTE concentrator
- 3) Dual enrollment courses completed/passed
- 4) Work-Based learning Experience.

All of the indicators listed are already done yearly at Hobson High School. All data is already submitted to OPI in other reports but will be included in the accreditation platform.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

College and Career Readiness Opportunities.

Evidence that will be included in the future:

- 1) ACT scores
- 2) CTE concentrator
- 3) Dual enrollment courses completed/passed
- 4) Work-Based learning Experience.

All of the indicators listed are already done yearly at Hobson High School. All data is already submitted to OPI in other reports but it will also be included in the accreditation platform.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

Data collection will be compiled for the 4 listed indicators and submitted to accreditation.

- 1) ACT scores
- 2) CTE concentrator
- 3) Dual enrollment courses completed/passed
- 4) Work-Based learning Experience.

Identify responsible parties and deadlines for corrective action:

Hugo Anderson - Superintendent

Deadline is Aug 20.

Describe how progress will be tracked and monitored:

Mr. Anderson will make sure the data is collected, reviewed, and submitted to meet State/OPI deadlines.

Provided evidence that the local board of trustees has approved this plan:

YES

Jefferson High School – Jefferson High School: Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPC)

Please describe your systematic procedure and timeline for resolving deviations:

Please see the following College and Career Readiness Plan for resolving the Student Performance Standard (SPC).

Jefferson High School College and career readiness is a process throughout the student's career.
Freshman Year

- Students and guidance counselors use the Montana Career Information System (MCIS) to create a profile, which measures a student's aptitude and interests to outline careers.
- The MCIS data is used to create a Career Pathway using the Montana Career Pathways-Secondary Programs of Study.

Sophomore Year

- Students take the Pre-ACT, then meet with the Guidance Counselor to reassess their program of study and make necessary adjustments to the course schedule

Junior Year.

- In the spring, students are introduced to Dual Credit and School to Work opportunities for their Junior and Senior years. These opportunities are evaluated on their plan of study,

Junior Year

- Students take the ASVAB in the fall using the results to evaluate their program of study and make necessary adjustments. They will also be introduced to military recruiters to plan possible military careers.
- All students take the ACT. Results are used for student plans of study, drive curricular changes, and professional development.
- Emphasis on Dual Credit and School to Work opportunities.

Senior Year

- Students use ACT data to plan their schedules to enhance their college and career readiness.
- Emphasis on Dual Credit and School to Work opportunities.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

The areas for the college and career performance standards were inadvertently missed during the completion of the accreditation. The standards and procedures have been in place for a number of years and will continue to be reevaluated annually for instructional and planning changes.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

We will annually revisit our data for college and career readiness and plan appropriate changes to curriculum, instructional practices, and professional development. All stakeholders (staff, students, and parents) will be consulted to make such changes.

Identify responsible parties and deadlines for corrective action:

The principal and counselor will be responsible for applying the college and career readiness plan.

Describe how progress will be tracked and monitored:

Student progress will be monitored upon completion of the student's plan of study and reviewed annually by the counselor.

Provided evidence that the local board of trustees has approved this plan:

YES

Lodge Grass Public Schools – Lodge Grass 7-8: Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPA-SPB)

Please describe your systematic procedure and timeline for resolving deviations:

See Attachment

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

See Attachment

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

See Attachment

Identify responsible parties and deadlines for corrective action:

See Attachment

Describe how progress will be tracked and monitored:

See Attachment

Provided evidence that the local board of trustees has approved this plan:

YES

Lodge Grass Public Schools – Lodge Grass 7-8: Attachment

Lodge Grass 25-26 Accreditation Corrective Action Plan

Corrective Action Plan Focus Area: Student Performance Standards in Math and ELA

Purpose: Ensure consistent and strategic use of MAPS data to guide instructional planning, differentiation, intervention, and stakeholder communication.

1. Identify Student Strengths and Needs

Action Steps:

- Use MAPS data to determine individual student proficiency in Math and ELA standards.
- Analyze results to identify learning gaps and areas of strength.
- Group students by skill level and instructional need.

Responsible Parties: Classroom teachers, PLC teams, guidance counselor

Timeline: Ongoing (after each assessment window)

Evidence of Implementation: Student MAPS score reports, grouping documentation, lesson plans with evidence of differentiation

2. Differentiate Instruction and Target Learning Goals

Action Steps:

- Provide tiered and flexible instruction based on data-driven student need.
- Use targeted instruction for skill gaps and enrichment for proficient students (e.g., curriculum compacting, accelerated pacing).
- Set and monitor personalized learning goals for students.

Responsible Parties: Teachers, interventionists, SPED providers, guidance counselor

Timeline: After each MAPS assessment and during weekly instructional planning

Evidence of Implementation: Learning goal sheets, evidence of differentiation in lesson plans, intervention logs or lesson plans

3. Provide Tiered Intervention for At-Risk Students

Action Steps:

- Identify students below or well below benchmark using MAPS scores.
- Deliver interventions such as additional instructional time, one-on-one tutoring, scaffolding, and short-cycle assessments.
- Deliver Code, Read 180, and Math 180 with fidelity.
- Use data to determine intensity and duration of interventions (Tier 1, 2, or 3).

Responsible Parties: SPED teachers, classroom teachers, guidance counselor

Timeline: Immediate implementation post-assessment; review every 4–6 weeks

Evidence of Implementation: Progress monitoring records

4. Monitor Growth and Adjust Instruction

Action Steps:

- Assess students three times per year (fall, winter, spring).
- Use MAPS growth reports to track progress and adjust instruction accordingly.
- Regularly review class and student data during PLC meetings.

Responsible Parties: PLC teams, instructional coaches, classroom teachers, guidance counselor

Timeline: Ongoing throughout school year

Evidence of Implementation: PLC data analysis notes, revised lesson plans, growth trend reports

5. Engage Stakeholders

Action Steps:

- Share school-wide Math/ELA performance with the School Board and leadership teams.
- Provide parents with individual student reports and explain expected growth and how to support learning at home.
- Include MAPS data in student-led conferences and parent-teacher meetings.

Responsible Parties: School leadership, classroom teachers, guidance counselor

Timeline: Following each MAPS administration

Evidence of Implementation: Board presentations, parent communication logs, conference forms

6. Build Staff Capacity Through Professional Development

Action Steps:

- Provide ongoing PD in Science of Reading, MTSS, Universal Instruction, and tutoring/intervention practices.
- Offer individualized coaching on tiered instructional strategies.
- Continue PLC focus on analyzing NWEA data and aligning instruction to curriculum maps on an established, regular basis.

