



Montana Board of Public Education

**Public Charter School Application
Billings Public Schools
Billings Multilingual Academy
Newcomer Center**

October 31, 2023

PUBLIC CHARTER APPLICATION COVER PAGE

Check One: XX New Public Charter under Existing Local School Board ___ New Public Charter District

Name of Public Charter School - Billings Multilingual Academy - Newcomer Center

Local school district in which the public charter school will be physically located: _____

Billings Public Schools - Lincoln Center, 415 North 30th Street, Billings MT 59101

Contact Information for the Governing Board Chair

Contact Person: Scott McCulloch Billings Board of Trustee Chair
Name Title

Contact Address: Lincoln Center, 415 North 30th Street, Billings MT 59101

Telephone Number: 406-281-5066

E-mail Address: scott.mcculloch@billingsschools.org

Scott McCulloch

Contact Information for the Person Completing this Application

Contact Person: Chris Olszewski Assistant Superintendent
Name Title

Contact Address: Lincoln Center, 415 North 30th Street, Billings MT 59101

Telephone Number: 406-281-5084

E-mail Address: olszewskic@billingsschools.org

PUBLIC CHARTER APPLICATION

Name of Public Charter School: Billings Multilingual Academy (Newcomer Center)

Executive Summary

The Billings Multilingual Academy (BMA) is dedicated to inspiring, educating, and empowering students and families from diverse language backgrounds. BMA's vision revolves around empowering students and families to reach their full potential in a multicultural and multilingual educational setting. Our primary objective is to ensure the academic success and seamless integration of these students within the school community. BMA's mission is structured around three core goals: providing tailored educational choices for language diverse learners, offering steadfast support to newcomers, emergent bilingual students, and long-term English Language Learners (ELLs) in their educational and career pursuits, and offering alternative pathways and a proficiency-based model for graduation requirements.

As Billings is poised to become a resettlement city, we expect to welcome around hundreds of individuals and families from various countries, nearly half of whom will be school-aged children. Recognizing the increasing diversity in the community, Billings Public Schools recognizes the urgent need for a charter school that can cater to the distinct needs of these diverse learners, including refugees and ELLs. Furthermore, there is a significant group of heritage language students categorized as long-term ELLs that can benefit from a program such as this charter school. BMA's primary focus is on students whose first language is not English or who come from heritage language backgrounds. The student population of ELLs in Billings Public Schools has experienced a remarkable increase of between 1000% and 1600% at various grade levels since the 2015-16 school year, driven by the city's growing diversity and its status as a Resettlement City. BMA's mission and vision are well-positioned to address the unique educational needs of this evolving student population, offering them a range of educational options and comprehensive support to help them achieve their academic and career aspirations.

Opening Date: August 15, 2024 Public Charter Term Length: 187 days

Grades to be served: 6-12

Minimum Enrollment Per Year: 71

Planned Enrollment Per Year: 90

Maximum Enrollment Per Year: 90

For each year of the public charter term, indicate the number of students the public charter school plans to serve in each grade.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1							8	10	10	18	8	9	8	71
Year 2							10	13	13	18	14	12	10	90
Year 3							10	14	14	18	15	13	10	94
Year 4							10	15	15	18	16	13	10	97
Year 5							10	15	15	18	16	13	10	97

ACADEMIC PROGRAM

We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

1. State the public charter school's mission and vision and describe why this initiative is important to the community it will serve.

The mission of the Billings Multilingual Academy (BMA) is to Inspire, Educate and Empower students and families of multicultural backgrounds to support a student's academic achievement and acculturation into the school communities to achieve their full potential. The BMA's vision to achieve this mission is based on three core goals: 1) Provide families with choices to better serve the needs of their language diverse learners; 2) Support newcomers, emergent bilingual students, and long-term ELs as they pursue their college, career, and military opportunities; and 3) Provide alternative pathways and a proficiency-based model to achieve their graduation requirements.

The community of Billings has been approved as a resettlement city. The Lutheran Family Services Rocky Mountain organization located out of Denver serves as a refugee relocation support group. Organization leaders have met with Billings School leadership and communicated that it is their intent to support the resettlement of 100 adults and children over the next year from countries all over the world. It is anticipated that 50% of the refugees will be school aged children.

In anticipation of the influx of refugee families, along with the currently increasing ELL population, Billings Schools strongly believes there is a need to create a charter school that provides families choice while better serving the needs of these diverse learners.

In addition, there are heritage language students who have been identified as long-term ELLs because there are limited opportunities to develop their academic language skills. This deficit can impact their academic success as measured by state assessments and potentially impact their college and career readiness. This also impacts the graduation rates of our ELL students.

