

Yellowstone County



SUPERINTENDENT OF SCHOOLS
(406) 256-6933
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P.O. Box 35022
Billings, MT 59107-5022

HOME EDUCATOR'S PACKET

2025-2026 SCHOOL YEAR (MCA 20-1-301 School Fiscal Year)

20-5-109. Nonpublic and home school requirements for compulsory enrollment exemption.

- (2) *To qualify its students for exemption from compulsory enrollment under [20-5-102](#), a home school:*
- (a) *shall notify the county superintendent of schools of the county in which the home school is located in each school fiscal year of the student's attendance at the school;*
 - (b) *shall maintain records on pupil attendance and make the records available to the county superintendent on request;*
 - (c) *shall provide at least the minimum aggregate hours of pupil instruction in accordance with [20-1-301](#) and [20-1-302](#); and*
 - (d) *shall provide an organized course of study that includes instruction in the subjects required of public schools as a basic instructional program pursuant to [20-7-111](#).*

20-5-111. Responsibilities and rights of parent who provides home school. *Subject to the provisions of [20-5-109\(2\)](#), a parent has the authority to instruct the parent's child, stepchild, or ward in a home school and is solely responsible for:*

- (1) *the educational philosophy of the home school;*
- (2) *the selection of instructional materials, curriculum, and textbooks;*
- (3) *the time, place, and method of instruction; and*
- (4) *the evaluation of the home school instruction.*

For your information, please see also: (MCA 20-5-101, 20-5-103, 20-5-104, 20-5-105, 20-5-106).

For additional information, you may refer to the current "**School Laws of Montana**", the **Administrative Rules of Montana, Federal Laws and Regulations, and Attorney Generals Opinions.**

If you have any questions, please contact the Yellowstone County Superintendent of Schools at (406) 256-6933.

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Parents/Guardians/Caretakers:

On page one (1) of this Home School Packet, there is a form titled “*Home School Report*”, that you **may** fill out with the information of your child(ren). This will serve as your letter of intent to Home School (see also MCA 20-5-109(2)(a)).

On page two (2) there is a form that you **may** check YES or NO as to whether you wish to receive information regarding the Federally Funded Programs available. The school district sends this information out in the Spring.

At the end of the school year (MCA 20-1-301), it is requested that you submit to our office the total aggregate hours that your child(ren) was/were Home Schooled. We have provided a form to report your hours in the packet on the last page.

If you have further questions, please contact the office @ (406) 256-6933.

Thank you and have a great school year of learning! ☺



HOME SCHOOL REPORT

Yellowstone County Superintendent of Schools
217 N 27th Street, Room 203, Billings, MT 59101
PO Box 35022, Billings, MT 59107

2025-2026

Dear Parent: To assist in annual notification of your intent to home school, please complete the following forms. This will ensure compliance with MCA 20-5-109(2)(a) and ensure that you are given notification of opportunities to participate in Federal Programs and then the chance to elect whether or not to receive a participation form in the spring. You can mail the forms to PO Box 35022, Billings, MT 59107 or you may bring them to 217 North 27th Street, Room 203 of the County Courthouse. Please contact us at 256-6933 if you have any questions. Thank you.

*My child(ren) would attend _____ Public School, (or) I reside in School District # _____.
I will have _____ student(s) in attendance of our home school for the _____ school year beginning on/in _____.

Student Name	Age	** Date of Birth**	Grade (or Elem/High School)

Parent/Guardian name(s) - *please print or type* _____ Parent/Guardian signature _____

Residential Address _____ City _____ State _____ Zip _____

Mailing Address (if different) _____ City _____ State _____ Zip _____

Optional – Phone number(s) or contact number(s) _____

*The school district in which you reside (if known), or the school the student would attend if they were to attend public school. For example: Billings West High School, Laurel Elementary, Shepherd Elementary, etc.
**Optional: This information assists the county superintendent in determining whether compulsory attendance requirements are applicable.

Pursuant to Section 20-5-109(2)(b), MCA, the office of the County Superintendent of Schools is requesting that you submit to this office a copy of the above listed student's attendance records.

Section 20-5-109(2), MCA, Home school requirements for compulsory enrollment exemption. To qualify its students for exemption from compulsory enrollment under 20-5-102, a home school:
(a) shall notify the county superintendent of schools of the county in which the home school is located in each school fiscal year of the student's attendance at the school;
(b) shall maintain records on pupil attendance and make the records available to the county superintendent on request;
(c) shall provide at least the minimum aggregate hours of pupil instruction in accordance with 20-1-301 and 20-1-302; and
(d) shall provide an organized course of study that includes instruction in the subjects required of public schools as a basic instructional program pursuant to 20-7-111.

Comments: _____

Home School Notification of Opportunity to Participate In Federally Funded Programs

** Please return to the Yellowstone County Superintendent of Schools office with your home school report **

Please check and sign either 1 or 2

1. *I wish to receive a participation form in the spring.*

I have been provided with descriptions of federal program services that may be available to my child or children through the local public school district. In the spring, I wish to receive notice from the public school district of the opportunity to participate in federally funded programs so that I may make a decision at that time.

Parent / Guardian Name – please print or type

School District of Residence

Address

City

Zip

Signature of Parent / Guardian

Date

2. *I DO NOT wish to receive a participation form in the spring.*

I have been provided with descriptions of federal program services that may be available to my child or children through the local public school district. I do not wish to participate in these programs and do not want to receive notice from the public school district of the opportunity to participate in federally funded programs at any time in the future. If circumstances change and I wish to receive information, I will notify the school district to contact me about the opportunity to participate in federal programs.

Parent / Guardian Name – please print or type

School District of Residence

Address

City

Zip

Signature of Parent / Guardian

Date

FOR COUNTY SUPERINTENDENT / DISTRICT USE ONLY

Name of Public School District in which home school is located

Date

Elementary Student

High School Student

Middle School Student



EdReady Montana for Home School Students

Hello Parents/Guardians! We are excited to share the EdReady Montana math & English program with ALL learners in Montana!

Who are we?

EdReady Montana is a project of the Montana Digital Academy. Our program is available at NO COST for any learner in Montana! Thanks to the Dennis & Phyllis Washington Foundation, EdReady has been FREE for Montana residents since 2014.

