



# May 2025

## OPI Assessment Bulletin

This bulletin communication is tailored to System Test Coordinators (STCs) with a lens for providing the current news, testing alerts, and changes to statewide assessments.

Use these hyperlinks to navigate to each section of the bulletin:

- [Assessment Specific Timely Tasks](#)
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## 2024-2025 OPI Test Windows – 2025-2026 Windows coming soon!

Anticipated SY2024-25 Test Windows		Required Subjects	Student Group	Grades Tested	Window Period
Montana Aligned to Standards Through-Year (MAST)	<u>Window 1</u> October 14- November 22	Math and ELA	General	Grades 3–8	3 windows: 6 weeks each  Final Anchor Window: 3 weeks
	<u>Window 2</u> January 13- February 21				
	<u>Window 3</u> March 24- May 2				
	<u>Window 4</u> (Anchor only) May 5-May 23				
ACCESS for ELLs	December 2- February 21	English Language Proficiency	English Learners	Grades K–12	12 weeks
Multi-State Alternate Assessment (MSAA)	March 10- April 25	Math and ELA	SwSCDs	Grades 3–8, 11	7 weeks
Montana Alternate Science Assessment (AMSA)	March 10- April 25	Science	SwSCDs	Grades 5, 8, 11	7 weeks
Montana Science Assessment (MSA)	March 3- May 23	Science	General	Grades 5, 8	12 weeks
ACT with Writing	<u>Window 1</u> March 25-April 4	Math, ELA, and Science	General	Grade 11	3 windows: 2 weeks
	<u>Window 2</u> April 8-18				
	Window 3 April 22-May 2				
Updated by the Office of Public Instruction on March 19, 2025.			Note: Dates and information listed in this schedule are subject to change at any time or without notice.		

**Note:** SwSCDs is an acronym for student with significant cognitive disabilities and 'SY' is the abbreviation for school year. The OPI will publish any changes to the test windows on the [Published Test Windows](#). The asterisk (\*) is used to signify these dates are subject to change based on new information or changed policies.

## Timely Tasks for State Assessments

The checklists below help guide the System Test Coordinator (STC) in ensuring tasks related to state assessments are completed in a timely manner.

### MontCAS (Montana Comprehensive Assessment System)

*This section pertains to general and test security tasks under the umbrella of the MontCAS program not specific to any one of the state assessments.*

- ✓ Throughout the school year, STCs report any testing incidents that occur in the district via the [MontCAS Application](#)\*
- ✓ At least 2 weeks before scheduled testing, STCs submit requests for students who may need a non-routine accommodation on one or more statewide assessment(s) in the [MontCAS Application](#)\*
- ✓ After testing windows close, STCs report instances of non-participation in the [MontCAS Application](#)\*

#### Timely Task Resources

<a href="#">MontCAS Test Security Collection Schedule</a>	This schedule includes required and timely tasks and collections specific to state assessments.
* <a href="#">MontCAS Application User Guide</a>	*This user guide includes step-by-step instructions for entering testing incidents, requesting non-routine accommodations, and entering non-participation exemption requests.

For links to MontCAS general and test security resources, visit the [MontCAS page](#) of the OPI State Testing website.

### Montana Aligned to Standards Through-Year (MAST) Assessment

*The MAST Assessment is the general math and reading/language arts assessment for academic achievement reporting in Grades 3 through 8.*

**Window #3 opened March 24 and remains open through May 2, 2025.**

**Window #4 opens May 5 and remains open through May 23, 2025.**

In the [Kite Educator Portal](#), perform these tasks prior to testing:

- ✓ **Check enrollment:** Daily student enrollment updates begin the week before and continue throughout testing windows. To ensure accurate Kite enrollment, keep your district's Student Information System (SIS) up to date. Students who have been end-dated in your district's SIS should be left those unrostered. These students will be removed during a weekly exit update.
- ✓ **Update rostering** to reflect any student mobility in the district. Roster students to the educator that will need access to the student's score reports. Rostering impacts how the Classroom Report will display students.
- ✓ **Update PNPs** as needed to reflect changes to student educational plans.

