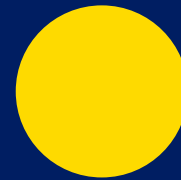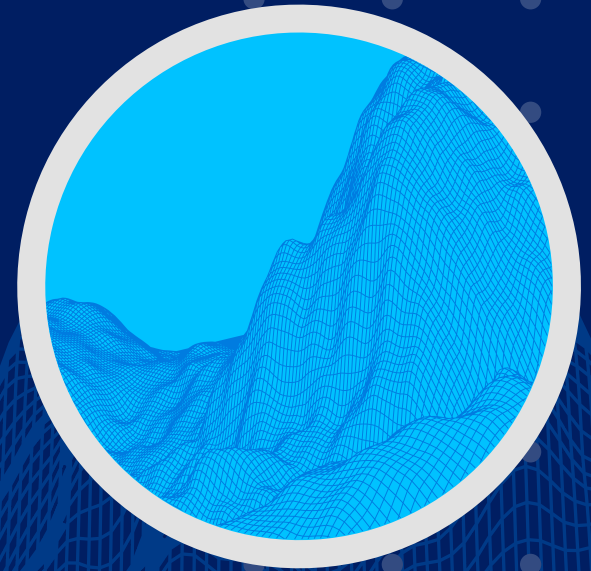Montana Office
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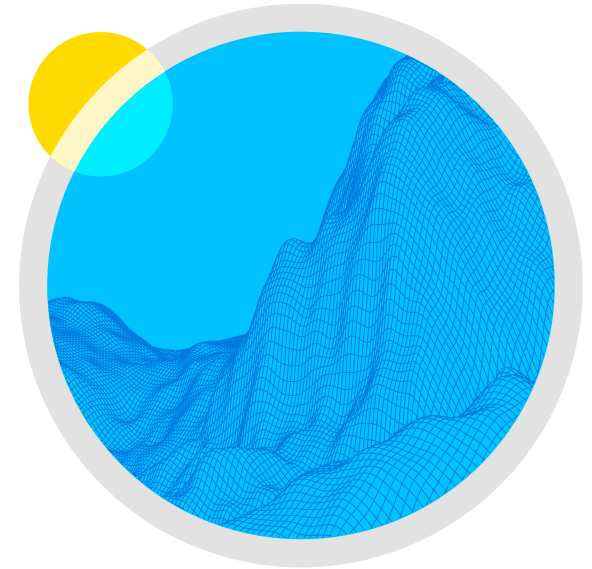
Montana Policy Primer

A tool for navigating student-centered
policy opportunities

CONTENTS

INTRODUCTION

The Montana Policy Primer serves as a planning and informational resource for school and district leaders, local agency leadership teams and education partners who want to advance personalized and proficiency-based learning. It is a roadmap to realizing a vision of personalized learning that meets the diverse needs of students, educators and communities. Use it to begin reimagining education and lay the foundation for transformative learning experiences in your district.

Why should we use the policy primer?

The Montana Policy Primer is intended to increase knowledge and awareness of state policy flexibilities that can inform and inspire district strategic planning efforts to strengthen personalized and proficiency-based learning. By integrating the concepts in the primer, districts can take advantage of state policy flexibilities to inform their improvement plans and proficiency-based learning models. This will support long-term sustainability and impactful change for learners. The primer is also designed as a companion to the Montana Innovation Guide [insert link], which includes examples of what is possible for districts using the flexibilities outlined in the primer.

What's in the policy primer, and how should it be used?

Organized under six different topics, this primer highlights key policies that provide the flexibility needed to create learner-centered environments. Each topic distills policy details into accessible summaries, district-level interpretations and strategic implementation considerations. Districts can explore any topic in any order, depending on their needs and priorities. The primer functions as a "policy-at-a-glance" document that prioritizes practical usability but does not cover every potential question that a district might have. Districts that have additional questions after they review this primer are encouraged to reach out to staff at the Montana Office of Public Instruction for additional guidance.

PRIMER

Applying Proficiency-based Learning Policy

Montana offers a flexible framework that prioritizes demonstrated mastery of knowledge and skills over traditional time-based measures. State policy allows districts to determine how to align assessments, curricula and graduation requirements with their [proficiency-based learning model](#), providing students with personalized pathways to success.

This policy might be right for you if...

- You're beginning to establish your proficiency-based model

- Your community has communicated the need for workforce development in its schools

- You want to rethink how you define success

What is it?