EdReady Montana is an online **supplemental** program for math (grades 4 - adult) & English (grades 8 - adult) and is currently being used by over 600 schools & programs in Montana! You can learn more about us here: EdReadyMontana.org

How do you get started?

To get a student account, follow this link: [How to Sign Up as an Individual](#) or go to our website, EdReadyMontana.org, and click on the Students & Parents tab, then click the link for the [Signup Page](#), choose the goal that makes sense for the student, & fill in the information. Once a student has finished the Initial Diagnostic, the program will build a study path based on the student's gaps. The student will work through the study path by using the built in resources to learn the material. When a student feels that they can master the material, they will test their knowledge. They can watch their score increase as they master more concepts.

Tips for Success

Supplemental programs like EdReady need to be used correctly for best results. We need your help to make sure students are doing more than just clicking. Here are some resources that can help!

*Use the [Classroom Resources](#) from our website for note taking & tracking their work.

*Monitor the student's work in the program: [Monitoring EdReady for Student Success](#)

For technical issues or support, please reach out to Virg Hale, EdReady Montana Ambassador virg.hale@mtda.org, or use the support email support@montanadigitalacademy.org.



VISIT OUR WEBSITE :
WWW.EDREADYMONTANA.ORG

DENNIS & PHYLLIS
WASHINGTON
FOUNDATION

Additional Information and a few Resources that may be helpful:

Montana Digital Academy

Contact information: Mr. Jason Neiffer, Executive Director, Montana Digital Academy, phone # (406) 203-1812. Website: www.montanadigitalacademy.org
 You may contact Mr. Jason Neiffer and/or the Public School District in which you reside.
 Also from Montana Digital Academy: EdReadyMontana.org

Taking some courses at Public School:

If you are interested in having your Home School child(ren) attend some courses or participate in sports or other extracurricular activities in the Public School District that you reside/live in, please contact the Public School District to inquire about the Public School District's policy.

Websites and Phone Numbers:

- **Office of Public Instruction home page** - www.opi.mt.gov
 General Information (406) 444-3680
- **Yellowstone County Website** – www.yellowstonecountymt.gov
 Yellowstone County Superintendent of Schools (406) 256-6933
- **Yellowstone Coalition of Home Educators** – www.yche.org
 PO Box 30002
 Billings, MT 59107
For additional information regarding home education in the Yellowstone Valley area, please log in to their website www.yche.org
- **Laurel Home School Support Group** – (last known information)
 Meets 2nd Friday at 3pm at Laurel Baptist Church, 109 W. First St. and 3rd Monday at 10am at LDS Church, 504 W. 11th St.
- **Montana Historical Society**
 Outreach & Education – Educator Resources
<http://mhs.mt.gov/education/>
 (406) 444-2694
- **Montana State Library**
<https://home.msl.mt.gov>
www.lib.montana.edu

YELLOWSTONE COUNTY PUBLIC SCHOOLS

1st CLASS - - POPULATION 6,500 AND OVER - - - 7 TRUSTEES
 2nd CLASS - - POPULATION 1,000 - 6,499 - - - 5 TRUSTEES
 3rd CLASS - - POPULATION - LESS THAN 1,000 - - 3 TRUSTEES

NAME OF SCHOOL	GRADE LEVELS	DISTRICT NUMBER	NUMBER OF DISTRICTS	DISTRICT CLASSIFICATION	PHONE NUMBER
BILLINGS PUBLIC SCHOOLS	PreK – 12	2	2	1 st	281-5000
BLUE CREEK PUBLIC SCHOOL	PreK – 6	3	1	2 nd	259-0653
CANYON CREEK PUBLIC SCHOOL	PreK – 8	4	1	2 nd	656-4471
LAUREL PUBLIC SCHOOLS	PreK – 12	7 & 7-0	2	1 st	628-8623
ELDER GROVE PUBLIC SCHOOL	K – 8	8	1	2 nd	656-2893
CUSTER PUBLIC SCHOOLS	PreK – 12	15	1	3 rd	856-4117
MORIN PUBLIC SCHOOL	PreK – 6	17	1	3 rd	259-6093
BROADVIEW PUBLIC SCHOOLS	PreK – 12	21J	1	3 rd	667-2337
ELYSIAN PUBLIC SCHOOL	PreK – 8	23	1	2 nd	656-4101
HUNTLEY PROJECT PUBLIC SCHOOL	PreK – 12	24	1	2 nd	967-2540
LOCKWOOD PUBLIC SCHOOLS	PreK – 12	26	1	1 st	252-6022
SHEPHERD PUBLIC SCHOOLS	PreK – 12	37	2	2 nd	373-5461
PIONEER PUBLIC SCHOOL	PreK – 8	41	1	3 rd	373-5357
INDEPENDENT PUBLIC SCHOOL	PreK – 6	52	1	2 nd	259-8109
YELLOWSTONE ACADEMY	Public PreK-8 Private 9-12	58	1	3 rd	656-2198

MONTANA SCHOOL LAWS (some) MCA, 2025

20-5-109(2). Home school requirements for compulsory enrollment exemption. To qualify its students for exemption from compulsory enrollment under [20-5-102](#), a home school:

- (a) shall notify the county superintendent of schools of the county in which the home school is located in each school fiscal year of the student's attendance at the school;
- (b) shall maintain records on pupil attendance and make the records available to the county superintendent on request;
- (c) shall provide at least the minimum aggregate hours of pupil instruction in accordance with [20-1-301](#) and [20-1-302](#); and
- (d) shall provide an organized course of study that includes instruction in the subjects required of public schools as a basic instructional program pursuant to [20-7-111](#).

20-5-110. School district assessment for placement of a child who enrolls from a nonaccredited, nonpublic school. The trustees of a school district shall:

- (1) adopt a district policy on assessment for placement of any child who enrolls in a school of the district and whose previous place of instruction was a nonpublic school that is not accredited;
- (2) include in the adopted policy the following provisions:
 - (a) the specific assessment for placement to be administered to any child subject to the provisions of subsection (1);
 - (b) a procedure for grade and program placement of the child based on results of the assessment for placement, including considerations for the age and identified abilities of the child; and
 - (c) a hearing process before the board of trustees of the district if the parent or guardian of a child is not in agreement with the placement of the child and requests a hearing before the board; and
- (3) administer the adopted policy required in subsection (1) in a uniform and fair manner.