2. Identify the targeted student population and the community the public charter school proposes to serve.

The targeted student population is whose first language is not English or have heritage language background.

As noted in the table below in 2023-24, Billings Public Schools has seen an extreme increase in the ELL student population at each grade level. Our targeted school population has increased between 1000% and 1600% since the 2015-16 school year. The noted increases are based on the increased diversification of the Billings community; we anticipate more growth due to Billings being approved as a Resettlement City.

	2015-2016	2020-2021	2023-2024	% increase
# of identified ELs	25	245	348	1292%
Elementary	12	108	141	1075%
Middle School	6	85	90	1400%
High School	7	52	117	1571%

3. Describe plans and timelines for student recruitment and enrollment, including lottery procedures.

Students entering the Billings School District identified through the Home Language Survey and score below 5.0 on the WIDA Screener may be candidates for the Billings Multilingual Academy. Pending the Board of Public Education's approval of the new charter school, district leadership will begin promoting the new charter school by setting up evening community meetings at various schools throughout the district, on the school district website, social media, and media outlets. Provided approval is secured, the intent is to open the BMA in August of 2024. District and building leadership along with our current ELL staff will set up family nights throughout our community with current ELL families to provide detailed information about the school.

The recruitment process will begin immediately following the approval of the charter school and be on-going from that point. Families wishing to gain entrance into the BMA will need to complete an enrollment application form and submit it to the 6-12 Executive Director. The location of the enrollment center is at the Lincoln Center. Families can enroll their child(ren) into Billings Public Schools and register for BMA, if they choose to. Due to the location of the enrollment center, adult members of the families can enroll in adult ESL classes provided in our adult education program.

4. Describe the public charter school's academic program, specifically focusing on why it is innovative in your school district. Include plans to formally assess student achievement on an annual basis.

The Billings Multilingual Academy (BMA) will offer English, Math, and US Culture courses. Staff will be certified teachers through the State of Montana as well as hold a certification in ELL or ESL. At this time, Billings Public Schools does not offer an intensive EL program to support newcomers and long-term EL students. The Billings Multilingual Academy (BMA) will leverage existing programs such as Future Ready, CTE pathways, Career Career course offerings to extend learning opportunities. Further choice of learning pathways will be enhanced through the use of MTDA, APEX and/or Edmentum.

Upon enrollment, students will complete a Home Language Survey to help identify students needing screening. BMA staff will review the Home Language Survey and determine if the WIDA screener is required. If a student needs to be screened, BMA trained staff will administer the WIDA screener. Trained staff will score and determine if the student qualifies under Montana guidelines of a score below a 5.0. In conjunction with the WIDA screener, literacy and

math assessments will be given in their home language whenever possible in an effort to gather further data in regards to a student's academic levels.

Students who meet the criteria outlined above will be invited to enroll in Billings Multilingual Academy (BMA). The courses offered through the Billings Multilingual Academy (BMA) will use proficiency based course assessments as created by the PLCs. Students and families will meet with a BMA staff member to create their school schedule. They will choose courses that meet graduation requirements and support student preference and post-secondary goals.

On an annual basis, BMA will use the following standardized tests such as the ACT, PreACT, Smarter Balanced/MAST, and ACCESS for ELLs 2.0 as a cross-reference to our locally created proficiency based measures to evaluate student growth and program effectiveness.

Students upon successful completion of academic requirements of the Billings Multilingual Academy (BMA) will be issued a diploma by the Billings Public Schools Board of Trustees.

BMA GRADUATION REQUIREMENTS

***Minimum graduation requirements for Billings Public high schools are:**

<u>CLASSES</u>	<u>CREDIT REQUIRED</u>
English	4
Math	2
Science	2
Health & PE	1
American History	1
U.S. Government	0.5
MT History	0.5
Visual or Performing Arts	1
Career and Technical Ed.	1
<u>Electives</u>	<u>8</u>
8 semesters of attendance	*21 total credits

*** BMA will follow ARM 10.55.905, in regards to educational impacts on students and allowing students to graduate if they have meet the basic requirements as outline by accreditation standards***

Elective Course offerings will include but not limited to:

Financial Literacy or Economics Requirement
Citizenship Preparation course
General Science/STEM
US Culture
Global Studies
Workplace Experience Credits

5. Describe any variances to existing standards that the public charter school requires to enhance educational opportunities.

Billings Multilingual Academy (BMA) will use a proficiency based education model in which credit will be issued upon demonstration of proficiency through a course summative assessment. Proficiency is defined as mastering content at 80% or better and projects at 70% or better.