» **Policy** requires districts to develop curricula aligned with state content standards and learning progressions

» **Proficiency** is defined as a demonstrated measure of competence through performance assessments.

» **Proficiency-based learning** is defined as systems of instruction, assessment and academic reporting that are based on students demonstrating they have learned the knowledge and skills as outlined in the state content standards

» **Personalized learning**:

    a. Develops individualized pathways for career and post-secondary educational opportunities that honor individual interests, passions, strengths, needs and culture

    b. Supports the student through the development of relationships among teachers, family, peers, the business community, postsecondary education officials, public entities and other community stakeholders

    c. Embeds community-based, experiential, online and work-based learning opportunities

    d. Fosters a learning environment that incorporates both face-to-face and virtual connections

» While **graduation requirements** are credit-based, state regulations provide flexibility for awarding credit through demonstrated proficiency rather than traditional seat-time metrics

» **Local boards hold the authority** to waive course requirements and approve alternate methods, such as pass/fail evaluations or customized coursework, if these align with district-defined proficiency standards

» A student may earn credit for a course completed in a nontraditional timeframe if it meets the district's standards-based curriculum and assessment requirements

What does it mean?

» Districts determine their own **proficiency-based learning models**. A learning model is defined as the learning experiences students engage in and teachers facilitate that are aligned with the desired attributes of a graduate profile.

» Local boards determine credit requirements and establish criteria for proficiency-based credits, which may include work-based learning, specialized projects or performance tasks.

» Proficiency is measured through district-developed plans that evaluate content mastery. Districts have the flexibility to create models tailored to their local contexts.

» For graduation, districts may adopt innovative approaches, such as combining traditional grades with proficiency indicators or granting credit for independent studies or other innovative pathways.

How can it be used?

» Districts can create a shared definition of proficiency that emphasizes mastery of skills and knowledge rather than time-based measures

» Districts can develop a **graduate profile** with **aligned competencies** that outline the essential skills and knowledge students must master, ensuring alignment across assessments, curricula and graduation requirements

» School boards can establish locally tailored criteria for demonstrating proficiency, such as performance assessments and portfolios

» Districts can build local comprehensive assessment systems that include formative, summative and alternative measures like portfolios or internships

» Districts can align their instruction and assessment approaches to their workforce development priorities

Key Next Step

Review the Montana Innovation Guide to learn about graduate profiles, innovative approaches that support proficiency-based learning and Montana examples that can support this work.

**You might need to consult other primers if...**

• Your current school day structure is not conducive to multiple means of measuring proficiency (consult Transforming the Instructional Day Primer)

• You're seeking to build the capacity of your school and district personnel on proficiency-based learning (consult Building Teacher Capacity for Personalized Learning Primer)

• You want to align proficiency-based learning and graduation requirements (consult Rethinking High School Primer)

Additional Resources

» Building Teacher Capacity for Personalized Learning

» Funding Opportunities for Personalized and Proficiency-based Learning

» Transforming the Instructional Day

» Rethinking High School

» Variances to Standards Waiver

» Montana Innovation Guide

» *Finding Your Path: A Navigation Tool for Scaling Personalized, Competency-Based Learning*

Policy References

» Mont. Code Ann. § 20-7-1601

» Mont. Admin. R. 10.55.601

» Mont. Admin. R. 10.55.602

» Mont. Admin. R. 10.55.906

» Mont. Admin. R. 10.55.603

» Mont. Code Ann. § 15-30-3102
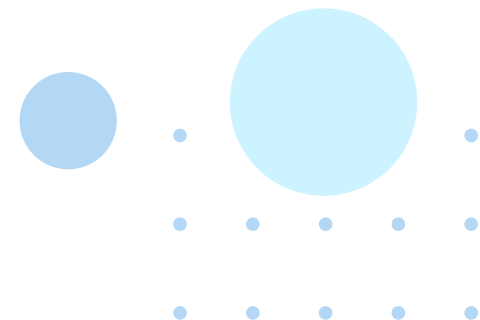
Building Teacher Capacity for Personalized Learning

Montana's Pupil Instruction-Related (PIR) days and the district professional development plan provide a foundation for advancing teacher professional learning and fostering innovative instructional practices. By leveraging PIR days, mentoring and coaching and teacher evaluation effectively, Montana districts can drive systemic improvements in education that strengthen teacher effectiveness and advance personalized learning.