20-5-111. Responsibilities and rights of parent who provides home school. Subject to the provisions of [20-5-109](#), a parent has the authority to instruct the parent's child, stepchild, or ward in a home school and is solely responsible for:

- (1) the educational philosophy of the home school;
- (2) the selection of instructional materials, curriculum, and textbooks;
- (3) the time, place, and method of instruction; and
- (4) the evaluation of the home school instruction.

20-5-102. Compulsory enrollment and excuses. (1) Except as provided in subsection (2), any parent, guardian, or other person who is responsible for the care of any child who is 7 years of age or older prior to the first day of school in any school fiscal year shall cause the child to be instructed in the program prescribed by the board of public education pursuant to [20-7-111](#) until the later of the following dates:

- (a) the child's 16th birthday; or
 - (b) the date of completion of the work of the 8th grade.
- (2) A parent, guardian, or other person shall enroll the child in the school assigned by the trustees of the district within the first week of the school term or when the parent, guardian, or person establishes residence in the district unless the child is:
- (a) enrolled in a school of another district or state under any of the tuition provisions of this title;
 - (b) provided with supervised correspondence study or supervised home study under the transportation provisions of this title;
 - (c) excused from compulsory school attendance upon a determination by a district judge that attendance is not in the best interest of the child;
 - (d) excused by the board of trustees upon a determination that attendance by a child who has attained the age of 16 is not in the best interest of the child and the school; or
 - (e) enrolled in a nonpublic or home school that complies with the provisions of [20-5-109](#). For the purposes of this subsection (2)(e), a home school is the instruction by a parent of the parent's child, stepchild, or ward in the parent's residence and a nonpublic school includes a parochial, church, religious, or private school. A child enrolled in a nonpublic or home school may enroll on a part-time basis in a public school.

Continued - MONTANA SCHOOL LAWS (some) MCA, 2025

20-5-103. Compulsory attendance and excuses. (1) Except as provided in subsection (2), a parent, guardian, or other person who is responsible for the care of any child who is 7 years of age or older prior to the first day of school in any school fiscal year shall ensure the child attends the school in which the child is enrolled for the school term and each school day in the term prescribed by the trustees of the district until the later of the following dates:

- (a) the child's 16th birthday; or
 - (b) the date the child completes 8th grade.
- (2) The provisions of subsection (1) do not apply in the following cases:
- (a) The child has been excused under one of the conditions specified in [20-5-102](#).
 - (b) The child is absent because of illness, bereavement, or other reason prescribed by the policies of the trustees.
 - (c) The child has been suspended or expelled under the provisions of [20-5-202](#).
 - (d) The child is excused pursuant to [20-7-120](#).
 - (e) The child is excused pursuant to [40-6-701\(1\)](#) or [40-6-703\(1\)\(d\)](#).

20-5-104. Attendance officer. In order to enforce the compulsory attendance provisions of this title, each district shall have at least one person serving as an attendance officer according to the following requirements:

- (1) districts of the first class and districts of the second class with a dropout rate higher than the statewide average dropout rate as calculated by the office of public instruction shall appoint one or more of the district's staff as attendance officers;
- (2) districts of the second class with a dropout rate at or below the statewide average dropout rate as calculated by the office of public instruction and districts of the third class may appoint one or more of the district's staff as attendance officers; or
- (3) the county superintendent must be the attendance officer in second-class or third-class districts that do not appoint an attendance officer.

20-5-106. Truancy. (1) For the purposes of this part "truant" or "truancy" means the persistent nonattendance without excuse, as defined by district policy, for all or any part of a school day equivalent to the length of one class period of a child required to attend a school under [20-5-103](#).

(2) If an attendance officer discovers a child is truant, the attendance officer may make a reasonable effort to notify the parent, guardian, or other person responsible for the care of the child that the continued truancy of the child may result in the prosecution of the parent, guardian, or other person responsible for the care of the child under the provisions of this section. If the child is discovered to be truant after the attendance officer has made a reasonable effort to notify the parent, guardian, or other person responsible for the care of the child, the attendance officer may require that the parent, guardian, or other person responsible for the care of the child and the child meet with an individual designated by the school district to formulate a truancy plan to address and resolve the truancy. If the parent, guardian, or other person responsible for the care of the child fails to meet with the designated individual or fails to uphold the responsibilities under the provisions of the truancy plan, the attendance officer may refer the matter to the prosecuting attorney in a court of competent jurisdiction for a determination regarding whether to prosecute the parent, guardian, or other person responsible for the care of the child.

(3) (a) If convicted, the person shall be fined not more than \$100, ordered to perform up to 20 hours of community service, or required to give bond in the penal sum of \$100, with sureties, conditioned on the person's agreement to cooperate with the district in implementing the truancy plan provided for in subsection (2) for the remainder of the current school term.

(b) If a person fails to comply with an order of the court issued under subsection (3)(a), the person may be imprisoned in the county jail for a term of not more than 3 days.

(4) (a) If the child is discovered by the attendance officer to be truant on 9 or more days or 54 or more parts of a day in 1 school year, the child may be referred to youth court as habitually truant under Title 41, chapter 5.

(b) Following a referral to youth court under subsection (4)(a), an attendance officer shall inform the youth court of any subsequent trancies by the child, and the youth court may find the child to be a youth in need of intervention as defined in [41-5-103](#) and make any of the dispositions provided in [41-5-1512](#).

20-1-301. School fiscal year. (1) The school fiscal year begins on July 1 and ends on June 30. At least the minimum aggregate hours required in subsection (2) must be conducted during each school fiscal year, except that 1,050 aggregate hours of pupil instruction for graduating seniors may be sufficient. The minimum aggregate hours required in subsection (2) are not required for any pupil demonstrating proficiency pursuant to [20-9-311](#) (4)(d).

(2) The minimum aggregate hours required by grade are:

(a) 360 hours for a half-time kindergarten program or 720 hours for a full-time kindergarten program, as provided in [20-7-117](#);

(b) 720 hours for grades 1 through 3; and

(c) 1,080 hours for grades 4 through 12.