Responsible Parties: Instructional coaches, school leadership, guidance counselor

Timeline: Throughout SY25–26

Evidence of Implementation: PD attendance records, coaching logs, PLC agendas

Monitoring and Evaluation

Method:

- Bi-weekly data review meetings
- Quarterly progress checks on student achievement and intervention outcomes
- Staff feedback on instructional adjustments

Responsible Parties: Instructional coaches, school leadership, guidance counselor

Timeline: Throughout SY25–26

Evidence of Implementation: PD attendance records, coaching logs, PLC agendas

Reporting:

- Data shared with leadership, school board, and parents
- Adjustments documented in school improvement plans

REGULAR SCHOOL BOARD MEETING
Library Media Center, Lodge Grass School, 124 North George, Lodge Grass MT 59050

Wednesday, August 20, 2025 5:30 PM

I. CALL TO ORDER

II. REVIEW AND APPROVAL OF AGENDA

III. PUBLIC COMMENT

This is the time for comments on public matters that are not on the agenda. Members of the audience are encouraged to briefly address the trustees on an issue that is not on the agenda. The Chairman of the Board will seek comments from the audience on significant items as they occur. Public matters do not include any pending legal matters, private personnel issues, or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order.

IV. Bills

V. Payroll

VI. Budget

VII. Activity Fund

VIII. Staff and Administrator Reports (Superintendent, AD, Facility Director, etc)

IX. School Board Minutes –July 9, 2025 – Regular

August 13, 2025 – Special

X. Special Education Dept. Update

XI. STUDENTS

- a. 2026 Teton Science Camp

XII. NEW BUSINESS

- a. Accreditation Correction Active Plan for 7th & 8th Grade - *Approved JBS Jasmine Bird, Board Clerk*
- b. 8th Grade Participation in High School Sports
- c. High School Gymnasium Name Change
- d. Co Op payment of \$5,000 to Hardin Schools (Football)
- e. Board Room Chairs Purchase – Top Office Products
- f. Felt Martin Legal
- g. Update Check Signers at Little Horn Bank
- h. Cafeteria Tables Update (Two quotes submitted) Montana School Equip. & KCS
- i. Authorization Request for Impact Aid
- j. High School Curriculum Purchase(s)

XIII. PERSONNEL

- a. Teacher Hires – High School / Elementary available vacancies
- b. Coaching 25-26 Jr. High School /Jr. High School Fall, Winter, Spring Seasons

XIV. OLD BUSINESS

- a. Vehicle Purchase – Ford Expedition
- b. Pre Employment Drug Testing (Staff-Coaching) / Student Drug Testing

XV. LEGAL SESSION UPDATE

XVI. ADJOURNMENT

Sensitive Agenda Items may result in Executive Sessions to protect the privacy rights of students and employees. Rights to Privacy can be waived.

Springhill Elementary – Springhill School: Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPA-SPB)

Please describe your systematic procedure and timeline for resolving deviations:

Springhill School is determined to assist students with their individual learning needs and has done so in the past in ways that are successful. Those ways are continuing so the following will outline what is being done to achieve growth for students in all academic and social areas, but especially Math and Reading.

Springhill uses proven resources. Houghton Mifflin Harcourt (HMH) are the root resources for both math and reading instruction. In math, the Math Daily Spiral Review is used as a review resource. Prodigy math online is used to support standards in a different format that is engaging to students. They are working at their level in this program.

In Reading, other than HMH resources, students use the Grammar Daily Spiral Review to work with supporting grammar standards by re-learning or mastering them. Prodigy ELA online is used to mix up the engagement and focuses specifically on the skills they need work on. The students are also expected to integrate writing into the many projects that go on during the year and have various resources to draw from. These may be historical fiction literature and novels, essays pertaining to the tasks at hand, and research via internet search skills. Most of these are integrated with Social Studies, Science, and Art standards.

NWEA MAPS testing is used diagnostically to measure progress. This is year two using this and may have been the piece that was missing in the first Accreditation process. The teachers assess with MAPS in both reading and math at least three times a year (BOY, MOY, EOY) but also plan on using this to double check specific students more often to support what they are learning and being taught to make both more accurate and timely.

MAST testing is also given in three windows. That testing is used as a summative assessment in both ELA and math. ELA has three testlets and math has twelve. The combination of MAPS and MAST use gives the teachers an excellent understanding of where the students are at the moment and where they need to go moving forward (even if that means repeating, revisiting, or restructuring what they previously learned). In the words of the lead teacher, "In math, I cross check these to what the students have been doing daily in their lesson work and Math Daily Spiral reviews. If they line up, I begin developing an approach to help. This could be utilizing the RTI resources in HMH or even Prodigy Math online. Then quiz/test their knowledge to see if they have gained mastery/understanding."

The daily schedule for math and ELA is:

Math: 1.5 hours, sometimes more

ELA: 2 hours, sometimes more

The teachers will report to the Board monthly at board meetings with how this structure is working for them and for the students. The superintendent will check in at those meetings with a closer look at individual students.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

The underlying reason for Springhill's status as advice is a bit gray to us. The scores in math and reading have been on grade level or above for years and progress is made by all students in state testing. The best we could decipher from very limited descriptions in our accreditation report from 2024 was that we did not show how assessment drove instruction and potentially that we did not have a diagnostic assessment in place.

Springhill has remedied the diagnostic assessment with the use of MAPS. MAST testing came online for the school last year and has been used in tandem with MAPS to help teachers use assessment data to drive the instruction as well as previous use of teacher assessment and daily work.

Moving forward, Springhill will have more data to analyze that will assist with choices and needs for individual student learning.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

Specifically, since the accreditation process two years ago, the school has adopted diagnostic testing three times a year (and more if necessary) in combination with MAST testing. Springhill teachers have more data to drive instruction and learning that is directed at the needs of their students. The board authorized purchasing MAPS testing for all kids in August of 2024. The first year of MAST testing for Springhill was last year. Use of that assessment gets better each testing window for the teachers.