This policy might be right for you if...

- You want to rethink some basic structures of your school- and district-based professional learning design

- Your community is new to personalized and proficiency-based learning

- You are looking to scale and deepen the impact of your personalized learning initiative

- You are restructuring how you onboard new educators to your district

- You are seeking to create opportunities for educators to co-design and collaborate on proficiency-based learning models

What is it?

» Districts are required to develop a [professional development plan](#) that is aligned with the district graduate profile and educational goals outlined in the district-integrated strategic action plan.

» Districts are required to provide a minimum of three PIR days annually, each consisting of six hours of contact time.

» Districts can plan up to seven PIR days each year.

» Days must be devoted to activities that improve instructional quality, such as in-service training and collaborative professional development.

» Three days must address instructional improvement and professional development to ensure that professional learning is intentional and aligned with district and state goals for quality education.

What does it mean?

» The district advisory committee establishes a professional development plan to guide the use of PIR days.

» PIR days offer districts a structured framework to advance strategic priorities in teacher professional learning as outlined in the district professional development plan.

» For district advisory committees, this can mean aligning PIR day activities with district goals, such as improving student outcomes, integrating personalized learning and fostering teacher collaboration.

» PIR days provide opportunities to incorporate professional learning communities and mentorship programs.

» Districts have the flexibility to align PIR day agendas with other state-supported programs, like [Teacher Residency](#) and [Statewide Mentorship](#) Programs, to amplify teacher preparation, [support effectiveness](#) and [strengthen leadership](#).

How can it be used?

» Districts can optimize PIR days by implementing comprehensive professional learning initiatives.

» Leadership teams should prioritize activities that empower educators, such as peer-led sessions, hands-on modeling or continuous improvement working groups.

» Local agencies can structure PIR days to include mentor program opportunities to sustain the momentum of personalized learning and deepen professional growth for both new and veteran teachers.

» Using PIR days for site visits to schools with established personalized learning systems can provide actionable insights.

» Schools can implement ongoing peer coaching where experienced teachers observe and provide feedback to new educators during their scheduled planning periods or collaborative team meetings.

» Teachers can set individualized professional growth plans aligned with proficiency-based learning goals and work with administrators to track progress over time.

Key Next Steps

» Review the Montana Innovation Guide to learn how other districts leverage teacher professional development.

» Consult KnowledgeWorks *Finding Your Path: A Navigation Tool for Scaling Personalized, Competency-Based Learning*.

You might need to consult other primers if...

- You need to establish a local framework for proficiency (consult Applying Proficiency-based Learning Policy Primer)

- You need to restructure your school day to allow for meaningful teacher collaboration or co-teaching (consult Transforming the Instructional Day Primer)

- You need to strategize how you might fund professional learning activities or instructional strategies that stem from innovative professional learning (consult Funding Opportunities for Personalized and Proficiency-based Learning Primer)

Additional Resources

» Applying Proficiency-based Learning Policy

» Funding Opportunities for Personalized and Proficiency-based Learning

» Transforming the Instructional Day

» Rethinking High School

» Variances to Standards Waiver

» Montana Innovation Guide

» *Finding Your Path: A Navigation Tool for Scaling Personalized, Competency-Based Learning*

Policy References

» Mont. Admin. R. 10.55.714

» Mont. Admin. R. 10.55.723

» Mont. Admin. R. 10.55.724

» Mont. Code. Ann. § 20-4-702
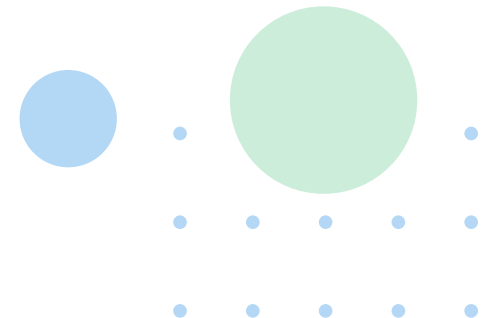
Funding Opportunities for Personalized and Proficiency-based Learning

Montana policy provides districts with opportunities to advance personalized and proficiency-based learning through innovative funding mechanisms. By leveraging the state's flexible funding formula and targeted grant programs, districts can design systems that prioritize mastery, individual pathways and equitable access to high-quality learning experiences.

This policy might be right for you if...