BMA seeks a variance from the requirement of meeting aggregate hours as outlined by MCA 20-2-121 / 10.55.906. By operating under Billings Public Schools Board of Trustees governance and adherence to policy 1005, the District may include in its calculation of ANB a pupil who is enrolled in a program providing fewer than the required aggregate hours of pupil instruction required under Montana law if the pupil has demonstrated proficiency in the content ordinarily covered by the instruction as determined by the school board using district assessments.

At the discretion of the District, 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 coursework include, but are not necessarily limited to, those delivered through correspondence, extension, and distance learning courses, adult education, summer school, work study, specially designed courses, Summit Learning content/projects, and challenges to current courses.

6. Describe the instructional design, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.

Billings Multilingual Academy (BMA) will run a traditional six period day to allow for the opportunity for students to access CTE, work experiences, and elective offerings at other schools within Billing Public Schools.

	Time M, Tu, Th, Fr	Time (Wednesday)
Period 1	8:00-8:57 (7:55-8:48)	8:00-8:47 (7:55-8:40)
Period 2	9:01-9:58 (8:53-9:47)	8:51 - 9:38 (8:45-9:30)
Period 3	10:02 -10:59 (9:52-10:45)	9:42 -10:29 (9:35-10:20)
Lunch MS & HS / Transportation	11:03 -12:00 (10:45-11:45)	10:33 -11:20 (10:20-11:26)
Period 4	12:00-12:57 (11:55-12:48)	11:20-12:07 (11:26-12:09)
Period 5	1:01-1:58 (12:53-1:47)	12:11 - 12:58 (12:14-12:57)
Period 6	2:02-3:00 (1:52-2:45)	1:02 -2:00 (1:02-1:45) PLC 2:15-3:15

English Proficiency Level 1 or 2/Immigrant

Middle School

- 3 periods at BMA-- ESL English, ESL Math, US Culture (elective)
- 3 periods at a Billings School -- 2 electives and 1 core class (science or social studies).

English Proficiency Level 3 or 4/Heritage Language Students

Middle School

- 3 periods at BMA--Academic Language, Multicultural Class (elective), Study Skills or Indigenous Language class (online options)
- 3 periods at a Billings School-- 2 electives and 1 core class (science or social studies).

English Proficiency Level 1 or 2/Immigrant

High School

- 3 periods at BMA-- ESL English, ESL Math, US Culture (elective)
- 3 periods at a Billings School--2 electives and 1 core class (science or social studies).

English Proficiency Level 3 or 4/Heritage Language Students

High School

- 3 periods at BMA--Academic Language, Multicultural Class (elective), Study Skills or Indigenous Language class
- 3 periods at a Billings School

Middle School Classroom – grades 6th through 8th

- Students usually have 6-8 classes with different teachers in multiple classrooms
- Recess is not offered in Middle School
- Monday through Friday 8:10 – 3:00, except Wednesdays end at 2:00

Middle School Subjects of Study

- English, Math, Science, Social Studies, and Health Enhancement make up the core classes which are offered on a daily basis.
- Specials or Connections – Student a menu of elective offerings that will include; Art, Empower, Digital Literacy, and Tech/Engineering on a rotational basis.

High School School – grades 9 (Freshman), 10 (Sophomore) 11 (Junior), 12 (Senior)

- Students take required and elective courses to satisfy graduation requirements
- Some courses have different levels of difficulty
- Monday through Friday 8:00am - 3:00pm, expect Wednesdays end at 2:00
- Subjects of study vary by school. See following page for 4-year graduation plan.

Billings Multilingual Academy will have two multi grade level classrooms

1. Grades 6-8
2. Grades 9-12

Approved Billings School District curriculum to include, but not limited:

[iLitELL](#)-- “iLit ELL delivers a research-proven instructional model through a mobile instructional system,

which makes it engaging, accessible, and adaptive for teachers and students. iLit ELL produces accelerated growth for ELLs. The program is aligned to state standards and English Language Development (ELD) standards. Each day, students read, write, speak, and listen; they work to develop the skills necessary to achieve English proficiency as well as college and career readiness” ([iLitELL program overview](#)).

GO! Welcome Newcomers Tween Library (grades 4--8)

The *GO! Welcome Newcomers* library introduces life in the United States to immigrant tweens. As these students learn English and adapt to living in a new country, they must also learn to fit in academically and socially.

Welcome Newcomers Library (teen & young adult)

The *Welcome Newcomers* library is a unique instructional solution that introduces life in the United States to immigrant teens. As these students learn English and adapt to living in a new country, they must learn to fit in socially and academically.