Identify responsible parties and deadlines for corrective action:

The teachers have plans for use of the assessments. MAPS testing will be given at the beginning of the year (BOY), the middle of the year (MOY), and end of the year (EOY). It may also be given as necessary in specific occasions. MAST testing has three windows with which to assess summatively the standards presented. The combination of assessment dates integrates an excellent picture (data) for analysis of what is being taught and what is being learned for each student. The school has about 15 students and is k-8. This task is very doable in year one. The teachers will bring evidence to the board at each meeting about the process and keep them informed.

The teacher and superintendent will meet at each board meeting (monthly) to discuss any particular needs of students or follow up with student plans and progress.

Describe how progress will be tracked and monitored:

Assessment scores from each test (MAP and MAST) for each student will be kept in a folder (or folders) for reference by teachers and the superintendent. These are all digital assessments, so the teachers will have access and will print to place in the folder periodically. The folder and printing option may go away as time and this plan evolves. These options will make board and superintendent meetings up to date and visible. The folder will be kept confidential. The conversations (check-ins) with the superintendent will join the observational and daily assessments of the students by the teacher with the assessment data.

Provided evidence that the local board of trustees has approved this plan:

YES

Stanford K-12 Schools – Stanford School: Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPA-SPB)

Please describe your systematic procedure and timeline for resolving deviations:

GOALS

To incorporate a full K-12 assessment program (MAPS) in ELA and MATH with the purpose of gathering consistent data and comparable growth standards.

To provide opportunity for collaboration and establish PLCs.

To develop intervention programs.

SPECIFICATIONS

To incorporate a full K-12 assessment program (MAPS) in ELA and MATH with the purpose of gathering consistent data and comparable growth standards.

The current assessment program (MAPS Growth) has been used inconsistently and without fidelity. While primarily tested in the elementary grade levels and Special Education classrooms, the data derived from the assessment was not being used to drive instruction but merely as a report summary for student proficiency. The assessment was not being administered in the secondary grade levels with any consistency nor purpose. The determination of its use was solely the discretion of the classroom teacher. The sporadic data was used to determine proficiency levels. Administering the assessment at all grade levels will provide a consistent and comparable data collection. This first goal is to simply establish a consistent expectation of participation in this specific assessment.

To provide opportunity for collaboration and establish PLCs.

The first step in establishing an effective PLC (Professional Learning Community) is to provide opportunities to collaborate. The 2025-2026 class schedule provided this opportunity with common prep periods. The core High/Junior High School teachers (Science, Math, ELA, and History) have a common prep period with the expectation of meeting weekly. The Elementary Teachers (prek-5th grade) have a similar common prep period and will also meet weekly. The third PLC is composed of “Electives” teachers (Business, Agriculture, Art, and Band). A small collaborative team (Counselor and Health Enhancement) will focus on Healthy Living.

To develop intervention programs.

After collecting key data and growth speculations, the PLC teams will devise corrective plans - “Interventions” - to address less than proficient performances. Interventions will have students gathered in ability level and specific skill development needs for specific instruction. These interventions will be “data driven” letting the assessment show areas of needed improvement.

MILESTONES

(Spring 2025 “May”)

In preparation for this implementation, the entire school participated in both the ELA and the MATH Maps assessment. Even outgoing seniors were given an “exit exam”.

Fall 2025 “August”

Second week of school, all students participate in the MATH and ELA MAPS assessment to identify “summer slide” and set a baseline.

Mini-Camp “October”

Using Fall assessment scores, students will be placed in intervention groups. Intervention groups will participate in a mini-intervention for the four weeks of October. Staff will create groups and interventions in September.

Winter 2025 “November”

During “Exam” week, students will participate in a second MATH and ELA MAPS assessment prior to the winter break.

3rd Quarter Interventions “January - February”

Fall and Winter assessment scores will be used to identify growth and regroup interventions. The intervention will be six weeks with growth charted prior to the March Parent/Teacher conferences.

Re-Asses “March”

Fall and Winter assessment scores along with other assessment scores will be used to regroup intervention groups.

4th Quarter Interventions “April - May”

Intervention groups will meet for a six week period prior to the final yearly exams.

Spring 2025 “May”

Last week of school during “Exam Week”, students will participate in the final assessment. This assessment will be used to identify growth and determine a baseline for the following school year.

FOLLOW UP

Analysis of the data to determine validity of the intervention program and drive instruction

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

Student performance in Math and Reading.

The current assessment program (MAPS Growth) has been used inconsistently and without fidelity. While primarily tested in the elementary grade levels and Special Education classrooms, the data derived from the assessment was not being used to drive instruction but merely as a report summary for student proficiency. The assessment was not being administered in the secondary grade levels with any consistency nor purpose. The determination of its use was solely the discretion of the classroom teacher. The sporadic data was used to determine proficiency levels. Administering the assessment at all grade levels will provide a consistent and comparable data collection. This first goal is to simply establish a consistent expectation of participation in this specific assessment.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

MILESTONES

(Spring 2025 “May”)

In preparation for this implementation, the entire school participated in both the ELA and the MATH Maps assessment. Even outgoing seniors were given an “exit exam”.

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During “Exam” week, students will participate in a second MATH and ELA MAPS assessment prior to the winter break.

3rd Quarter Interventions “January - February”

Fall and Winter assessment scores will be used to identify growth and regroup interventions. The intervention will be six weeks with growth charted prior to the March Parent/Teacher conferences.

Re-Asses “March”

Fall and Winter assessment scores along with other assessment scores will be used to regroup intervention groups.

4th Quarter Interventions “April - May”

Intervention groups will meet for a six week period prior to the final yearly exams.

Spring 2025 “May”

Last week of school during “Exam Week”, students will participate in the final assessment. This assessment will be used to identify growth and determine a baseline for the following school year.

FOLLOW UP

Analysis of the data to determine validity of the intervention program and drive instruction

Identify responsible parties and deadlines for corrective action:

Elementary PLC - preK teacher, Kindergarten Teacher, 1/2 teacher, 3rd grade teacher, 4/5 teacher, SPED Teacher, Superintendent, G&T Director.

MILESTONES

(Spring 2025 “May”)

In preparation for this implementation, the entire school participated in both the ELA and the MATH Maps assessment. Even outgoing seniors were given an “exit exam”.

Fall 2025 “August”

Second week of school, all students participate in the MATH and ELA MAPS assessment to identify “summer slide” and set a baseline.

Mini-Camp “October”

Using Fall assessment scores, students will be placed in intervention groups. Intervention groups will participate in a mini-intervention for the four weeks of October. Staff will create groups and interventions in September.

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FOLLOW UP

Analysis of the data to determine validity of the intervention program and drive instruction.