- You want to rethink some basic structures to your school- and district-based professional learning design

- You or your community would like to advance their personalized and proficiency-based models

- Your district needs access to a wide range of personalized learning supports

What is it?

» The funding formula uses Average Number Belonging (ANB), which bases funding on enrollment, ensuring that districts pursuing proficiency-based education are not penalized. While enrollment calculations include instructional time minimums, there is flexibility.

» Students can engage in proficiency-based pathways without impacting district funding under ANB calculations by having districts use a non-proficiency-based equivalent.

» The Advanced Opportunity Act supports districts in creating individualized pathways for students in grades 6-12, including funding for dual credit, industry certifications and other experiential learning opportunities.

» Though it will be phased out in FY27, the Transformational Learning Program provides funding to support innovative, student-centered learning models.

» Leverage federal funds under federal education programs Title I, Parts A, C and D; Title II, Part A; Title III; Title IV, Part A; Title VB; and IDEA to blend the various program funds together with programmatic requirements, program development and implementation to support personalized learning.

What does it mean?

» Montana policy provides an adaptable foundation for district-level funding strategies that prioritize innovative learning models. Districts can pursue flexible, proficiency-based approaches without risking financial loss.

» The Transformational Learning Program offers transitional funding over four years, enabling districts to design and implement systems that align with local goals for personalized and proficiency-based learning.

» The Advanced Opportunity Act provides targeted aid for students engaged in career pathways, advanced coursework and other individualized experiences, further strengthening the district's ability to support a variety of learner needs.

How can it be used?

» Districts can utilize ANB Funding Flexibility by designing proficiency-based pathways where students demonstrate mastery without being tied to instructional hours

» Districts can develop and submit a Transformational Learning Plan that includes work-based learning, proficiency-based credit systems and professional development for educators

» Districts can leverage Advanced Opportunity Funds to create strategic plans to include dual credit, industry certifications and other personalized pathways

» Districts can collaborate with local families, educators and business leaders to align funding strategies with workforce development and postsecondary readiness goals

» Districts can leverage Title II to provide coaching and improve teacher effectiveness.

Key Next Step

Review the Montana Innovation Guide to learn how other districts have leveraged Montana funding structures.

You might need to consult other primers if...

- You need to establish a local framework for proficiency (consult Applying Proficiency-based Learning Policy Primer)

- You need to restructure your school day to allow for meaningful teacher collaboration or co-teaching (consult Transforming the Instructional Day Primer)

Additional Resources

» Applying Proficiency-based Learning Policy

» Building Teacher Capacity for Personalized Learning

» Transforming the Instructional Day

» Rethinking High School

» Variances to Standards Waiver

» Montana Innovation Guide

» *Finding Your Path: A Navigation Tool for Scaling Personalized, Competency-Based Learning*

Policy References

» Mont. Code Ann. § 20-9-311

» Mont. Code Ann. § 20-7-1602

» Mont. Code Ann. § 20-7-1506
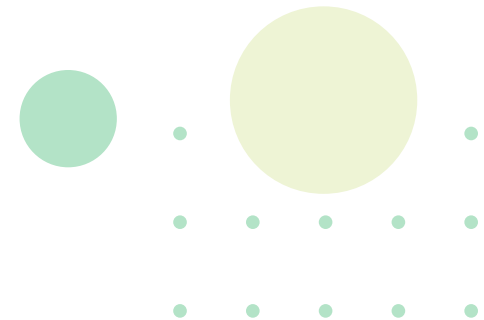
Transforming the Instructional Day

Proficiency-based learning often requires districts to create flexible learning environments that empower learners to take ownership of when, how and where they learn. Schools and districts typically find that this requires that they transform the instructional day, moving away from traditional periods and bells. This also means rethinking yearly calendars, the length of school days, the number of days in a school week and even what counts for instruction.

This policy might be right for you if...

- You want to rethink some basic structures for how school functions, like how long the day or school year is, or how many days are in the school week

- You want to create learning experiences that take place outside of a traditional classroom environment but that still take place within a school

- You want to create learning experiences that take place outside the school building but want that to count for time during the instructional day

Structure of the day, week and term (no state approval needed)

What is it?

» Montana code establishes that districts shall set the number of days in a school term, the length of the school day and the number of school days in a school week, and requires teachers and the broader community to have input on these decisions and that any changes are negotiated with the recognized collective bargaining unit

What does it mean?