#### After testing tasks:

- ✓ **Access Student Score Reports** (released weekly for students' testlets in *Completed* status). Instructions for accessing and utilizing MAST Score Reports can be found in this focused support [VIDEO](#). Interpretation guides and supporting resources can be found on the [MAST Portal](#) under the *Score Reports* section. Teachers now have the option to bundle student score reports under REPORTS > COMMON BUNDLED REPORTS.
- ✓ **Share Student Score Reports with Parents/Guardians** Individual student testlet results should be shared with parents/guardians in a timely manner. A Kite Parent Portal is available to use as part of the Kite Suite. Directions to set up can be found in this [Kite Parent Portal One-Pager](#). A Parent Score Report Template letter and other resources are available on the MAST Portal under the *Resources for Parents* section.
- ✓ **Submit Testing Incidents & Non-Participation Requests** into the [MontCAS Application](#) no later than **May 9, 2025**.

## Window #4 Anchor Test (May 5-23, 2025)

Students will be pre-assigned one math or ELA testlet that is designed to be completed within one testing session. The anchor testlet will be assigned at the classroom level so each roster will get the same grade-level anchor testlet. Depending on the form assigned to the student:

- The ELA form will consist of 16 questions, including standalone and passage-based items.
- The math form will consist of 25 questions. Forms in Grades 6-8 are divided into a calculator and non-calculator section.

## Standard Setting

Montana educators are invited to participate in Standard Setting for the MAST assessment in the Summer 2025. In collaboration with other subject matter experts, Montana educators will help draft and refine performance-level descriptors to ensure these descriptors accurately reflect the competencies students must demonstrate at each performance level. Please express initial interest by filling out the linked [MAST Standard Setting Recruitment Form](#).

## MAST Timely Task Resources

Rostering Students	Refer to the <a href="#">MontCAS Stay Informed webpage</a> for a <a href="#">MAST Rostering Focused Support Video</a> (about 7 minutes) and <a href="#">Presentation Slides</a> .
Enter PNPs	Refer to the <a href="#">MontCAS Stay Informed webpage</a> for a <a href="#">MAST Entering Student PNPs Focused Support Video</a> (about 12 minutes) and <a href="#">Presentation Slides</a> . Adding/modifying student PNPs should be continually updated to reflect changes to students' IEPs, 504s, and/or educational plans throughout the year. Add PNPs for qualifying students as they transfer into the district.
<a href="#">MAST Portal</a>	The landing page for all MAST resources, support, and professional learning opportunities.
<a href="#">MontCAS Stay Informed &amp; Find Support</a>	On the MAST Assessment tab, a series of focused support videos will be available to support tasks associated with preparing for and administering the MAST assessment.

## Montana Science Assessment (MSA)

*The MSA is the general science assessment for academic achievement reporting in Grades 5 and 8.*

**The Montana Science Assessment testing window is currently open and runs through May 23, 2025.**

- ✓ **Send the [Parent Notification Letter](#) home** to parents 1-2 weeks before the district/school plans to test.
- ✓ **Update Browsers** on your school/district testing devices using the [Montana Testing Portal Technology Guide](#).
- ✓ **Ensure test settings are entered correctly in TIDE prior to testing.** Supports and accommodations should reflect those listed in student IEP/504 Plans.
- ✓ **Ensure TAs have completed the required Test Administrator Certification Course** in the [Montana Testing Portal](#).
- ✓ Monitor Test Completion for your school and district during the testing window. Access Monitoring Test Progress from your TIDE home screen. Detailed steps can be found in the [TIDE Training Module](#) or the [TIDE User Guide](#).
- ✓ **Chrome Users** With the upcoming release of ChromeOS version 133 on the Stable channel in early 2025, a required setting for the secure browser will no longer be enabled by default. Beginning now, and no later than December 31, 2024, district (or school) technology staff must utilize one or both of the options shared in the [Chrome OS Update instructions](#).
- ✓ **Monitor Test Completion:** You can access Monitoring Test Progress from your TIDE home screen. Detailed steps can be found in the [TIDE Training Module](#) or the [TIDE User Guide](#).

## MSA Timely Task Resources

<a href="#">MontCAS Stay Informed &amp; Find Support</a>	On the Montana Science Assessment tab, a series of focused support videos will be available to support tasks associated with preparing for and administering the MSA.
<a href="#">MSA Usability Accessibility and Accommodations Guide</a>	This guide describes the universal tools, designated supports, and accommodations available for the Montana Science Assessment.