(3) Except for a circumstance related to an unforeseen emergency pursuant to Title 20, chapter 9, part 8, for any elementary or high school district that fails to provide for at least the minimum aggregate hours, as listed in subsections (1) and (2), to any pupil not demonstrating proficiency pursuant to [20-9-311](#) (4)(d), the superintendent of public instruction shall reduce the BASE aid for the district for that school year by two times an hourly rate, as calculated by the office of public instruction, for the aggregate hours missed by each pupil not demonstrating proficiency pursuant to [20-9-311](#) (4)(d).

Continued - MONTANA SCHOOL LAWS (some) MCA, 2025

20-1-304. Pupil-instruction-related day. A pupil-instruction-related day is a day of teacher activities devoted to improving the quality of instruction. The activities may include but are not limited to inservice training, attending state meetings of teacher organizations, and conducting parent conferences. A maximum of 7 pupil-instruction-related days may be conducted during a school year, with a minimum of 3 of the days for instructional and professional development meetings or other appropriate inservice training, if the days are planned in accordance with the policy adopted by the board of public education. The days may not be included as a part of the required minimum aggregate hours of pupil instruction.

20-5-405. Exemptions – limitations on agency actions. (1) (a) There is a religious exemption to the immunizations required under [20-5-403](#). A person enrolled or seeking to enroll in school may attend the school without obtaining the immunizations required under [20-5-403](#) if the person files with the governing authority an affidavit on a form prescribed by the department stating that immunization is contrary to the religious tenets and practices of the signer.

(b) The statement must be signed:

(i) by the person enrolled or seeking to enroll in the school, if the person is an adult; or

(ii) if the person is a minor, by a parent, guardian, or adult who has the responsibility for the care and custody of the minor.

(c) The statement must be maintained as part of the person's immunization records.

(2) (a) There is a medical exemption to the immunization required under [20-5-403](#). A person enrolled or seeking to enroll in school may attend the school without obtaining the immunizations if a written medical exemption statement signed by a health care provider specified in subsection (2)(c) is filed with the governing authority. The medical exemption statement must:

(i) attest that the physical condition of the person enrolled or seeking to enroll in school or the medical circumstances relating to the person indicate that some or all of the required immunizations are not considered safe; and

(ii) indicate the specific nature and probable duration of the medical condition or circumstances that contraindicate immunization.

(b) The person is exempt from the requirements of this part to the extent indicated by the medical exemption statement.

(c) The medical exemption statement must be signed by a person who:

(i) is licensed, certified, or otherwise authorized by the laws of any state or Canada to provide health care as defined in [50-16-504](#);

(ii) is authorized within the person's scope of practice to administer the immunizations to which the exemption applies; and

(iii) has previously provided health care to the person seeking the exemption or has administered an immunization to which the person seeking an exemption has had an adverse reaction.

(3) (a) The department may not require an exemption form that imposes requirements that are more burdensome or otherwise in excess of the requirements described in this section. A form prescribed by the department that contains requirements not expressly described in this section is void to the extent that it purports to impose requirements not included in this section.

(b) A governing authority may not deny an exemption on the basis that a person has not completed portions of the exemption form that are void under this subsection (3).

(c) The department is not authorized to review a completed medical exemption statement or medical exemption form for the purpose of granting or denying a medical exemption.

(d) An exemption statement or form under this section must be maintained as part of the person's immunization records and may not be photocopied or otherwise duplicated for use by a third party without the permission of the student's parent or, if the student is an adult, the written consent of the student.

(4) Whenever there is good cause to believe that a person for whom an exemption has been filed under this section has a disease or has been exposed to a disease listed in [20-5-403](#) or will as the result of school attendance be exposed to the disease, the person may be excluded from the school by the local health officer or the department until the excluding authority is satisfied that the person no longer risks contracting or transmitting that disease.

20-5-406. Immunization record. The governing authority of each school shall require written evidence of each pupil's immunization against the diseases listed in [20-5-403](#) and shall record the immunization status, including any exemptions, of each pupil as part of the pupil's permanent school record.

20-7-111. Instruction in public schools. (1) Except as provided in subsection (2), the board of public education shall define and specify the basic instructional program for pupils in public schools, and this program must be set forth in the standards of accreditation. Other instruction may be given when approved by the board of trustees.

(2) The trustees of a school district shall ensure that all pupils in grades 3 through 12 receive instruction about the United States constitution and the pledge of allegiance.

ADMINISTRATIVE RULES OF MONTANA (some) – “ARM”

10.55.901 BASIC EDUCATION PROGRAM: ELEMENTARY

- (1) An elementary school shall have an education program aligned to the program area standards that enables students to meet the content standards and content-specific grade-level or grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians.
- (2) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Content Standards.

10.55.902 BASIC EDUCATION PROGRAM: JUNIOR HIGH SCHOOL, 7TH AND 8TH GRADE PROGRAM, OR MIDDLE SCHOOL

(1) A school district's junior high school, 7th and 8th grade program, or middle school that complies with the requirements of this rule shall be accredited by the Board of Public Education in such capacity, according to the school district's compliance through a junior high school, 7th and 8th grade program, or middle school. To earn accreditation for its junior high school, 7th and 8th grade program, or middle school, the school district must have an education program aligned to the program area standards that enables all students to meet the content standards and content-specific grade-level or grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians.

(2) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a 7th and 8th grade program that must follow either the middle school philosophy and components described in (3) or the departmentalized philosophy and components described in (4).

(3) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a middle school program that:

(a) addresses the unique nature of middle-grade children by focusing on their intellectual, social, emotional, and physical development. To put such philosophy into practice, a middle school must have flexibility to:

- (i) approach instruction, scheduling, and teaching in a variety of ways;
- (ii) undertake interdisciplinary work; and
- (iii) plan blocks of coursework deriving from the intellectual, social, emotional, and physical needs of middle school students.