» Districts and communities have full authority under state law to determine when, where and how learning takes place relative to the school calendar, school week and structure of a school day

How can it be used?

» Districts could establish shorter school days, provide more time for asynchronous learning, apprenticeships or work-based learning or extend out of school activities

» Districts wanting to take action in this area should consider how they will meaningfully engage educators and the broader community early and regularly as required under law to ensure broad buy-in for the proposed changes

What counts for instruction (no state approval needed)

What is it?

» Montana code requires that districts provide a minimum number of hours of pupil instruction at different grade levels. Code also defines pupil instruction as "the conduct of organized learning opportunities for pupils enrolled in public schools." The term includes a broad range of activities that can count for instruction, including "directed, distributive, collaborative, or work-based learning or other experiential learning activity," so long as that learning is conducted under the supervision of a teacher and is conducted to purposely achieve content proficiency

What does it mean?

» This definition of instruction gives districts wide latitude in the types of learning experiences that they can create to meet the hour requirements stated in statute, so long as they are supervised by a teacher

» Districts can also think expansively about what the phrase "under the supervision" of a teacher means, as it is not defined in code or regulation. For example, innovations could include teaching pods made up of lead teacher, co-teacher and/or paraprofessionals

How can it be used?

» A district leveraging this authority could think creatively about how things like work-based learning or other community-based learning experiences could count for pupil instructional opportunities for students. A district might also think about creating non-traditional opportunities for students to gain experiences outside the school building, such as experimental field trips that align with class content

Key Next Steps

» Bring together a group of stakeholders in your community to think about what you want learning to look like, which is most commonly articulated in a Portrait of a Graduate. KnowledgeWorks *Finding Your Path: A Navigation Tool for Scaling Personalized, Competency-Based Learning* includes questions around Flexible Learning Environments.

» Consider how your school's instructional day, calendar or term would need to change to make your vision a reality and compare that to the freedoms afforded districts under existing statute.

» Consider how to develop master schedules and calendars that increase student learning time while maintaining a standard teacher work week.

» If you still feel the need to make changes beyond what is allowed around the day, week, term or what counts for instruction, consider looking at some of the other primers to look for additional flexibilities that you might need to leverage.

You might need to consult other primers if...

• You need to make changes that go beyond the school calendar or daily school schedule (consult Variances to Standards Primer).

• You need to make adjustments to how students get credit for learning (consult Rethinking High School Primer).

• You want to rethink teacher workloads to make it easier for them to monitor learning in innovative ways (consult Building Teacher Capacity for Personalized Learning Primer).

• You want to find ways to help pay for innovative learning structures (consult Funding Opportunities for Personalized and Proficiency-Based Learning).

Additional Resources:

» Applying Proficiency-based Learning Policy

» Building Teacher Capacity for Personalized Learning

» Funding Opportunities for Personalized and Proficiency-based Learning

» Rethinking High School

» Variances to Standards Waiver

» Montana Innovation Guide

» *Finding Your Path: A Navigation Tool for Scaling Personalized, Competency-Based Learning*

Policy References

» Mont. Code Ann. § 20-1-302

» Mont. Code Ann. § 20-1-301

» Mont. Code. Ann. § 20-1-101
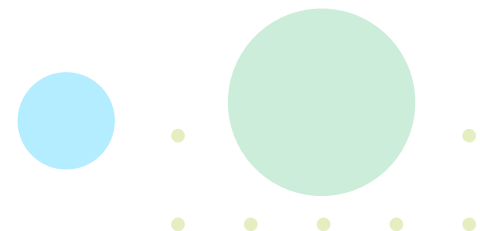
Rethinking High School

Montana policy offers two key flexibilities related to graduation requirements and the unit of credit specific to high school. High school, traditionally defined as grades nine through twelve, is a natural transition point in young people's lives as they prepare to move from the K-12 education system to postsecondary education or a career of their choosing. It's also a period where students have the maturity to take full advantage of proficiency-based opportunities. Because of this, many schools and districts in Montana, as well as across the country, have sought to rethink high school structures using proficiency-based strategies.

This policy might be right for you if...

You want to transform the way your district's high school programming functions by adopting new graduation requirements or by thinking creatively about how students could meet existing requirements in ways that are proficiency-based.

Graduation Requirements (no state approval needed)

What is it?

» Montana [regulation](#) states that high schools shall require a minimum 20 units of credit ("units") for graduation.