For links to MSA general resources, visit the [MSA page](#) of the OPI State Testing website.

## ACT with Writing

The ACT with Writing is the general math, reading/language arts, and science assessment for academic achievement reporting in Grade 11.

**The ACT with Writing Test Window #3 is open through May 2, 2025.**

### Prepare for Testing Tasks:

- ✓ Complete [Site Readiness](#) to ensure devices are up to date for spring testing.
- ✓ Ensure the [TestNav browser](#) is installed on student testing devices.
- ✓ Create and assign students to test sessions for online testing per the [Test Administration Manual](#) (pg. 38).
- ✓ [Validate configuration and freeze the test environment](#) for online testing.

### ACT Timely Task Resources

<a href="#">Pearson Access<sup>next</sup></a>	The PANext site opens on November 4 and is the portal in which districts manage the ACT with Writing.
<a href="#">MontCAS Stay Informed &amp; Find Support</a>	On the ACT with Writing tab, a series of focused support videos will be available to support tasks associated with preparing for and administering the ACT with Writing.

For links to ACT general and test security resources, visit the [ACT page](#) of the OPI State Testing website

## ACCESS for ELLs Assessment (ACCESS)

The ACCESS is the English Language Proficiency assessment for academic achievement reporting for English Learners (ELs) in Grades K through 12.

- ✓ **Digital score reports** are available. [Access score reports](#) in the WIDA AMS. Printed reports should arrive in districts by May 9, 2025. View the [Focused Support Video](#) for instructions to view and download the digital score reports.
- ✓ **Review score reports to exit eligible students.** Students who have obtained an Overall Composite Score of 4.7 or higher should be 'exited' from EL status in AIM/Infinite Campus.
- ✓ **Send score reports home to parents.** This [OPI template letter](#) can be used by districts to meet state and federal requirements for timely notification.

### ACCESS for ELLs Timely Task Resources

<a href="#">WIDA AMS</a>	The WIDA Assessment Management System houses digital score reports.
<a href="#">MontCAS Stay Informed &amp; Find Support</a>	On the ACCESS for ELLs/WIDA Screener tab, a series of focused support videos will be available to support tasks associated with preparing for and administering the ACCESS for ELLs.

For links to ACCESS general and test security resources, visit the [ACCESS page](#) of the OPI State Testing website.

## Multi State Alternate Assessment (MSAA)

The MSAA is the alternate math and reading/language arts assessment for academic achievement reporting in Grades 3 through 8 and 11 for students with significant cognitive disabilities.

**The MSAA testing window closed on Friday, April 24.**

- ✓ **STCs enter all testing incidents** that may have occurred during alternate testing in the [MontCAS Application](#). Deadline: May 9, 2025.
- ✓ **STCs enter all instances of valid non-participation** in the [MontCAS Application](#). Deadline: May 9, 2025.

### MSAA Timely Task Resources

<a href="#">MontCAS Stay Informed &amp; Find Support</a>	On the MSAA & AMSA (Alternates) tab, a series of focused support videos will be available to support tasks associated with preparing for and administering the MSAA.
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For links to MSAA general and test security resources, visit the [MSAA page](#) of the OPI State Testing website.

## Alternate Montana Science Assessment (AMSA)

The AMSA is the alternate science assessment for academic achievement reporting in Grades 5, 8, and 11 for students with significant cognitive disabilities.

**The AMSA testing window closed on Friday, April 24.**

- ✓ **STCs enter all testing incidents** that may have occurred during alternate testing in the [MontCAS Application](#). Deadline: May 9, 2025.
- ✓ **STCs enter all instances of valid non-participation** in the [MontCAS Application](#). Deadline: May 9, 2025.

### AMSA Timely Task Resources

<a href="#">MontCAS Stay Informed &amp; Find Support</a>	On the MSAA & AMSA (Alternates) tab, a series of focused support videos will be available to support tasks associated with preparing for and administering the AMSA.
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For links to AMSA general and test security resources, visit the [AMSA page](#) of the OPI State Testing website.

## National Assessment of Educational Progress (NAEP)

The NAEP assessment is administered **ONLY** in selected schools to students in mathematics and reading in Grades 4, 8, and 12. Participation is required under the Every Student Succeeds Act for any district receiving Title 1 funding.