(b) incorporates critical and creative thinking, career awareness, lifelong learning, and safety;

(c) incorporates instruction in reading literacy and writing literacy into all required and elective program areas as required in the Montana Common Content Standards;

(d) includes, at a minimum, the following program areas as aligned with ARM [10.55.603](#) and [10.55.1001](#) are required of all students yearly:

- (i) English language arts;
- (ii) mathematics;
- (iii) physical and life sciences;
- (iv) social studies; and
- (v) health and physical education;

(e) at a minimum maintains the following required program areas:

- (i) visual arts including, but not limited to art history, art criticism, aesthetic perception, and production;
- (ii) music including, but not limited to general, instrumental, and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception, and musical production);
- (iii) career and technical education courses or pathways such as agriculture, business education, family and consumer sciences, health occupations and industrial technology education; and
- (iv) world languages;

(f) offers as electives to all students exploratory courses such as creative writing, dance, drama, financial education, photography, and leadership.

(4) A junior high school must offer an educational program, aligned to the program area standards, that enables all students to meet the content standards and content-specific grade-level or grade-band progressions.

(a) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Content Standards, ARM Title 10, chapter 53.

(b) All students shall complete the following program areas each year:

- (i) 1 unit of English language arts;
- (ii) 1 unit of social studies;
- (iii) 1 unit of mathematics;
- (iv) 1 unit of science; and
- (v) ½ unit of health and physical education.

(c) All students must be allowed to elect from the following program area offerings:

- (i) ½ unit of visual arts;

Continued - ADMINISTRATIVE RULES OF MONTANA (some) – “ARM”

- (ii) ½ unit of music;
- (iii) ½ unit of career and technical education; and
- (iv) ½ unit of world languages and cultures.
- (d) A unit is defined as the equivalent of at least 8100 minutes for one school year.
- (e) Time to pass between classes may be counted toward the standard school day but shall not be counted toward class time.

10.55.904 BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL

(1) The basic education program, aligned to the program area standards, for grades 9 through 12 shall be at least 20 units of coursework that enable all students to meet the content standards and content-specific grade-level or grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians.

(2) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Content Standards, ARM Title 10, chapter 53.

(3) Minimum offerings shall include at least the following:

- (a) 4 units of English language arts;
- (b) 3 units of mathematics;
- (c) 3 units of science;
- (d) 3 units of social studies (including ½ unit of Civics or Government);
- (e) 2 units of career and technical education;
- (f) 2 units of arts;
- (g) 1 unit of health and physical education;
- (h) 2 units of world languages;
- (i) 2 units of electives; and
- (j) ½ unit of economics or financial literacy within the 3 units of social studies, the 3 units of mathematics, or the 2 units of career and technical education.

10.55.905 GRADUATION REQUIREMENTS

(1) As a minimum, a school district's requirements for graduation shall include a total of 20 units of study that enable all students to meet the content standards and content-specific grade-level or grade-band learning progressions. Students may demonstrate achievement through a flexible system of pupil-centered learning.

(2) In order for students to graduate, they must meet the content and performance standards. The following 13 units shall be part of the 20 units. The required units may be satisfied by an equivalent course that meets the district's curriculum and assessment requirements, which are aligned with each of the content standards:

- (a) 4 units of English language arts;
- (b) 2 units of mathematics;
- (c) 2 units of social studies (including a ½ unit of Civics or Government);
- (d) 2 units of science;
- (e) 1 unit of health and physical education;
- (f) 1 unit of arts;
- (g) 1 unit of career and technical education; and
- (h) ½ unit of economics or financial literacy within the 2 units of social studies, the 2 units of mathematics, or the 1 unit of career and technical education.

(3) Units of credit earned in any Montana high school accredited by the Board of Public Education shall be accepted by all Montana high schools.

(4) In accordance with the policies of the local board of trustees, students may be graduated from high school with less than four years enrollment.

10.55.906 HIGH SCHOOL CREDIT

(1) A high school shall require a minimum of 20 units of credit for graduation, including ninth grade units.

(a) A unit of credit is defined 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, which are aligned with each of the content standards.

(b) Passage of time between classes may be counted toward the standard school day but shall not be counted toward class time.

(2) A student who is unable to attend class for the required amount of time may be given fractional credit for partial completion of a course, with the local board of trustees' permission.

Continued - ADMINISTRATIVE RULES OF MONTANA (some) – “ARM”

(3) The local board of trustees may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations of the students and shall be in consultation with the parents or guardians.

(4) With the permission of the local board of trustees, a student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the district's curriculum and assessment requirements, which are aligned with the content standards stated in the education program. Examples of acceptable course work include those delivered through correspondence, extension, and distance learning courses, adult education, summer school, work study, specially designed courses, and challenges to current courses. Acceptable programs must be consistent with the local board of trustees' policy.

(a) Montana high schools shall accept such units of credit taken with the approval of the accredited Montana high school in which the student was then enrolled and which appear on the student's official high school transcript as defined in ARM [10.55.911](#).

10.55.907 DISTANCE, ONLINE, AND TECHNOLOGY-DELIVERED LEARNING

(1) This rule establishes requirements for distance, online, and technology-delivered learning programs and/or courses that fulfill elementary or middle grades basic education programs and/or high school graduation requirements.

(2) School districts may receive and/or provide distance, online, and technology-delivered learning programs.

(a) School districts receiving distance, online, and technology-delivered learning programs to supplement instruction may utilize distance, online, and technology-delivered learning as they would other supplementary resources without restriction.

(b) Distance, online, and technology-delivered learning programs and/or courses shall at a minimum be aligned with state content standards and content-specific grade-level or grade-band learning progressions.

(c) Annually, a school district shall provide a report to the Superintendent of Public Instruction documenting all distance, online and technology-delivered courses, student enrollments, and the digital content providers.

(3) Except as provided in (3)(a), teachers of distance, online, and technology-delivered learning programs shall be licensed and endorsed in Montana or elsewhere in the area of instruction with such license granted as a result of the completion of an accredited professional educator preparation program as defined in ARM [10.57.102](#). School districts receiving distance, online, and technology-delivered learning programs described in this rule shall have a distance learning facilitator for each course and available to the students.

(a) When a teacher of distance, online, and technology-delivered learning programs and/or courses does not possess the qualifications specified in (3), the facilitator must be licensed and endorsed in Montana or elsewhere in the area of instruction facilitated.

(b) When a teacher of distance, online, and technology-delivered learning programs is qualified as provided in (3), the receiving school district's facilitator shall be a licensed teacher or a para-educator.