» The regulation only places requirements on 13 of those 20 units and allows required units to be satisfied by "an equivalent course that meets the district's curriculum and assessment requirements, which are aligned with each of the content standards" for the required units.

What does it mean?

» Districts must meet the minimum requirements for awarding credits, but regulation gives them considerable flexibility in how they do so, structuring graduation requirements tailored to the needs and interests of their learning communities.

» Districts also have considerable flexibility as to what goes into a unit (see next section).

How can it be used?

» Districts can get creative in deciding the additional seven required credits beyond the 13 that are specified. Districts can use what is called an "equivalent course" for one of the required units of credit so long as it covers content standards. This could substitute for a traditional course.

» For example, a district could provide an alternative to a traditional math course like Algebra so long as that course meets the district's curriculum and assessment requirements and are aligned with content standards, such as a high-quality career and technical education course or dual enrollment or early college course that covers the equivalent content standards.

Unit of Credit (no state approval needed)

What is it?

» Montana regulation defines a unit of credit as the equivalent of "at least 8100 minutes for one year, equivalent proficiency without regard to time, or demonstration of an equivalent course that meets the district's curriculum and assessment requirements."

» Regulation also allows local boards to give students credit for a course that is completed in a shorter or longer period of time than required.

» Related, a district that allows students to enroll in a program with fewer than the required hours of instruction can still include that student as a full pupil in its average number to obtain full-time pupil status and corresponding funding, so long as the student has achieved proficiency in the content "ordinarily covered by the instruction as determined by the school board using district assessments."

What does it mean?

» Montana regulation clearly states that both time and proficiency are acceptable means of meeting the state's credit requirements. Districts can opt for one or the other without seeking permission from the state.

» The policy provides districts with the flexibility to offer students the opportunity to earn credit through proficiency-based approaches without a financial penalty.

How can it be used?

» Districts can think differently about the basic building blocks of high school, broadening what counts toward industry-recognized credit. For example, districts could provide innovative credit opportunities by creating apprenticeships that lead to industry-recognized credentials or an early college or dual credit course. These experiences can help students meet the district's curriculum and assessment requirements at the same time.

» Districts can also modify where and how learning takes place, allowing students to move at a pace that makes sense to them through experiences that are personalized.

» Districts should have systems and structures in place to support students in demonstrating proficiency in the appropriate content so that they are not impacted by the hourly base aid reduction for pupils not demonstrating proficiency.

Distance, Online and Technology

What is it?

» Montana districts are authorized in [regulation](#) to provide distance, online and technology-delivered learning programs. These programs must be licensed and endorsed in Montana in the appropriate content areas and educators must receive training on technology-delivered instruction, among other requirements. These learning experiences must also comply with teacher workload requirements, and digital content providers must meet certain qualifications to provide services in the state.

What does it mean?

» Districts can use the flexibility offered by distance, online and technology-based learning to provide more flexible learning experiences to students so long as the basic requirements of the regulation are met.

How can it be used?

» Online, distance and technology-oriented learning give districts a broad tool to personalize and shape the learning experience to student needs and interests. For example, they could use online learning experiences to expand access to specialized courses and technology to incorporate interactive elements into the school experiences.

» Districts could also create hybrid opportunities that combine in-person experiences with asynchronous online learning that together allow students to meet course content requirements. Districts should carefully consider potential challenges inherent in online approaches, such as social isolation and technology access.

Key Next Steps

» Bring together a group of stakeholders in your community to think about what you want learning to look like, which is most commonly articulated in a Portrait of a Graduate. KnowledgeWorks *Finding Your Path A Navigation Tool for Scaling Personalized, Competency-Based Learning* includes a number of questions in various areas relevant to high school that could inform the conversation.

» Determine whether you should seek additional flexibility beyond what is already afforded to you by the way that graduation requirements, credits and the connection to funding are articulated. This could be done through the Variances to Standards flexibility.

» If changes are needed beyond what is allowed around the day, week, term or what counts for instruction, consider looking at some of the other primers for additional flexibilities.