[National Assessment of Educational Progress](#) (NAEP) is a congressionally mandated program administered by the [National Center for Education Statistics](#) (NCES) within the U.S. Department of Education. The [National Assessment Governing Board](#) (NAGB) oversees and sets policy for NAEP.

NAEP 2025 is complete. Thank you to the schools who participated. We appreciate your support and service in providing high-quality assessment and education to our Montana students.

The NCES has begun preparing for the 2026 assessment cycle and will conduct NAEP and various international assessments and studies during the 2025-2026 school year. Participation is required under the Every Student Succeeds Act (or ESSA) for any district receiving Title 1 funding. The NAEP-selected school sample will be available in May and schools will be notified shortly after. The NAEP 2026 program will include digitally based assessments, administered on the schools' devices, in mathematics and reading assessments at grades 4 and 8 and civics and U.S. history at grade 8 from **January to March 2026**. Each student will be only assessed in one subject. NAEP representatives will provide significant support to schools by administering the assessment. When possible, NAEP will use school-based Internet and devices to conduct the assessment. The program will work with districts and schools to determine if this is feasible for each school.

### NAEP Timely Task Resources:

<a href="#">NAEP State Assessment Sample Design FAQs</a>	These are frequently asked questions about the NAEP state assessment sample design.
<a href="#">Selecting Schools for Participation in State-Level NAEP</a>	This document provides steps used to select a sample of public schools and students.

For links to NAEP general resources, visit the [NAEP page](#) of the OPI State Testing website.

## Assessment Updates

### **\*\*Montana Science Assessments Update**

Chrome users must complete needed updates by December 31, 2024, to accommodate the upcoming release of ChromeOS Version 133 on the Stable channel. See the Montana Science Assessment and the Alternate Montana Science Assessment section of this bulletin for more information.



## **\*\*Note the updated home page of the Statewide Testing website\*\***

Based on feedback from the field, the OPI Assessment Unit is providing an STC Checklist on the [homepage of the Statewide Testing website](#). The checklist is updated weekly to include all tasks districts and schools should be completing.

## **Training Opportunities**

Training Opportunities for the 2023-2024 school year are included below. System Test Coordinators can place these on calendars to save the date and bookmark support webpages.



### **OPI Assessment Focused Support Videos Series**

Beginning this 2024-2025 school year, the OPI Assessment Unit is introducing a series of Focused Support Videos. These short videos are posted on the [Stay Informed & Find Support](#) page of the [Statewide Assessment webpages](#). Most of the videos are under 10 minutes and will provide support for all statewide assessments.

Watch for videos to be added throughout the school year as we progress through the before, during, and after testing phases.

If you are looking for support and don't see it in the assessment program accordions, reach out to the [OPI Assessment Help Desk](#) (or 844.867.2569) for further assistance.



### **NEW! System Test Coordinators Basics HUB Course Now Available!**

This self-paced course is available in the Teacher's Learning Hub. Throughout the modules, you will gain the knowledge you need to fulfill your role as the System Test Coordinator for your district. You will be provided with 15 hours of Professional Development Units upon completion. Visit the [Teacher's Learning Hub](#) to register for the course.

## **Federal and State Requirements**

### **What are the requirements for accountability this year ESEA-ESSA Section 1111(c)?**

- All accountability and school identification requirements are in effect.
- Data from this year's state assessments will be used within the OPI's accountability process for annual meaningful differentiation of schools.
- **Participant** = must have **(1)** a valid score and be **(2)** assigned a proficiency level (see 34 CFR 200.2(a)(b)(1)(i)). All students, including students with disabilities are required by state and federal law to take part in the OPI's state assessments with or without accommodations. All students are expected to take part in state assessments in one of three ways:
  - Participate in the general education assessments without accommodations.
  - Participate in the general education assessments with accommodations.
  - Participate in [Alternate Assessments](#) when the participation criteria are met.
- To see a list of schools who were previously identified for targeted and comprehensive status, visit the [OPI's ESSA Information and Documents Page](#). The federal accountability process for school identification using the 2021-2022 state assessment data is planned to commence this Fall.

### **What are the requirements for reporting this year ESEA-ESSA Section 1111(h)?**

- Any instances where it was unsafe for a student to participate in the state assessment for medical reasons must be reported to the OPI using the "Medical Exemption" policy as defined within the [MontCAS Policies and Procedures for Participation in State Assessments](#).

