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4 A BILL FOR AN ACT ENTITLED: "AN ACT REVISING EDUCATION LAWS RELATED TO STATE SUPPORT  
5 FOR CURRICULUM AND INSTRUCTION; CREATING A PROCESS THROUGH WHICH HIGH-QUALITY  
6 INSTRUCTIONAL MATERIALS ARE IDENTIFIED AS PART OF THE CONTENT STANDARD REVISION  
7 PROCESS; REQUIRING THE SUPERINTENDENT OF PUBLIC INSTRUCTION, CONTINGENT ON  
8 APPROPRIATION FROM THE LEGISLATURE, TO PROVIDE REDUCED-COST ACCESS TO  
9 INSTRUCTIONAL MATERIALS AND CURRICULUM-ALIGNED PROFESSIONAL DEVELOPMENT FOR  
10 SCHOOL DISTRICTS THAT CHOOSE TO ADOPT HIGH-QUALITY INSTRUCTIONAL MATERIALS;  
11 PROVIDING DEFINITIONS; PROVIDING AN APPROPRIATION; AMENDING SECTIONS 20-7-101, 20-7-113,  
12 AND 20-7-114, MCA; AND PROVIDING AN EFFECTIVE DATE."

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

16        **NEW SECTION. Section 1. High-quality instructional materials.** (1) When developing  
17        recommendations for new or revised content and performance standards under 20-7-101, the superintendent of  
18        public instruction, utilizing the applicable negotiated rulemaking committee, shall develop recommendations and  
19        cost estimates for high-quality instructional materials aligned with the content and performance standards as  
20        described in this section.

21 (2) The intent of this section is to:

22 (a) ensure the availability of high-quality instructional materials to school districts in the most cost-  
23 efficient manner, while respecting the supervision and control of schools in each district by elected boards of  
24 trustees:

25 (b) support the implementation of high-quality instructional materials, including professional  
26 development for teachers and instructional leaders in a district;

27 (c) enhance opportunities for teacher collaboration within and between schools and districts  
28 across the state:



- (ii) are designed for, or easily adaptable to, proficiency-based learning as defined in 20-7-1601;
- (iii) include:
  - (A) support for implementation at the district, school, and classroom level; and
  - (B) initial and ongoing professional development for teachers and instructional leaders; and
- (iv) are recommended by the superintendent of public instruction as described in this section.

(c) "Instructional leaders" means instructional coaches, school principals, and district  
strators with a role in supporting instruction and curriculum implementation.

**Section 2.** Section 20-7-101, MCA, is amended to read:

**"20-7-101. Accreditation standards -- process for adoption.** (1) (a) Accreditation standards, as in 20-1-101, for all schools must be adopted by the board of public education upon the recommendations of the superintendent of public instruction. The superintendent shall develop recommendations in accordance with subsection (2). For an accreditation standard that requires presentation by school districts, the recommendations presented to the board must include an economic statement, as described in 2-4-405, prepared in consultation with the negotiated rulemaking committee subsection (2).

(b) (i) For accreditation standards addressing academic requirements, program area standards, or and performance standards, the economic impact statement under subsection (1)(a) must include an analysis of the ability of school districts to implement the standard within existing resources, including time. The purpose of this subsection (1)(b) is to ensure that school districts have the capacity to adhere to required accreditation standards within a basic system of free quality public elementary and secondary schools.

(ii) For accreditation standards addressing content and performance standards, the economic statement must include recommendations and cost estimates for high-quality instructional materials related to [section 1].

(2) The accreditation standards recommended by the superintendent of public instruction must be developed through the negotiated rulemaking process under Title 2, chapter 5, part 1. The superintendent may establish a negotiated rulemaking committee for accreditation standards to consider multiple proposals. The negotiated rulemaking committee may not exist for longer than 2 years. The committee must represent the

1 diverse circumstances of schools of all sizes across the state and must include representatives from the  
2 following groups:

3 (a) school district trustees;  
4 (b) school administrators;  
5 (c) teachers;  
6 (d) school business officials;  
7 (e) parents; and  
8 (f) taxpayers.

9 (3) Prior to adoption or amendment of any accreditation standard, the board shall submit each  
10 proposal, including the economic impact statement required under subsection (1), to:

11 (a) during a regular legislative session, the joint appropriations subcommittee on education; or  
12 (b) during the legislative interim, the education interim budget committee established in 5-12-501,  
13 for review at least 1 month in advance of a scheduled committee meeting.