**You might need to consult other primers if...**

- You aren't sure how to find the funding to make these opportunities happen, or need to make sure you still receive your full funding allotment (consult Funding Opportunities for Personalized and Proficiency-Based Learning Primer)

- You want to make changes to how the instructional calendar, week or day functions (consult the Transforming the Instructional Day Primer)

- You find that you need additional flexibilities beyond what is allowed under statute and regulation (consult the Variances to Assurances Primer)

Additional Resources

» Applying Proficiency-based Learning Policy

» Building Teacher Capacity for Personalized Learning

» Funding Opportunities for Personalized and Proficiency-based Learning

» Transforming the Instructional Day

» Variances to Standards Waiver

» Montana Innovation Guide

» *Finding Your Path: A Navigation Tool for Scaling Personalized, Competency-Based Learning*

» Advance CTE's National Career Clusters Framework

Policy References

» Mont. Admin. R. 10.55.905

» Mont. Admin. R. 10.55.906

» Mont. Admin. R. 10.55.907

» Mont. Code Ann. §20-9-311

» Mont. Code Ann. §20-1-301
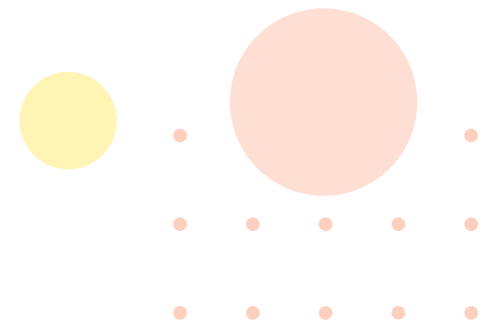
Variances to Standards Waiver

Montana has established a broad waiver authority, Variances to Standards, that gives districts an opportunity to ask for flexibility from many existing standards of accreditation (also referred to in regulation as "assurance standards") so long as they go through the process described in regulation. This opportunity gives districts a powerful opportunity to reimagine their school structures as they seek to advance proficiency-based learning.

This policy might be right for you if...

- You've reviewed other primers and want to go beyond those flexibilities that are clearly articulated in statute, like those relating to instructional time or school calendars.

- You want to make changes to areas like school leadership, specific program requirements, class sizes or other areas covered by the state's accreditation / assurance standards.

What is it?

» Requires state approval.

» Montana regulation gives districts the opportunity to apply to the Board of Public Education ("Board") for "a variance to an assurance standard or a section of assurance standards." Assurance standards, also referred to as standards of accreditation, are defined as the standards of quality for education programs in the state.

» Districts must apply for a variance and include evidence to show that community stakeholders were involved and that the proposal is "workable and educationally sound." Applications are reviewed by the superintendent and the Board.

» Applications must be submitted in writing to the super-intendent, who then reviews and makes a recommendation to the Board for approval, modification or rejection.

What does it mean?

» Assurance standards establish the basic quality requirements for Montana Education in all schools. Districts can use this flexibility to apply for a variance to do things differently so they can more effectively pursue those standards to achieve the same or better outcomes for students.

» Most standards can be waived with some exceptions related to teacher licensure or endorsement and content standards. Districts should consult the regulation and the standards to ensure that they are only applying for those standards that can be formally waived. If a district makes a mistake, they can modify their application and resubmit.

How can it be used?

» Given how broad this flexibility is, there are many ways that Montana districts could use it. Some hypothetical examples:

  • Allowing a teacher supervising a cohort of students taking an asynchronous class online to supervise more than the 30 students articulated in statute

  • Using alternative approaches to courses that don't use grades or traditional titles, as well as recording them on a mastery-based high school transcript that might differ from what is required under state law.

» In determining the desired change for the district, they might consult other policy primers to determine whether a waiver is truly necessary or if the flexibility exists to drive the change.
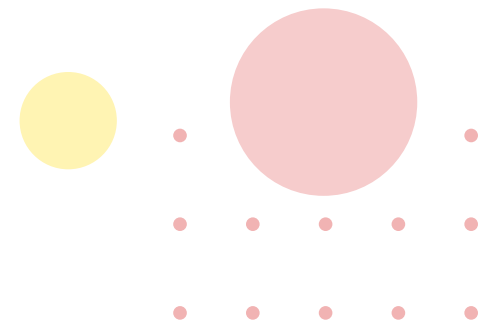
Key Next Steps

Once your district has determined that it needs to seek one or more variances to standards after community engagement, there is a clear process in regulation that you must follow.

» Determine what you want to do and identify the correct accreditation standard or standards where the variance is needed.

» Submit an application that shows why the variance is workable, educationally sound and designed to meet or exceed results under established standards. You must also show evidence that local community stakeholders were involved in the development of the variance.

» The application must be submitted by the second Monday in October of the current academic year.