Describe how progress will be tracked and monitored:

MILESTONES

(Spring 2025 "May")

In preparation for this implementation, the entire school participated in both the ELA and the MATH Maps assessment. Even outgoing seniors were given an "exit exam".

Fall 2025 "August"

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Last week of school during "Exam Week", students will participate in the final assessment. This assessment will be used to identify growth and determine a baseline for the following school year.

FOLLOW UP

Analysis of the data to determine validity of the intervention program and drive instruction.

Provided evidence that the local board of trustees has approved this plan:

YES

Stanford K-12 Schools – Stanford Junior High: Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPA-SPB)

Please describe your systematic procedure and timeline for resolving deviations:

GOALS

To incorporate a full K-12 assessment program (MAPS) in ELA and MATH with the purpose of gathering consistent data and comparable growth standards.

To provide opportunity for collaboration and establish PLCs.

To develop intervention programs.

SPECIFICATIONS

To incorporate a full K-12 assessment program (MAPS) in ELA and MATH with the purpose of gathering consistent data and comparable growth standards.

The current assessment program (MAPS Growth) has been used inconsistently and without fidelity. While primarily tested in the elementary grade levels and Special Education classrooms, the data derived from the assessment was not being used to drive instruction but merely as a report summary for student proficiency. The assessment was not being administered in the secondary grade levels with any consistency nor purpose. The determination of its use was solely the discretion of the classroom teacher. The sporadic data was used to determine proficiency levels. Administering the assessment at all grade levels will provide a consistent and comparable data collection. This first goal is to simply establish a consistent expectation of participation in this specific assessment.

To provide opportunity for collaboration and establish PLCs.

The first step in establishing an effective PLC (Professional Learning Community) is to provide opportunities to collaborate. The 2025-2026 class schedule provided this opportunity with common prep periods. The core High/Junior High School teachers (Science, Math, ELA, and History) have a common prep period with the expectation of meeting weekly. The Elementary Teachers (prek-5th grade) have a similar common prep period and will also meet weekly. The third PLC is composed of “Electives” teachers (Business, Agriculture, Art, and Band). A small collaborative team (Counselor and Health Enhancement) will focus on Healthy Living.

To develop intervention programs.

After collecting key data and growth speculations, the PLC teams will devise corrective plans - “Interventions” - to address less than proficient performances. Interventions will have students gathered in ability level and specific skill development needs for specific instruction. These interventions will be “data driven” letting the assessment show areas of needed improvement.

MILESTONES

(Spring 2025 “May”)

In preparation for this implementation, the entire school participated in both the ELA and the MATH Maps assessment. Even outgoing seniors were given an “exit exam”.

Fall 2025 “August”

Second week of school, all students participate in the MATH and ELA MAPS assessment to identify “summer slide” and set a baseline.

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Intervention groups will meet for a six week period prior to the final yearly exams.

Spring 2025 “May”

Last week of school during “Exam Week”, students will participate in the final assessment. This assessment will be used to identify growth and determine a baseline for the following school year. FOLLOW UP

Analysis of the data to determine validity of the intervention program and drive instruction.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

The current assessment program (MAPS Growth) has been used inconsistently and without fidelity. While primarily tested in the elementary grade levels and Special Education classrooms, the data derived from the assessment was not being used to drive instruction but merely as a report summary for student proficiency. The assessment was not being administered in the secondary grade levels with any consistency nor purpose. The determination of its use was solely the discretion of the classroom teacher. The sporadic data was used to determine proficiency levels. Administering the assessment at all grade levels will provide a consistent and comparable data collection. This first goal is to simply establish a consistent expectation of participation in this specific assessment.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

MILESTONES

(Spring 2025 “May”)

In preparation for this implementation, the entire school participated in both the ELA and the MATH Maps assessment. Even outgoing seniors were given an “exit exam”.

Fall 2025 “August”

Second week of school, all students participate in the MATH and ELA MAPS assessment to identify “summer slide” and set a baseline.

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FOLLOW UP

Analysis of the data to determine validity of the intervention program and drive instruction.

Identify responsible parties and deadlines for corrective action:

PLCs

Department Chairs - English, Math, Science, History

CTE - Agriculture, Business

Arts- Music, Art

Health - School Counselor, Health Enhancement Teacher

MILESTONES

(Spring 2025 “May”)

In preparation for this implementation, the entire school participated in both the ELA and the MATH Maps assessment. Even outgoing seniors were given an “exit exam”.

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FOLLOW UP

Analysis of the data to determine validity of the intervention program and drive instruction.

Describe how progress will be tracked and monitored:

MILESTONES

(Spring 2025 “May”)

In preparation for this implementation, the entire school participated in both the ELA and the MATH Maps assessment. Even outgoing seniors were given an “exit exam”.

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Spring 2025 “May”

Last week of school during “Exam Week”, students will participate in the final assessment. This assessment will be used to identify growth and determine a baseline for the following school year.

FOLLOW UP

Analysis of the data to determine validity of the intervention program and drive instruction.

Provided evidence that the local board of trustees has approved this plan:

YES

Sun River Valley Public Schools – Cascade Colony School:

Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPA-SPB)

Please describe your systematic procedure and timeline for resolving deviations:

Please describe your systematic procedure and timeline for resolving deviations.

To address the deviation involving the unsubmitted testing data for Cascade Colony, we have developed and implemented a systematic procedure with a clear timeline to ensure this issue is promptly resolved and does not recur. Below is our corrective action plan:

1. Immediate Acknowledgment and Communication

- Upon realizing the deviation, we immediately notified the district testing coordinator.
- We gathered all internal testing data from both fall and spring MAPS assessments to ensure complete records were available for review.

2. Internal Audit and Documentation

- Conducted a thorough internal audit of all testing procedures, data handling, and reporting responsibilities.
- Confirmed that all students at Cascade Colony completed the required MAPS testing during both the fall and spring windows.

3. Policy and Procedure Revision

- Updated our internal assessment calendar to include clear submission deadlines with responsible parties assigned.
- Implemented a dual-verification process where both the testing coordinator and administrator must sign off on submission.
- Added submission checkpoints to our school-wide compliance checklist.