ELL Teen Literacy Library or Go! Tween Literacy Library

The *ELL Teen Literacy Library* is a unique collection of fiction and nonfiction books aimed at high school and adult English language learners, including newcomers. Many of these learners struggle with reading and a limited English vocabulary. This makes it difficult to do well in content-area classes where textbooks are often written above grade level. For this reason, the *ELL Teen Literacy Library* focuses on social studies, math, and science topics in books written at accessible levels.

-These libraries are from [Saddleback Publishing](#).

To further supplement educational opportunities and to provide more choice in education pathways Billings Multilingual Academy (BMA) will utilize online platforms such as Montana Digital Academy, APEX, EdReady,

7. Describe plans for identifying and successfully serving students with disabilities, students who are English Language Learners, students who are academically challenged, and gifted students, including compliance with applicable laws and regulations.

Billings Multilingual Academy is being designed specifically for the English Language Learners however within that student demographic there will be students in need of special education services as well as gifted students. The school is being designed to support all academic levels and needs of the English Language Learners. Students in need of support services will gain access through existing Billings Public Schools programs.

Student Assessments Used to Determine Eligibility for EL:

The WIDA Screener- will be given to students entering the District: whose first or home language is other than English as indicated on the Home Language Survey.

The WIDA Screener has 3 main purposes:

1. To identify students who may be candidates for the EL program.
2. To determine the academic English language proficiency level of students new to a school or to the U.S. school system in order to provide appropriate levels and amounts of instructional services.
3. To accurately assign students identified as ELs to one of the 3 tiers of the ACCESS for ELs test

given annually to determine students' level of English proficiency.

The acronym ACCESS stands for Assessing Comprehension and Communication in English State to State. It is the English proficiency test given annually. The test is based on English proficiency standards to determine a student's level of Academic English ability in the areas of Listening, Speaking, Reading and Writing. Parents receive a report of test results in the spring. Middle School and High School students will be assessed at BMA. These students will be given a math assessment, to provide information concerning the students' math skills.

If a student is suspected of having a disability, BMA staff will begin a pre-referral process following IDEA guidelines for identification of students under Special Education. As BMA is under the governance of Billings Public Schools that relationship will be leveraged to provide appropriate services and staff.

Any student that has gifted or advanced needs has the opportunity to access advanced course offerings from other Billings Schools.

8. Describe student discipline policies, including those for special education students.

All Billings Public Schools student expectations and discipline policies/procedures will be implemented at the Billings Multilingual Academy. The student handbook, district policies/procedures, and classroom information will be translated into multiple languages to support home languages of families, when available.

Each student has the right to pursue an education in an orderly, safe, and sanitary atmosphere and is expected to contribute to this environment by accepting his/her responsibilities in various areas of school citizenship and personal behavior. Various infractions to the rules of acceptable behavior and the associated consequences deemed appropriate for addressing each type of misconduct as outlined in the student handbook.

All students with disabilities are subject to suspension (ten (10) days or less) on the same grounds as regular education students without the provision of services. The same policies, procedures, rules, and handbooks apply to students with disabilities as to regular education students unless otherwise indicated in the student's Individual Education Plan (IEP).

BMA ATTENDANCE POLICY

Pursuant to state law, the Board authorizes the Superintendent to adopt procedures implementing compulsory attendance regulations throughout the District. The BMA will adhere to Billings School District #2 policy 3120, procedures 3120-P1 and 3120-P2 while following 20-5-103 of Montana Code Annotated. Regular attendance is basic to meeting the educational needs of students. Maximum classroom instructional benefits can happen only when the student is in attendance. Regular and punctual attendance is essential to the educational welfare of students, parents, and educators.

Student Responsibilities

Students have the responsibility to participate in the educational opportunities given them. Parents are responsible for supporting the policies and programs of the School District and Billings Multilingual Academy, including seeing that students attend regularly and are to class(es) on time. The school has the responsibility to provide a significant curriculum, competent teachers, and adequate facilities and programs. BMA will maintain accurate records and practice diligence in reporting of attendance records.

Parent (or Guardian) Responsibilities

When a student must be absent from class for illness, or other unforeseeable emergencies, parents must inform the BMA office of the absence.

Checking Out of School When a student finds it necessary to leave after the start of the school day, the student shall follow the office procedures for checking out of school. Failure to follow this procedure may be considered truancy and appropriate action as defined in this policy will be taken.