» If the superintendent or Board of Public Education identifies any problems with the application or changes that need to be made, you should work with the appropriate group to make those changes.

» Once the variance has been implemented for a second year, you must provide evidence to the superintendent that the variance is achieving the results that would have been accomplished under the existing standard. The variance may then be renewed or revoked.

You might need to consult other primers if...

• You aren't sure how to find the funding to make these opportunities happen or need to make sure you still receive your full funding allotment (consult Funding Opportunities for Personalized and Proficiency-Based Learning Primer)

• You want to seek flexibility around graduation requirements (consult Rethinking High School Primer)

• You're interested in rethinking aspects of how your district assesses student learning that go beyond specific program standards in the accreditation/assurance standards (consult Applying Proficiency-based Learning Policy Primer)

Additional Resources

» Applying Proficiency-based Learning Policy

» Building Teacher Capacity for Personalized Learning

» Funding Opportunities for Personalized and Proficiency-based Learning

» Transforming the Instructional Day

» Rethinking High School

» Montana Innovation Guide

» Montana Variances to Standards Landing Page

Policy References

» Mont. Admin. R. 10.55.604

» Mont. Admin. R. 10.55.602

REFERENCE AND RESOURCES

Applying Proficiency-based Learning Policy

» Mont. Code Ann. § 20-7-1601: Forms of Personalized Learning

» Mont. Admin. R. 10.55.601: Accreditation Standards-Procedures

» Mont. Admin. R. 10.55.602: Accreditation Standards-Definitions

» Mont. Admin. R. 10.55.603: Accreditation Standards-Curriculum and Assessment

» Mont. Admin. R. 10.55.906: Academic Requirements-High School Credit

» Mont. Code Ann. § 15-30-3102: Tax Credit for Qualified Education Contributions-Definitions

Building Capacity for Personalized Learning

» Mont. Admin. R. 10.55.714: Accreditation Standards-Professional Development

» Mont. Admin. R. 10.55.723: Accreditation Standards-Mentorship and Induction

» Mont. Admin. R. 10.55.724: Accreditation Standards-Evaluation

» Mont. Code. Ann. § 20-4-702: Teacher Residency Program

Funding Opportunities for Personalized and Proficiency-based Learning

» Mont. Code Ann. § 20-9-311: Calculation of Average Number Belonging

» Mont. Code Ann. § 20-7-1602: Incentives for Creation of Transformational Learning Programs

» Mont. Code Ann. § 20-7-1506: Incentives for Creation of Advanced Opportunity Programs

Transforming the Instructional Day

» Mont. Code. Ann. § 20-1-101: Definitions

» Mont. Code Ann. § 20-1-301: School Fiscal Year

» Mont. Code Ann. § 20-1-302: School Term, Day, and Week

Rethinking High School

» Mont. Admin. R. 10.55.905: Graduation Requirements

» Mont. Admin. R. 10.55.906: High School Credit

» Mont. Admin. R. 10.55.907: Distance, Online, and Technology-Delivered Learning

» Mont. Code Ann. §20-1-301: School Fiscal Year

» Mont. Code Ann. §20-9-311: Calculation of Average Number Belonging (ANB) – 3-Year Averaging

**Variances to Standards Waiver**

» Mont. Admin. R. 10.55.602: Definitions

» Mont. Admin. R. 10.55.604: Variances to Standards

Additional Resources

» Montana Innovation Guide

» A Shared Vision

» Aligning Competencies with Your Portrait of a Learner

» *Finding Your Path: A Navigation Tool for Scaling Personalized, Competency-Based Learning*

» Montana Variances to Standards Landing Page
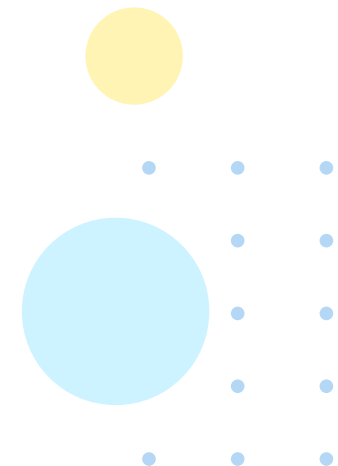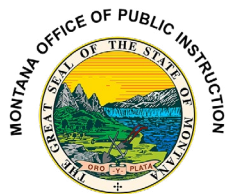
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KnowledgeWorks

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