5. Training and Prevention Measures (Ongoing)

- Provided targeted training to the staff responsible for data entry and submission, emphasizing timelines and verification processes.
- We will now hold quarterly compliance checks to verify that assessment and reporting requirements are being met.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

Area Requiring Improvement: The specific area requiring improvement is timely and accurate submission of student assessment data to the state. While the required MAPS testing was conducted in both the fall and spring at Cascade Colony, the results were not submitted to the Montana Office of Public Instruction (OPI), resulting in the school receiving an “advice” accreditation status.

Underlying Reasons and Root Cause Analysis:

A root cause analysis revealed the following contributing factors:

1. Lack of Clear Accountability

- Test coordinator and colony staff did not communicate effectively.

2. Absence of Verification Procedures:

- There was no formal cross-check or verification system in place to confirm that the testing data had been submitted after administration.

3. Inadequate Internal Communication:

- A breakdown in communication between those administering the MAPS tests and those responsible for data reporting created a gap in follow-through.

4. Timeline Oversight:

- Although testing was conducted within the appropriate windows, critical submission deadlines were overlooked due to the absence of a centralized assessment calendar or compliance checklist.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.)

To address the identified area of improvement—timely and accurate submission of testing data—we have implemented the following steps to strengthen our assessment reporting processes and ensure compliance moving forward:

1. Clarification of Roles and Responsibilities

- A designated testing coordinator has been assigned for Cascade Colony.
- Responsibilities for data submission are clearly documented and communicated to all relevant staff.

2. Development of an Internal Assessment Calendar

- A school-specific testing and reporting calendar has been created, aligned with state deadlines.
- This calendar is shared with administration and relevant personnel to ensure transparency and accountability.

3. Implementation of a Dual-Verification Process

- All testing data submissions now require sign-off from both the testing coordinator and a school administrator.
- This process ensures that no submission is overlooked and adds a layer of accountability.

4. Professional Development and Training

- Staff involved in assessment administration and data reporting will receive annual training focused on:
 - State testing requirements and deadlines
 - Proper procedures for data entry and verification
 - Use of relevant platforms for submission (e.g., MAP Growth portals, OPI systems)

Identify responsible parties and deadlines for corrective action:

Responsible Parties and Deadlines:

1. Testing Coordinator – [Christine Perkins]

○ Responsibility: Ensure all MAPS testing is completed within designated state testing windows; collect and organize student data.

○ Deadline: Ongoing, with test completion by October 31st (Fall) and April 30th (Spring) of each school year.

2. School Administrator – Dave Marzolf

○ Responsibility: Verify completion of testing; confirm submission of testing data to the state; conduct quarterly compliance reviews.

○ Deadline for Data Verification and Submission:

■ Fall MAPS: Submit and verify by November 15th

■ Spring MAPS: Submit and verify by May 15th

3. District Assessment Coordinator

○ Responsibility: Provide oversight and support to ensure deadlines are met; receive final confirmation from the school administrator.

○ Deadline: Confirm final data receipt and accuracy by November 20th (Fall) and May 20th (Spring)

4. All Staff Involved in Testing

○ Responsibility: Attend annual training on assessment procedures and deadlines; assist in data collection and preparation.

Describe how progress will be tracked and monitored:

Progress Tracking and Monitoring Plan:

To ensure that the corrective actions addressing assessment data submission are effective and sustained, the following systems will be used to track and monitor progress:

1. Internal Assessment Compliance Checklist

● A detailed checklist has been developed outlining key tasks, responsible parties, and deadlines for each assessment window.

● This checklist is reviewed and updated bi-weekly during testing windows by the Testing Coordinator and Administrator to monitor completion of tasks in real time.

2. Quarterly Progress Reviews

● The School Administrator will conduct quarterly reviews to monitor compliance with testing and reporting timelines.

● These reviews will include:

○ Verification of completed assessments

○ Confirmation of data entry and accuracy

○ Review of submission confirmation from the state or district

3. Documentation and Record Keeping

● Digital folders are maintained for each testing window containing:

○ Testing rosters

○ Score reports

○ Submission confirmations

○ Communication logs with the district/state

4. Reporting to District Assessment Coordinator

- After each testing window, the School Administrator will submit a completion report to the District Assessment Coordinator summarizing testing participation and confirming submission of data.

- Any issues or delays are reported and addressed immediately.

5. Staff Follow-up and Training Logs

- Attendance at required professional development on testing procedures will be tracked annually.

- Staff understanding and implementation of new procedures will be monitored through informal check-ins and formal review during testing windows.

Provided evidence that the local board of trustees has approved this plan:

YES

Twin Bridges K-12 Schools – Twin Bridges High School: Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPC)

Please describe your systematic procedure and timeline for resolving deviations:

Identify areas of performance standards deficiencies before the start of SY25-26.

Monitoring and Accountability

Data Monitoring: Student achievement, attendance, and graduation data will be reviewed monthly by the leadership team and reported to the board of trustees during the June board meeting.

Corrective Action Review: The CAP will be formally reviewed annually, and modifications will be made in collaboration with PLCs.

Stakeholder Accountability: School leadership will provide transparent updates to parents, staff, and the community regarding progress toward state standards.

VI. Timeline

All corrective actions are to be put into action starting the first day of school; most of our corrective actions are a 'work in progress' and thereby have a continual timeline.

Please see CAP.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

Identified Deficiencies

Based on the most recent state assessment data, local benchmark assessments, and graduation/attendance reports, the following deficiencies have been identified:

-Student proficiency rates in Math & ELA are below the state standard.

-Achievement gaps do not appear to exist among any subgroups; however, data is based on progress assessments that do not accurately reflect ability.

- Chronic absenteeism negatively impacts student achievement.
- Inconsistent and sub-par counseling program and career guidance.
- College and career readiness benchmarks–ACT performance varies and dual enrollment

Please see CAP.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

Corrective Actions

- Provide targeted interventions in reading, mathematics, and science using evidence-based instructional strategies. Already in place based on formative assessments.
- Expand academic support opportunities using bridge opportunities. Already in place using WIN subgroups, STEM, and English Enrichment.
- Implement strategies to increase student “buy-in” for progress monitoring applications, including clear communication of assessment purpose, consistent monitoring of participation, and integrating results into classroom instruction. This has already been addressed with the staff and is in progress.
- Provide professional development in differentiated instruction and data-driven decision-making. We have an Interventionist in place to help collect, read, and discuss data.
- Strengthen social-emotional supports through a more robust counseling program. We have hired a new guidance counselor, who comes to us with experience and commendable previous performance.
- Expand traditional and career-technical education pathways to align with workforce readiness expectations. The new superintendent and counselor have increased dual enrollment participation by more than 10%. Our CTE program continues to improve—we offer pathways in multi-media, business, and agriculture, and PLTW in biomedical science and engineering.
- Partner with local colleges, employers, and community organizations to expand student access to career and college readiness opportunities.
- Develop family engagement initiatives to increase parental involvement in student learning.