### **What does participation and non-participation mean for state assessments?**

Participation is necessary to ensure the data are representative and reflective of the population. When participation rates fall below the state and federal requirements, bias can be introduced into the student knowledge, skill, and ability estimates, thus reducing the overall confidence we have in the data and ultimately interfering with the inferences that can be made about student achievement.

- In Montana, there is no “opt out” law, and both state law and accreditation rules require all students in public and accredited non-public schools to participate in state testing.
- The OPI recognizes there are circumstances beyond the control of the school that may result in non-participation. In those rare cases, the district must report the reason for non-participation to the OPI using the [MontCAS Application](#).
- The figure on participation below is used to show how the calculation is made for participation rates for a school which is displayed on the [Montana ESSA Report Card](#) and within the accountability differentiation process.
  - Per the OPI’s policies and federal reporting, only students with “medical exemptions” can be removed from the denominator, meaning all other instances of non-participation (or absence) impact the school’s participation rate.
  - The state factors the requirement for 95 percent student participation in mathematics and reading/language arts assessments into the statewide accountability system. Students who meet participation requirements and who do not test are assigned a score of “Novice” and designated as a non-participant for accountability purposes (see [ESSA State Plan](#), [MontCAS Policies and Procedures for Participation in State Assessments](#), and [Six Things Stakeholders Should Know about Participation and Testing in Montana](#)).

$$\text{Participation Rate} = \frac{\begin{array}{l} \# \text{ Tested Students During the Testing Windows and} \\ \# \text{ Students Enrolled on the Test Window Count Dates} \end{array}}{\begin{array}{l} \# \text{ Students Enrolled on Test Window Count Dates and} \\ \# \text{ Tested Students During the Testing Windows and} \\ \# \text{ Students Absent on Test Window Count Dates} \end{array}}$$

**Eligible Student Population** = All students enrolled during the testing window whether or not they were present for the full academic year except students who did not participate in the assessments due to significant medical emergencies (34 CFR 200.2(a)(b)(1)(i)).

**Non-Participant** = Did not participate. This is a student who was expected to test but did not for whatever reason and their non-participation status will count negatively against the school’s participation rate (e.g., parent refusal).

**Reporting Requirement:** Montana school districts are required to provide parents/guardians with individual student reports in a timely manner. To understand and address the specific academic needs of students, it is required under state and federal law to provide individual student interpretive, descriptive, and diagnostic reports regarding achievement. This allows families, teachers, and other school leaders to address individual student needs regarding student proficiency and progress as soon as is practicable after the assessment is given. Family resources and sample letters can be found on the [Parent Corner page](#)

**Federal Requirement:** provide timely individual student reports to parents, teachers, and principals and include the results on local report cards ([ESSA Section 1111](#)).

**State Requirement:** statewide assessment public results must include a clear statement of the purpose, subject areas assessed, description of proficiency levels, and the percentage of students who participated in the assessments ([ARM 10.56.105\(2\)](#) and [§20-7-104, MCA](#)). School districts must also place individual student reports in the student’s cumulative file per [ARM 10.55.909](#).

## OPI’s Recommended Roles and Responsibilities







<b>Authorized Representative Role:</b>	The individual designated to comply and/or enforce activities in connection with federal legal requirements (see <a href="#">34 CFR §99.3</a> ). Authorized Representatives appoint STCs as the single point of contact for all assessment-related matters and testing alerts within the school system. <ul style="list-style-type: none"> <li>• Authorized Representatives must confirm STC designation within Infinite Campus each year. Check the <a href="#">OPI AIM Unit webpage</a> for data collection deadlines and guidance.</li> </ul>
<b>System Test Coordinator Role:</b>	This role serves as the data steward for managing local users within the restricted web-based <a href="#">TDS portals</a> used to deliver each test. This role also serves as the local liaison for all standardized testing procedures (i.e., proctoring, safeguarding, securing, and reporting state test information) and ensuring staff are trained and certified to administer state assessments. <ul style="list-style-type: none"> <li>• STCs must sign the electronic test security agreement and the testing plan assurances in the <a href="#">MontCAS Application</a> by the dates specified in the <a href="#">“MontCAS Test Security Collection Schedule”</a>.</li> </ul>
<b>Building Coordinator Role:</b>	Assigned by the AR and/or STC and is typically a licensed non-instructional person such as principals, vice principals, counselors, or other staff members. This person coordinates state assessments in the school building.