(c) School districts receiving distance, online, and technology-delivered learning programs and/or courses must provide qualified facilitators for synchronous delivery to students in schools accredited by the Montana Board of Public Education, requiring physical presence of a facilitator, and for asynchronous delivery, requiring facilitators be available to students.

(d) The school district must ensure that the distance, online, and technology-delivered learning facilitators receive in-service training on technology-delivered instruction.

(4) Montana school districts providing distance, online and technology-delivered learning shall comply with the teacher load requirements of ARM [10.55.713](#)(3).

(5) Digital content providers serving Montana schools accredited by the Board of Public Education shall:

(a) annually register, prior to delivering courses, with the Office of Public Instruction;

(b) annually identify the Montana school districts served in the current school year by the digital content provider, including the courses and student enrollments for each school district served; and

(c) document the professional qualifications, including Montana teacher licensure and endorsement, of their teachers of distance, online, and technology-delivered programs and/or courses by providing names and credentials of other licensing entities, when not licensed and endorsed in Montana.

Private/Nonpublic School Federal Program Descriptions

Private/nonpublic schools: For information regarding participation in the following programs, please contact your local public school district.

ESEA Title I, Part A - Achievement of the Disadvantaged

Title I, Part A of Public Law 114-95, was enacted to provide financial assistance to districts to expand and improve their educational programs to meet the needs of students who are at risk of failing to meet the state's challenging academic standards.

- Title I projects must be designed to provide supplemental services to assist children at the elementary and secondary school levels to achieve the state's challenging academic standards. Projects may include services to preschool children.
- The development of programs, activities, and procedures for the involvement of parents of participating public and private/nonpublic school children, including parental input into the planning, design, and implementation of the district's Title I project, is required.
- A district is eligible to receive funds based on poverty factors and other related criteria established in Public Law 114-95. Grants are awarded to eligible districts as after review and approval of the local application by the OPI.
- Private/nonpublic school students with academic needs who reside in eligible Title I attendance areas may receive equitable services to the extent possible with the funds generated by low-income private/nonpublic school students.
- Districts should receive notification from the OPI of their final Title I allocation during the months of June or July if Congress has appropriated funds for the program on schedule.
- Funds may be used to provide supplementary services to increase the academic levels of low-achieving students in Title I eligible schools and may benefit all students in approved schoolwide programs.

ESEA Title I, Part C - Migrant Education Program

The Migrant Education Program is a federally funded state educational agency (SEA) operated program that provides supplemental instructional and supportive services to eligible migrant children to help them overcome educational disruptions and disadvantages. A child who is younger than 22 and who has not graduated from high school or who does not hold a High School Equivalency Diploma and who has moved with his/her parent (or by herself/himself in the case of emancipated youth) across state, county, or school district boundaries within the preceding 36 months to seek or obtain temporary or seasonal employment in agriculture, fishing, dairy, or timber related work is only eligible for service when documented on a Certificate of Eligibility by a trained MEP specialist. Sub grants for the Migrant Education Program are based on the number and needs of eligible children located throughout the state.

ESEA Title II, Part A-Preparing, Training and Recruiting High Quality Teachers and Principals

The purpose of this title is to provide grants to State educational agencies and sub grants to local educational agencies to-

- (1) increase student achievement consistent with the challenging State academic standards;
- (2) improve the quality and effectiveness of teachers, principals, and other school leaders, increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (3) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Private/Nonpublic School Federal Program Descriptions – (Continued)

ESEA Title II, Part A-Preparing, Training and Recruiting High Quality Teachers and Principals (continued)

- All public local educational agencies (LEAs) are eligible to apply. If there are nonprofit private/nonpublic schools within a district boundary, the local district must include the private/nonpublic school core teachers in its Title II, Part A, program if the private/nonpublic schoolteachers wish to participate. The LEAs shall consult with appropriate private/nonpublic school officials during the design, development and implementation of the district Title II, Part A, program.
- Private/nonpublic schools may only receive professional development services for core teachers under Title II, Part A.
- Program plans must be based upon effective instructional strategies. Such plans shall be developed to address the greatest needs of students and staff, with a priority to raise student achievement, particularly of low-performing students. These needs are identified through an assessment of local needs, which include the needs of private/nonpublic school students and staff. Services for private/nonpublic schools must be equitable in comparison to services for district public school teachers.

ESEA Title III, Part A — Language Instruction for English Learners and Immigrant Students

The purposes of this part are—

- (1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
 - (2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
 - (3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
 - (4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
 - (5) to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.
- Funding for school districts will be allotted on a formula basis according to the number of EL and immigrant students in the district. Title III, Part A grants (E-Grants) must be at least \$10,000 per LEA or consortium.
 - Supports supplemental language instruction programs, professional development, and family engagement.
 - Administration costs are limited to 2 percent at the LEA level.
 - Accountability has shifted to Title I for ESSA.
 - Demonstrated improvements in English proficiency.
 - Annual assessments for EL students.
 - LEAs assure consultation and parental notification.

ESSA Title IV, Part A— Student Support and Academic Enrichment

The purpose of this subpart is to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to-

- (1) provide all students with access to a well-rounded education;
- (2) improve school conditions for student learning, safe and healthy students; and
- (3) improve the use of technology to improve the academic achievement and digital literacy of all students.

Private/Nonpublic School Federal Program Descriptions – (Continued)

ESSA Title IV, Part A— Student Support and Academic Enrichment (continued)

Montana uses a formulary grant to ensure all districts in MT that received Title I allocations received funding under Title IV Part A. For the current school year, the minimum award for these Title IV-A grants is \$10,000. The SSAE program provides LEAs flexibility to tailor Title IV-A investments to meet the needs of their unique student populations. To maximize the use of SSAE program resources, SEAs, LEAs, and schools are encouraged to partner with community organizations to offer programs and services to students. Schools are encouraged to consider how other federal, state, and local funds may be leveraged to support a holistic approach to well-rounded education.

- School districts that receive an allocation above \$30,000 must conduct a needs assessment and must then spend 20% of its grant on safe and healthy school activities and 20% on activities to provide a well-rounded education program. The remaining 60% of the money can be spent on all three priorities, including technology. However, within technology, there is a 15% cap on spending for devices, equipment, software, and digital content.
- If districts receive an allocation below \$30,000, the law does not require a needs assessment. District must spend money on activities in at least one of the three categories. If districts chose to spend in technology, once again there is a 15% cap on spending for devices, equipment, software, and digital content.