Please see CAP.

Identify responsible parties and deadlines for corrective action:

Corrective Action Committee

Lindsey Seitz, Superintendent

John Stromberg, Principal

Rachel Minert, Guidance Counselor

Faye Maddox, Interventionist & Data Collection

Jaime Wood, Board Chair

The CAP is to be put in place starting August 20, 2025; data for the year will be reported to the Board of Trustees on June 9, 2026.

Please see CAP.

Describe how progress will be tracked and monitored:

The CAP committee will meet monthly to assess student performance and data collection. Staff will receive data bi-weekly in order to inform their teaching.

Please see CAP.

Provided evidence that the local board of trustees has approved this plan:

YES

Corrective Action Plan: Student Performance Standards

Twin Bridges High School

Effective Date: 20 August 2025

Tentative Future Review Date: 19 August 2026

I. Purpose

Our Corrective Action Plan (CAP) is being submitted to address identified deficiencies in student performance standards as outlined by the MT OPI accreditation requirements. The plan establishes measurable goals, targeted strategies, and a monitoring framework to ensure Twin Bridges High School achieves compliance with state performance benchmarks and demonstrates continuous improvement in student learning outcomes.

II. Identified Deficiencies

Based on the most recent state assessment data, local benchmark assessments, and graduation/attendance reports, the following deficiencies have been identified:

Student proficiency rates in Math & ELA are below the state standard.

Achievement gaps do not appear to exist among any subgroups; however, data is based on progress assessments that do not accurately reflect ability.

Chronic absenteeism negatively impacts student achievement.

Inconsistent and sub-par counseling program and career guidance.

College and career readiness benchmarks—ACT performance varies and dual enrollment participation has been low.

III. Measurable Goals

In compliance with state accreditation standards, the following goals are established:

Currently, the state assessment in place is not administered at the high school level. To ensure accurate measures of student progress, Twin Bridges High School faculty are collaborating to strengthen student engagement and accountability with local progress-monitoring tools such as i-Ready. In prior years, incomplete student effort on these assessments has resulted in data that does not accurately reflect student learning. Moving forward, we are implementing strategies to increase student “buy-in,” including clear communication of assessment purpose, consistent monitoring of participation, and integrating results into classroom instruction. These steps will

provide more reliable data to guide instructional practices and support improved academic outcomes.

Improve Attendance: Reduce chronic absenteeism by 15% by tying attendance to extracurricular participation.

Enhance College and Career Readiness: Increase performance on the ACT by 10%; increase participation in our Dual Enrollment program by 15%.

IV. Corrective Actions

Provide targeted interventions in reading, mathematics, and science using evidence-based instructional strategies. *Already in place based on formative assessments.*

Expand academic support opportunities using bridge opportunities. *Already in place using WIN subgroups, STEM, and English Enrichment.*

Implement strategies to increase student “buy-in” for progress monitoring applications, including clear communication of assessment purpose, consistent monitoring of participation, and integrating results into classroom instruction. *This has already been addressed with the staff and is in progress.*

Provide professional development in differentiated instruction and data-driven decision-making. *We have an Interventionist in place to help collect, read, and discuss data.*

Strengthen social-emotional supports through a more robust counseling program. *We have hired a new guidance counselor, who comes to us with experience and commendable previous performance.*

Expand traditional and career-technical education pathways to align with workforce readiness expectations. *The new superintendent and counselor have increased dual enrollment participation by more than 10%. Our CTE program continues to improve—we offer pathways in multi-media, business, and agriculture, and PLTW in biomedical science and engineering.*

Partner with local colleges, employers, and community organizations to expand student access to career and college readiness opportunities.

Develop family engagement initiatives to increase parental involvement in student learning.

V. Monitoring and Accountability

Data Monitoring: Student achievement, attendance, and graduation data will be reviewed monthly by the leadership team and reported to the board of trustees during the June board meeting.

Corrective Action Review: The CAP will be formally reviewed annually, and modifications will be made in collaboration with PLCs.

Stakeholder Accountability: School leadership will provide transparent updates to parents, staff, and the community regarding progress toward state standards.

VI. Timeline

All corrective actions are to be put into action starting the first day of school; most of our corrective actions are a 'work in progress' and thereby have a continual timeline.

VII. Success Criteria

This plan will be deemed successful when the following state-accreditation benchmarks are met:

Student proficiency rates will accurately reflect student learning.

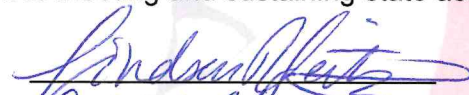
Chronic absenteeism decreases by 15%.

ACT performance will improve by 10%; Dual Enrollment participation will increase by 15%.

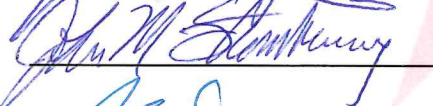
Certification of Compliance

This Corrective Action Plan is formally submitted to the Montana Office of Public Instruction to address identified deficiencies in student performance standards and to demonstrate the district's commitment to meeting and sustaining state accreditation requirements.

Superintendent:



Principal:



Board Chair:



Date: August 22, 2025

Vida Elementary – Vida School: Corrective Plan

The reason the school is in a corrective plan: Student Performance Standards (SPA-SPB)

Please describe your systematic procedure and timeline for resolving deviations:

See Attachment

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

See Attachment

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.):

See Attachment

Identify responsible parties and deadlines for corrective action:

See Attachment

Describe how progress will be tracked and monitored:

See Attachment

Provided evidence that the local board of trustees has approved this plan:

See Attachment

Vida Elementary – Vida School: Corrective Plan - Attachment

Vida Elementary School

200 Shell Street
Vida, MT 59274
525-3374

Corrective Plan:

Student Performance Standards:

Please describe your Systematic procedure and timeline:

- The district coops with the Prairie View Curriculum Consortium where professional development is offered throughout the Summer and monthly during the school year preparing and developing staff.
- The staff receives excellent professional development where they receive effective ways to engage students, learning new techniques on what and how to motivate students both in and out of school.
- To identify any problem areas, Fastbridge testing are the assessments that are given.
- Pam Pettigrew, Prairie View Special Services Director is the contracted special ed teacher who is on board with the assessments, reading the data and identifying students that may need title services
- A plan is implemented
- Differential Instruction is the direct result of the assessments, observations, progress monitoring and then implemented into the classroom.
- The entire staff is very supportive in the classroom and a title 1 aide is available throughout the day to help support the student that may fall in the low-risk area.
- Using the proven strategies, creating classrooms where students are more interested and motivated, the school day is built on creating and building the positive relationships.
- Due to the strong, effective relationships that are built between staff and students, a struggling student is easily targeted, aided and quickly on the path of success.