14 (4) Unless the expenditures by school districts required under the proposal are determined by the  
15 appropriate committee under subsection (3) to be insubstantial expenditures that can be readily absorbed into  
16 the budgets of existing district programs, the board may not implement the standard until July 1 following:

17 (a) under subsection (3)(a), the current legislative session; or  
18 (b) under subsection (3)(b), the next regular legislative session and shall request the  
19 superintendent of public instruction include a request in the superintendent's budget that the same legislature  
20 fund implementation of the proposed standard.

21 (5) The provisions of this section may not be construed to reduce or limit the authority of the  
22 education interim committee to review administrative rules, including accreditation standards, within its  
23 jurisdiction pursuant to 5-5-215.

24 (6) Standards for the retention of school records must be as provided in 20-1-212."

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26 **Section 3.** Section 20-7-113, MCA, is amended to read:

27 **"20-7-113. Maintenance of curriculum guide file and publishing curriculum guides by  
28 superintendent of public instruction -- access and support for adoption of high-quality instructional**

1       **materials.** (1) The superintendent of public instruction shall collect and maintain a file of curriculum guides to  
2       be made available to districts for the use of schools in planning courses of instruction. The superintendent may  
3       prepare, publish, and distribute curriculum guides for the use of schools in planning courses of instruction. The  
4       superintendent may solicit the assistance of educators and other qualified persons in the preparation of  
5       curriculum guides.

6               (2) (a) Contingent on appropriation from the legislature, the superintendent of public instruction  
7       shall, after surveying interest and preference from school districts, ensure reduced-cost access for school  
8       districts to HQIM and associated professional development of up to three of the HQIM recommended under  
9       [section 1] and in a manner that provides ongoing cost savings for participating school districts, if possible.

10               (b) A school district provided subsidized access to and adopting HQIM under subsection (2)(a)  
11       shall commit to utilizing pupil instruction-related days as necessary to ensure curriculum-aligned professional  
12       development for teachers and instructional leaders coordinated by the office of public instruction in  
13       collaboration with the external nonprofit partner CONSULTANT for the applicable grade levels and content areas  
14       utilizing the HQIM for the first 2 years following adoption.

15               (c) School districts are encouraged to work with neighboring school districts, especially if students  
16       frequently transfer between districts, in selecting the same HQIM to foster greater collaboration among teachers  
17       and instructional consistency and continuity for students and families.

18               (3) In implementing this section, the superintendent may:

19               (a) collaborate with the Montana digital academy; and

20               (b) partner with entities that provide curriculum support and curriculum-aligned professional  
21       development."

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23       **Section 4.** Section 20-7-114, MCA, is amended to read:

24       **"20-7-114. Instructional assistance by superintendent of public instruction -- support and**  
25       **professional development following adoption of high-quality instructional materials.** (1) The  
26       superintendent of public instruction shall, at the request of the district or county superintendent, assist the  
27       schools with the planning, implementation, operation, and evaluation of instruction through inservice training  
28       and individual consultation.

1                   (2) Contingent on appropriation from the legislature and in coordination with the external ~~nonprofit~~

2 ~~partner~~ CONSULTANT under [section 1], the superintendent of public instruction shall:

3                   (a) ensure reduced-cost, curriculum-based professional learning for teachers and instructional

4 leaders in districts adopting HQIM under 20-7-113(2); and

5                   (b) monitor student achievement in districts adopting HQIM through the statewide K-12 data

6 system.

7                   (3) In implementing this section, the superintendent may:

8                   (a) collaborate with the Montana digital academy; and

9                   (b) partner with entities that provide curriculum support and curriculum-aligned professional

10 development."

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12               **NEW SECTION. Section 5. Appropriation.** There is appropriated \$5 million from the general fund to  
13 the office of public instruction for the biennium beginning July 1, 2025. The money must be spent in providing  
14 support to school districts in implementing the revised math content standards adopted by the board of public  
15 education that are effective July 1, 2026, in the following manner:

16                   (1) \$3 million to support elementary and K-12 school districts in the adoption of HQIM for

17 mathematics in grades K-8 in the manner described in [this act]. In identifying HQIM aligned with the revised

18 standards, the superintendent may reform the negotiated rulemaking committee that developed the

19 recommendations for the revised math content standards or identify HQIM in another collaborative manner with

20 the assistance of an external ~~nonprofit~~ partner CONSULTANT.

21                   (2) \$2 million to support high school and K-12 school districts in developing curriculum and

22 purchasing instructional materials for expanded high school math offerings, including math courses within

23 industry and trades pathways and for curriculum-aligned professional development.

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25               **NEW SECTION. Section 6. Codification instruction.** [Section 1] is intended to be codified as an

26 integral part of Title 20, chapter 7, part 1, and the provisions of Title 20, chapter 7, part 1, apply to [section 1].

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28               **NEW SECTION. Section 7. Effective date.** [This act] is effective July 1, 2025.