All districts have the option to use their Title IV-A funds to run a Title IV-A program to support the needs of their local school district and community, or schools can also choose to transfer all or a portion of the funding into Title I or II. If funds are transferred to another eligible program, the private/nonpublic equitable share will be determined after the transfer has occurred and will be part of the program to which the funds are transferred.

ESEA Title IV, Part B—21st Century Community Learning Centers

The 21st Century Community Learning Center funds provide opportunities for academic enrichment during before school, after school, and summer hours in a community learning center environment. Services must reinforce and complement regular academic programs and offer literacy and educational development to families.

Projects must offer students a broad array of additional services and activities, such as youth development, drug and violence prevention, counseling, art, music and recreation, technology education, character education and career development. Families must be offered opportunities for literacy and related educational development. Programs must conform to the principles of effectiveness.

Funds are accessed through a competitive grant program administered through the OPI. Grants are awarded for up to five years, with annual reapplication required.

Eligible applicants for the 21st Century Community Learning Center grant program include public schools, community-based organizations, other public or private/nonpublic entities, or a consortium of two or more of such agencies or entities. Eligibility for a 21st CCLC grant is determined through the ESSA requirements.

Strengthening Career and Technical Education for the 21st Century Act (Perkins V) of 2018

This program provides an important opportunity to expand opportunities for every student to explore, choose, and follow career and technical education programs of study and career pathways to earn credentials of value. Career and Technical Education (CTE) programs eligible for CTE funding include agriculture education, business and marketing education, family and consumer sciences education, health science education, and industrial technology education. Programs must be taught by instructors endorsed in the respective curricular area.

CTE is an organized instructional program that provides integrated academic and technical curriculum to prepare secondary/postsecondary students for employment, continuing education, and a career.

Private/Nonpublic School Federal Program Descriptions – (Continued)

Strengthening Career and Technical Education for the 21st Century Act (Perkins V) of 2018 (continued)

- Title I, known as the basic grant, requires that 85 percent of the total funds be allocated by formula to LEAs and post-secondary vocational schools.
- Private/nonpublic schools may participate through a public school; private/nonpublic schools cannot apply for funds directly.

School Nutrition Programs*

School Nutrition Programs, within the Student Support Services, administers the U.S. Department of Agriculture nutrition programs in schools. The programs are: National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Special Milk Program, Summer Food Service Program, USDA Food Distribution Program, Fresh Fruit and Vegetable Program, and the Montana Team Nutrition Program. School Nutrition Programs works with schools and communities to provide children with access to healthful meals and snacks that nourish their minds and bodies and school nutrition environments that encourage healthful lifestyles.

A private/nonpublic nonprofit school with documentation from the Internal Revenue Service stating that it has tax-exempt status under section 501(c)(3) of the Internal Revenue Code of 1954 may apply to the OPI to operate the School Nutrition Programs. The private/nonpublic nonprofit school must submit a signed agreement, common assurances, and free and reduced-price policy statement to affirm that it will administer the programs according to the provisions of those documents.

Private/nonpublic schools: For information regarding participation in School Nutrition Programs, please contact Christine Emerson by telephone at 406-444-2502 or by email at cemerson@mt.gov.

Special Education IDEA, Part B - Preschool (child must be age 5)

Individuals with Disabilities Education Act (IDEA) funds are for the purpose of providing special education and related services to children with disabilities, beginning at age 3, who have been identified as eligible under the requirements of IDEA and state administrative rules. The public-school district in which a student lives is required to provide free appropriate public education, or FAPE, to the child with disabilities. However, if a parent enrolls the child in a private/nonpublic elementary or secondary school, the district in which the private/nonpublic elementary or secondary school is located is only obligated to conduct child find services and those special education and related services it has determined it will provide in accord with the requirements of 34 CFR 300.130-144.

SPECIAL EDUCATION AND RELATED SERVICES FOR STUDENTS WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE/NONPUBLIC SCHOOLS

In accord with the requirements under IDEA 2004, the public school must consult with private/nonpublic school representatives and representatives of parents of parentally placed private/nonpublic school children with disabilities who attend private/nonpublic elementary or secondary schools within its district's boundaries. The public-school district is obligated to:

- Implement a child find process for the purpose of determining whether a student suspected of a disability has a disability as defined under IDEA and state administrative rules.
- Calculate a proportionate share of its IDEA Part B funds for the purpose of providing special education and related services to IDEA-eligible parentally enrolled private/nonpublic elementary or secondary school students within its district's boundaries. The proportionate share calculation is based on the district's October 1 child count of IDEA-eligible private/nonpublic students.
- Provide special education and related services to IDEA-eligible private/nonpublic school children in accord with a services plan, based on the proportionate share of IDEA funds available and the services determined to be provided by the public school following its consultations with private/nonpublic school representatives.

Montana Public High School Equivalency HiSET Test Centers

Billings HiSET Testing (CBT/PBT*) / GED Testing (CBT*)

Lynette Lynch **e-mail:** LynchLa@billingssschools.org
Adult Education Center
415 N. 30th St.; Billings, MT 59101
Phone: 406-281-5007

Box Elder HiSET Testing (CBT*)

Greg Tillemann **e-mail:** tilllemang@hrdc4.org
8294 Upper Box Elder Rd; Box Elder, MT 59521
Phone: 406-265-6743

Bozeman HiSET Testing (CBT*)

Byrdeen Warwood **e-mail:** byrdeen.warwood@bsd7.org
Bozeman Public Schools
404 W. Main; Bozeman, MT 59715
Phone: 406-522-6012

Browning HiSET Testing (CBT*)

Joseph Rutherford **e-mail:** Joseph.R@bfcc.edu
504 SE Boundary St.; Browning, MT 59417
Phone: 406-338-5441

Butte HiSET Testing (CBT*)

Margie Pascoe **e-mail:** mpascoe@mtech.edu
1300 W Park St.; Butte, MT 59701
Phone: 406-496-4477

Dillon HiSET Testing (CBT*)