Specific Area Requiring Improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis:

Fastbridge testing are the assessments that are given. Pam Pettigrew, Prairie View Special Services Director is the contracted special ed teacher who is on board with the assessments, reading the data and identifying students that may need extra assistance, (title services) The fastbridge assessments are a valid and reliable tool which demonstrates and provides evidence in student learning and progression, growth and proficiency.

Unfortunately, the cause of the deficiency is lack of evidence that the fastbridge assessments would give. Without the data and proof from the assessments, it is difficult to prove the positive student learning outcomes in Mathematics and Reading.

Outline the Specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data)

The district coops with the Prairie View Curriculum Consortium where professional development is offered throughout the Summer and monthly during the school year. At the Teachers Learning Institute that was offered in June, 2024, the staff received excellent professional development where they received effective ways to engage students, learning new techniques on student motivation, both in and out of school. The Staff prides themselves in knowing their students' interests and using proven strategies, creating classrooms where students are more interested and motivated. The school day is built on creating and building the positive relationships. Due to the strong, effective relationships that are built between staff and students, a struggling student is easily targeted and aided. At the institute, staff received special professional development to help engage the student with effective teaching progressions and executive functioning in the classroom. The staff was taught to create safe learning spaces where students who may be a high risk can share their thinking and not only collaborate with the teacher but with their peers as they may struggle with new concepts. Professional development, targeting the student that needs more attention especially with auditory directions was a focus of the workshop and is currently implemented with great results.

In summary,.

- Professional Development of all staff
- Assessments are given and supported by PVSS special ed teacher
- Reading, compiling the Data.
- Observation of classroom teacher, support staff, title aide, and students.
- Implementing a plan
- Differential Instruction, observations, progress monitoring
- Instructional Plans implemented in the classroom.
- Goals are met by the end of the year that 80% of students WILL be working at low risk or advanced benchmarks

Identify responsible parties and deadlines for corrective action.

All District Staff, Praire View Special Ed Certified teacher, Board of Trustees and County Superintendent of Schools, Nita Crocket are the members of the team to ensure that student learning, growth and proficiency continues, ensuring that goals are met for all students. . Without the evidence of the assessment data, it is difficult to prove.

Immediate implementation at the beginning of the school year and showing the assessment data to provide evidence of student learning progression.

Describe how progress will be tracked and monitored.

Throughout the school year, the fastbridge assessments are given to prove proficiency. In the event that the student is not showing the growth, the professional team takes action. Once data is collected and reviewed, the staff collaborates, shares information and develops the plan. This takes place until next assessment. If the results are positive and there is proficient growth, the educational plan will be adjusted accordingly.

Provide evidence that the local board of trustees has approved this plan.

The Vida board of Trustees will address this plan at their next board meeting. I will submit the necessary minutes that provides evidence of their discussion and action on the plan.

ITEM 16

ACTION ON THE CORRECTIVE PLANS FOR
SCHOOLS IN ADVICE STATUS FOR
ACCREDITATION

Crystal Andrews
Ellery Bresler

Montana Board of Public Education

Executive Summary

Date: September 11-12, 2025

Presentation	Recommend Approval of the Corrective Plans for schools in Advice Status for SY 2024-25.
Presenter	Crystal Andrews Ellery Bresler
Position Title	Accreditation and Licensure Senior Manager Accreditation Specialist Office of Public Instruction
Overview	<p>This presentation provides information to the Board of Public Education (BPE) for consideration of the corrective plans for schools in advice status for the 2024-2025 Accreditation Report. Schools in advice status will be available for Board member questions.</p> <p>The state superintendent recommends approval of the corrective plans as presented. The report is attached under Item 15.</p>
Requested Decision(s)	Action Item
Related Issue(s)	
Recommendation(s)	Approval of the corrective plans for the 2024-2025 school year.



ITEM 17

UPDATE AND DISCUSSION ON THE INTENSIVE ASSISTANCE PROCESS FOR ACCREDITATION

**Dr. Julie Murgel
Crystal Andrews**

Montana Board of Public Education

Executive Summary

Date: September 11-12, 2025

Presentation	Intensive Assistance Process	
Presenter	Julie Murgel	Crystal Andrews
Position Title	Chief Program Officer Accreditation and Licensure Senior Manager Office of Public Instruction	
Overview	The purpose is to provide a timeline and the multi-staged approach to develop a recommendation for an intensive assistance process.	
Requested Decision(s)	Informational Item	
Related Issue(s)	10.55.602(21), 10.55.605(8)(9)	
Recommendation(s)	None	





Development of a Cohesive School Improvement Process to address Schools Identified for Rigorous Action and/or Intensive Assistance

Purpose and Outcomes

To address the challenges in schools identified for Rigorous Action and/or Intensive Assistance, a multi-stage approach focused on assembling and mobilizing a state level school improvement task force is recommended. The task force's recommendations will be presented to the Superintendent of Public Instruction and the Board of Public Education for approval and implementation. This strategy aims to shift from mere planning to urgent, coordinated action, empowering stakeholders with a comprehensive strategy for rapid and dramatic improvement.

Overview of the task force's goals:

- **Articulate a powerful state vision:** Define a clear, inspiring vision for school improvement that resonates with and motivates impacted school communities.
- **Foster urgency and innovation:** Cultivate a culture of immediacy to overcome institutional stagnation and drive creative, adaptive solutions to challenges
- **Address severe and pervasive student needs:** Develop a flexible, customizable improvement process that districts and schools can use to tackle significant and widespread student challenges.
- **Provide unprecedented levels of coordinate support:** Identify and align robust, targeted resources and intensive coaching for school improvement efforts.
- **Define the role and qualifications of a transformation agent:** Recruit and deploy dynamic agents to work alongside district leaders, empowering school communities to redesign their schools for significant change.
- **Establish a monitoring and implementation plan:** Create a framework for monitoring progress and ensuring the successful execution of the task force's recommendations.
- **Align to school funding to student outcomes & plan:** Utilize and support school business official.

Proposed School Improvement Task Force



The task force will include members with specific expertise, drawing on individuals from within Montana and from organizations with deep school improvement experience.

Leadership and Institutional roles

- **Chairperson:** A recognized leader in Montana education, appointed by the Superintendent, to lead the task force and report a recommended process.
- **Board of Public Education representative:** A member to ensure alignment with the board's constitutional duty of general supervision over K-12 education.
- **Montana Office of Public Instruction (OPI) staff (4-5):** Specialists in areas like school improvement, innovation, learning pathways, educator effectiveness, academic programming, student support, tribal consultation, IEFA practices, and school finance components to provide technical support and historical context.
- **Montana district superintendents (2):** Superintendents from districts of varying sizes (e.g., a large AA district and a rural class C district) to provide firsthand perspectives on different operational challenges.
- **Instructional representatives (2):** Teachers, curriculum directors, or instructional coaches from elementary and high school levels to provide personalized proficiency-based instruction, curriculum development, evidence-based practices.

Community and Stakeholder roles

- **Family and student representatives (2):** Students and family members selected from the communities of the identified schools, to provide direct insight into the student and family experience.

- **Tribal Education representatives (2):** Experts on culturally practices and indigenous, whole child supports.
- **Local business leader:** To provide a perspective on workforce readiness and community investment in education outcomes.

Specialization roles

- **Support Partners (4-5):** representatives from SAM, MASBO, MREA, MFPA, and/or MTSBA specializing in school leadership, school finance, and school board governance.
- **School Improvement expert:** An external consultant from a national organization specializing in rapid school improvement.
- **Mental and behavioral health specialist:** An expert to address social and emotional needs that can be a significant barrier to student engagement and academic achievement.

Proposed Task Force Strategy and Timeline for Rapid Improvement

Timeframe	Actions	Key activity
September	Build the Task Force	Fill task force roles and set working schedule.
October	Root Cause Analysis	Engage in a comprehensive review to pinpoint the root causes of underperformance in rigorous action/intensive assistance schools, laying the groundwork for the entire rapid improvement strategy.
October	Action Planning	Create a detailed roadmap or blueprint for school improvement by breaking it down into smaller, manageable steps that are customizable to each school.
November	Align Systems and Supports	Involve stakeholders in the design, leverage strategic partnerships for shared goals and resources. Build a statewide and local commitment ensuring long-term impact on student outcomes.

December	Finalize Plan	Develop a cohesive report on the process for rigorous action and intensive assistance.
January to March 2026	Approval & Implementation	Present the plan to the BPE as an information item followed by an action item for approval and implementation.
March 2026 to May 2027	Implementation and monitoring	Put the plan into action while continuously monitoring progress to ensure effectiveness.

Background Information:

There are 2 accountability systems for Montana Schools:

- Federal ESSA Accountability System
- State Accreditation Process

1. Montana Accountability under Every Student Succeeds Act (ESSA)

Montana's system of differentiation under ESSA uses four federally required indicators plus Montana's own fifth indicator to identify schools as either **Comprehensive, Targeted, or Universal**. This system focuses on providing support where it is most needed.

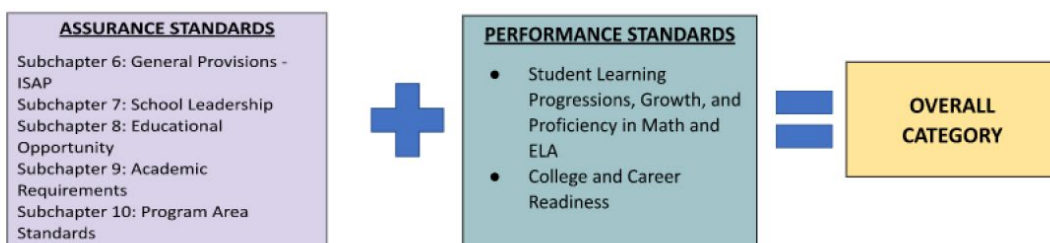
Schools identified for Comprehensive Support and Improvement (CSI) meet one or more of the following criteria:

- are in the lowest performing 5% of all Title I schools in the state;
- have a high school graduation rate of less than 67%; and/or
- have consistently underperforming subgroups.

Every three years, the OPI identifies schools for CSI.

Rigorous Action: Interventions required for schools identified for CSI that fail to meet the State's exit criteria within three years.

2. **State Accreditation Process:**



Final Accreditation Status Determination (ARM 10.55.605)		
<i>if</i> Assurance Standards	<i>and</i> Student Performance Standards	<i>then</i> Final Accreditation Status
Regular	Regular	Regular
Regular	Regular MD	Regular
Regular MD	Regular	Regular
Regular MD	Regular MD	Regular with Minor Deviation
Regular with Minor Deviation for three consecutive years		Advice
Advice in either Assurance or Student Performance Standards		Advice
Advice Status for two consecutive years		Deficiency
Deficiency in either Assurance or Student Performance Standards		Deficiency
Deficiency Status for two consecutive years		Intensive Assistance

ARM 10.55.605: Categories of Accreditation

Categories of assurance standards and student performance standards are used to determine accreditation status.

10.55.605(8) A school in deficiency status failing to comply with the required corrective plan shall be placed into the **intensive assistance** process as defined in the Accreditation Status Criteria Reference Guide, which must be made publicly available by the Superintendent of Public Instruction.

10.55.605(9) Nonaccredited status means that a school in deficiency status fails to meet the requirements of intensive assistance and is out of compliance with the Board of Public Education standards of accreditation.

❖ **EXECUTIVE COMMITTEE – (Item 18)**

Dr. Tim Tharp

ITEM 18

ELECTION OF OFFICERS

McCall Flynn

FUTURE AGENDA ITEMS November 19-21, 2025

Missoula, MT

Board of Education Meeting
Montana Council of Deans of Education Update
MACIE Update
Assessment Update
Federal Update
Annual Data Collection
Annual HiSet Report
Action on Variance to Standards Requests & Renewals
Accreditation Report
Youth Risk Behavior Survey Update (Odd Years)
Annual Professional Development Unit Providers List
Content Standards Revision Update