RESTORATIVE JUSTICE PRACTICES

As part of BMA's discipline model, Restorative Justice Practices will be utilized. Restorative Justice Practice (RJP) is a learning model focused around improving behavior. Restorative practices encompass a broader array of proactive and preventative approaches for students to build student capacity, to self-regulate, make decisions, and self-govern. RJP addresses accountability, respect, and repair. BMA believes in developing/educating the whole student through a community oriented approach; involving all stakeholders to take ownership of their behavior and heal the relationship as much as possible.

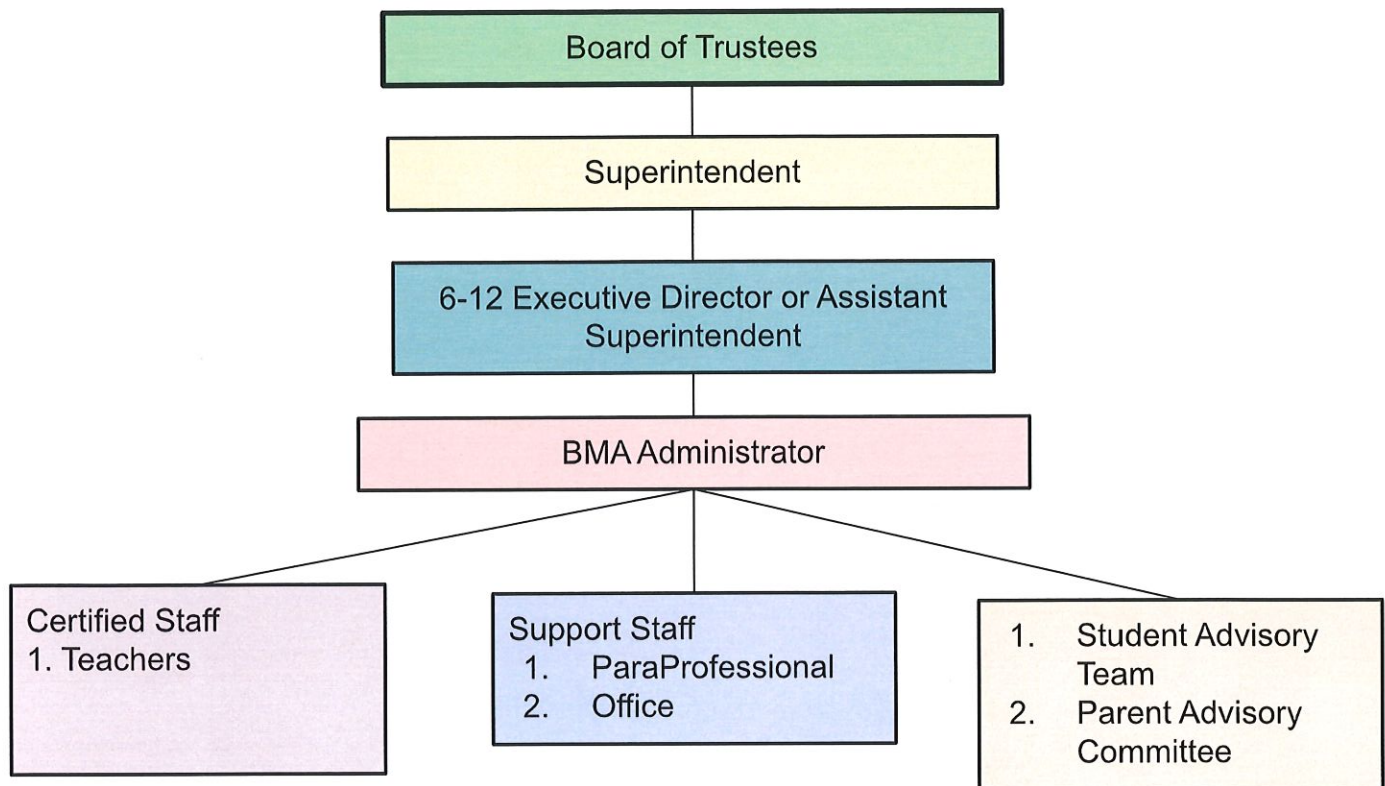
SCHOOL GOVERNANCE

We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

- 9. Describe the public charter school's organizational chart that clearly presents the proposed organizational structure, including lines of authority and reporting between the governing board, staff, related bodies such as advisory bodies or parent and teacher councils, and external organizations that will play a role in managing the public charter school.**

The Billings School Board of Trustees and Superintendent serve as the governance team for the school district. Billings Multilingual Academy will function under the direction of the Board consisting of nine members, each of whom represents a different geographic area in the district. