



- 1 (d) reduce the amount of time teachers spend on developing instructional materials;
- 2 (e) enable partnerships with parents in supporting effective learning for their children with  
3 transparent curricula; and
- 4 (f) put Montana on par with high-performing education systems around the world.
- 5 (3) The recommendations and cost estimates under subsection (1) must:
- 6 (a) identify no more than five sets of HQIM for a set of content and performance standards;
- 7 (b) be developed during the negotiated rulemaking process with the support of the external  
8 nonprofit partner; and
- 9 (c) include cost estimates for providing access to each set of HQIM based on various percentages  
10 of adoption by school districts for the appropriate grade levels. The percentages must be in 10% increments  
11 and based on the number of students, ranging from 10% of the total statewide enrollment for the appropriate  
12 grade levels to 100% of the total statewide adoption. The cost estimates must also include the provision of  
13 curriculum-aligned professional development for teachers and instructional leaders in implementing the HQIM.
- 14 (4) For the purposes of this part, the following definitions apply:
- 15 (a) "External nonprofit partner" means a qualified nonprofit organization that:
- 16 (i) possesses deep expertise with HQIM and experience in supporting broad and effective  
17 implementation of HQIM as part of multidistrict initiatives;
- 18 (ii) does not receive financial support from publishers of HQIM; and
- 19 (iii) is approved by the board of public education on recommendation of the superintendent of  
20 public instruction to support the selection and implementation of HQIM. The superintendent shall provide this  
21 recommendation to the board at the time the superintendent requests board approval to begin the content  
22 standard revision process.
- 23 (b) "High-quality instructional materials" or "HQIM" means systematic, knowledge-building  
24 materials used for pupil instruction by a teacher that:
- 25 (i) align with the content and performance standards adopted by the board of public education in  
26 exercising its general supervision over the public school system;
- 27 (ii) are designed for, or easily adaptable to, proficiency-based learning as defined in 20-7-1601;
- 28 (iii) include:

- 1 (A) support for implementation at the district, school, and classroom level; and
- 2 (B) initial and ongoing professional development for teachers and instructional leaders; and
- 3 (iv) are recommended by the superintendent of public instruction as described in this section.
- 4 (c) "Instructional leaders" means instructional coaches, school principals, and district
- 5 administrators with a role in supporting instruction and curriculum implementation.

6

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

8 **"20-7-101. Accreditation standards -- process for adoption.** (1) (a) Accreditation standards, as

9 defined in 20-1-101, for all schools must be adopted by the board of public education upon the

10 recommendations of the superintendent of public instruction. The superintendent shall develop

11 recommendations in accordance with subsection (2). For an accreditation standard that requires

12 implementation by school districts, the recommendations presented to the board must include an economic

13 impact statement, as described in 2-4-405, prepared in consultation with the negotiated rulemaking committee

14 under subsection (2).

15 (b) (i) For accreditation standards addressing academic requirements, program area standards, or

16 content and performance standards, the economic impact statement under subsection (1)(a) must include an

17 analysis of the ability of school districts to implement the standard within existing resources, including time. The

18 intent of this subsection (1)(b) is to ensure that school districts have the capacity to adhere to required

19 accreditation standards within a basic system of free quality public elementary and secondary schools.

20 (ii) For accreditation standards addressing content and performance standards, the economic

21 impact statement must include recommendations and cost estimates for high-quality instructional materials

22 pursuant to [section 1].

23 (2) The accreditation standards recommended by the superintendent of public instruction must be

24 developed through the negotiated rulemaking process under Title 2, chapter 5, part 1. The superintendent may

25 form a negotiated rulemaking committee for accreditation standards to consider multiple proposals. The

26 negotiated rulemaking committee may not exist for longer than 2 years. The committee must represent the

27 diverse circumstances of schools of all sizes across the state and must include representatives from the

28 following groups:

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

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

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

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

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

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

22 (6) Standards for the retention of school records must be as provided in 20-1-212."  
 23

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

25 **"20-7-113. Maintenance of curriculum guide file and publishing curriculum guides by**  
 26 **superintendent of public instruction -- access and support for adoption of high-quality instructional**  
 27 **materials.** (1) The superintendent of public instruction shall collect and maintain a file of curriculum guides to  
 28 be made available to districts for the use of schools in planning courses of instruction. The superintendent may

1 prepare, publish, and distribute curriculum guides for the use of schools in planning courses of instruction. The  
2 superintendent may solicit the assistance of educators and other qualified persons in the preparation of  
3 curriculum guides.

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

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

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

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

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

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

20

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

22 **"20-7-114. Instructional assistance by superintendent of public instruction -- support and**

23 **professional development following adoption of high-quality instructional materials.** (1) The

24 superintendent of public instruction shall, at the request of the district or county superintendent, assist the  
25 schools with the planning, implementation, operation, and evaluation of instruction through inservice training  
26 and individual consultation.

27 (2) Contingent on appropriation from the legislature and in coordination with the external nonprofit  
28 partner under [section 1], the superintendent of public instruction shall:

1 (a) ensure reduced-cost, curriculum-based professional learning for teachers and instructional  
2 leaders in districts adopting HQIM under 20-7-113(2); and

3 (b) monitor student achievement in districts adopting HQIM through the statewide K-12 data  
4 system.

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

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

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

9

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

14 (1) \$3 million to support elementary and K-12 school districts in the adoption of HQIM for  
15 mathematics in grades K-8 in the manner described in [this act]. In identifying HQIM aligned with the revised  
16 standards, the superintendent may reform the negotiated rulemaking committee that developed the  
17 recommendations for the revised math content standards or identify HQIM in another collaborative manner with  
18 the assistance of an external nonprofit partner.

19 (2) \$2 million to support high school and K-12 school districts in developing curriculum and  
20 purchasing instructional materials for expanded high school math offerings, including math courses within  
21 industry and trades pathways and for curriculum-aligned professional development.

22

23 NEW SECTION. Section 6. Codification instruction. [Section 1] is intended to be codified as an  
24 integral part of Title 20, chapter 7, part 1, and the provisions of Title 20, chapter 7, part 1, apply to [section 1].

25

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

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