	<ul style="list-style-type: none"> <li>All staff with test delivery portal accounts for statewide assessments will be required to sign an electronic TSA or non-disclosure agreement (NDA) to gain access to the online test administration and reporting sites.</li> </ul>
<b>Test Administrator Role:</b>	<p>This person is assigned by the STC and/or BC and is a licensed educator such as a classroom teacher. The OPI further recommends that the Test Administrator is familiar to the students, so students feel more comfortable in the testing environment. TAs follow and administer the tests in accordance with the assessment-specific Test Administration Manuals.</p> <ul style="list-style-type: none"> <li>All staff with test delivery portal accounts for statewide assessments will be required to sign an electronic TSA or non-disclosure agreement (NDA) to gain access to the online test administration and reporting sites.</li> </ul>
<b>Technology Coordinator Role:</b>	<p>This person ensures the secure browser is installed properly to administer the online assessments via the test delivery systems and that all system setup and requirements have been completed before testing. More information about these roles can be found in the <a href="#">MontCAS Test Security Manual</a>.</p>

## OPI Assessment Unit Contact Information

Teaching and Learning Department ● Phone: 844-867-2569 ● Email: [OPIAssessmentHelpDesk@mt.gov](mailto:OPIAssessmentHelpDesk@mt.gov)

### Assessment Team

<b>Cedar Rose</b> State Assessment Director <a href="mailto:Cedar.Rose@mt.gov">Cedar.Rose@mt.gov</a> 	<b>Marcy Fortner</b> Assessment Specialist <a href="mailto:MFortner@mt.gov">MFortner@mt.gov</a> 	<b>Tressa Graveley</b> Assessment Specialist <a href="mailto:Tressa.Graveley@mt.gov">Tressa.Graveley@mt.gov</a> 
<b>Dylan Conway</b> Assessment Specialist <a href="mailto:Dylan.Conway2@mt.gov">Dylan.Conway2@mt.gov</a> 	<b>Erin de Graw</b> Assessment Specialist <a href="mailto:Erin.deGraw@mt.gov">Erin.deGraw@mt.gov</a> 	<b>Shantel Niederstadt</b> NAEP State Coordinator <a href="mailto:SNiederstadt@mt.gov">SNiederstadt@mt.gov</a> 

#### Additional Contacts

**EL Support Specialist**  
Serena Wright  
[Serena.Wright@mt.gov](mailto:Serena.Wright@mt.gov)

**Accessibility Support Specialist**  
Mercee Cislo  
[Mercee.Cislo@mt.gov](mailto:Mercee.Cislo@mt.gov)



## OPI Assessment Unit Mission Statement

1. **Mentor** schools through the local roles and responsibilities related to administering state assessments in compliance with federal and state law.
2. **Foster** critical partnerships with stakeholders to build strong local assessment and data practices.
3. **Measure** student participation, proficiency, and progress on state content standards over time and help monitor and address educational needs for all learners.
4. **Provide** meaningful, timely, accurate, understandable, and transparent information to the public and families on achievement indicators and to support education information processes at the local and state level.
5. **Help** the public understand performance on achievement indicators and inequities across schools, so all students have equitable opportunities to access high-quality education.
6. **Advance** teaching and learning through the implementation of balanced systems and continuous improvement processes.
7. **Offer** high-quality technical assistance and professional learning to support test administration and implementation of equitable balanced assessment systems.
8. **Pursue** excellence using the highest professional and technical standards for evidence-based practices and data-driven decision-making.

### Accommodation statement for publications

The OPI is committed to providing reasonable accommodations to people with disabilities. If you need a reasonable accommodation, require an alternate format, or have questions concerning accessibility, contact the OPI ADA Coordinator, 406-444-3161, [opiada@mt.gov](mailto:opiada@mt.gov), or call 711 for assistance.

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Human Resource Manager  
406-444-2673

[OPIpersonnel@mt.gov](mailto:OPIpersonnel@mt.gov)

For further information on notice of nondiscrimination, call 1-800-421-3481 or visit <http://wdcrobcopl01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the Office of Civil Rights (OCR) that serves your area.