Kelly Coble **e-mail:** kelly.coble@umwestern.edu
710 S. Atlantic; Dillon, MT 59725
Phone: 406-683-7143

Glendive HiSET Testing (CBT*) / GED Testing (CBT*)

Courtney Wuethrich **e-mail:** cwuethrich@dawson.edu
300 College Dr; Glendive, MT 59330
Phone: 406-377-9411

Great Falls HiSET Testing (CBT*)

Jodi Hicks **e-mail:** jodi_hicks@gfps.k12.mt.us
2100 16th Ave S
Great Falls, MT 59405
Phone: 406-268-6660

Hamilton HiSET Testing (PBT/CBT*)

Erin Rosenkrance **e-mail:** erin.rosenkrance@mso.umt.edu
103 S 9th St.; Hamilton, MT 59840
Phone: 406-375-0100

Hardin HiSET Testing (CBT*)

Amanda Lauth **e-mail:** amanda.lauth@hardin.k12.mt.us
721 Miles Avenue; Hardin, MT 59034
Phone: 406-665-6413

Harlem/Fort Belknap HiSET Testing (PBT*)

Greg Tillemann **e-mail:** tilllemang@hrdc4.org
Wiyukja Wicoti Bldg; Harlem, MT 59526
Phone: 406-265-6743

Havre HiSET Testing (CBT/PBT*)

Greg Tillemann **e-mail:** tilllemang@hrdc4.org
2229 5th Ave; Havre, MT 59501
Phone: 406-265-6743

HiSET Administrator (Program Specialist)

Emily Fuller **e-mail:** efuller@mt.gov
PO Box 202501
Helena, MT 59620
Phone: 406-594-3750

Helena HiSET Testing (PBT*)

John Peterson **e-mail:** john.peterson.@HelenaCollege.edu
Adult Learning Center – UM Helena
1115 Roberts St.; Helena, MT 59601
Phone: 406-447-6389

Kalispell HiSET Testing (CBT*) / GED Testing (CBT*)

Charlotte Ball **e-mail:** cball@fvcc.edu
777 Grandview Dr.; Kalispell, MT 59901
Phone: 406-756-4584

Lewistown HiSET Testing (CBT*)

Jillian Bellah **e-mail:** jmbellah@gmail.com
1001 Casino Creek Dr
Lewistown, MT 59457
Phone: 214-500-7238

Libby HiSET Testing (CBT*)

Charlotte Ball **e-mail:** cball@fvcc.edu
225 Commerce Way; Libby, MT 59923
Phone: 406-293-2721

Livingston HiSET Testing (CBT*)

John Gregory **e-mail:** John.gregory@onehc.org
112 West Lewis; Livingston, MT 59047
Phone: 406-823-6356

Miles City HiSET Testing (PBT*)

Erin Niedge **e-mail:** niedgee@milescc.edu
2715 Dickinson; Miles City, MT 59301
Phone: 406-874-6152

Missoula HiSET Testing (CBT*) / GED Testing (CBT*)

Jodie Rasmussen **e-mail:** jlrasmussen@mcpsmt.org
310 S. Curtis; Missoula, MT 59801
Phone: 406-549-8765

Pablo HiSET Testing (CBT*)

Kimberly Barber **e-mail:** Kimberly_barber@skc.edu
58138 US Highway 93
Pablo, MT 59855
Phone: 406-275-4868

Poplar HiSET Testing (CBT*)

Roxann Smith **e-mail:** rsmith@fpcc.edu
604 Assiniboine Ave.; Poplar, MT 59255
Phone: 406-768-6361

West Yellowstone (PBT*)

Not currently testing
411 N. Geyser St.; West Yellowstone, MT 59758
Phone: 406-646-7617

HiSET State Administrator

Katie Madsen **e-mail:** Katie.Madsen@mt.gov
PO Box 202501
Helena, MT 59620
Phone: 406-465-1341

*CBT: Computer-Based Testing

*PBT: Paper-Based Testing

HOMESCHOOL ATTENDANCE RECORD - CUMULATIVE AGGREGATE HOURS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
July																																				
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School Year: July 1, 2025 - June 30, 2026

TOTAL _____

Parent/Guardian's Name (please print): _____

Child's Name: _____

All non-public schools must provide the following minimum aggregate hours (MCA 20-1-301):

- 360 hours for 1/2 day kindergarten
- 720 hours for full day kindergarten and grades 1-3
- 1,080 hours for grades 4-12
- 1,050 hours for graduating seniors may be sufficient

When complete please mail a copy to: Yellowstone County Superintendent of Schools, PO Box 35022, Billings, MT 59107 or fax to 406-256-6930.

Yellowstone County



SUPERINTENDENT OF SCHOOLS
 (406) 256-6933
 FAX (406)256-6930

P.O. Box 35022
 Billings, MT 59107-5022

YELLOWSTONE COUNTY HOME SCHOOL – PUPIL ATTENDANCE FORM

Please complete and return to the following address by the end of the school year:

YELLOWSTONE COUNTY SUPT. OF SCHOOLS
 PO Box 35022
 Billings, MT 59107

Home School Name: _____

Parent/Guardian/Caretaker Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Numbers: (Home/Cell) _____ (Work) _____

SCHOOL YEAR: _____ 1st Semester _____ 2nd Semester _____

MCA 20-1-301 Law refers to aggregate **hours** of pupil instruction rather than days.

For your information I have included a place for you to record the Aggregate HOURS as well as the Days information:

Students Name(s) – (Please print or type)	A g g r e g r a t e	G r a d e	Aggregate Hours of Pupil Instruction Present	Aggregate Hours of Pupil Instruction Absent	Total Aggregate Hours of Pupil Instruction	Days Present	Days Absent	Total Days Enrolled

All Non-Public Schools must provide the following minimum aggregate hours (MCA 20-1-301):

360 hours for half-time kindergarten and 720 hours for full-time kindergarten

720 hours for grades 1-3

1080 hours for grades 4-12

1050 hours for graduating seniors may be sufficient

REPORTING DATES: From _____ To _____

PARENT(S)/GUARDIAN(S): _____ DATE: _____
 (Please Print or Type)

PLEASE KEEP A COPY FOR YOUR RECORDS. THANK YOU.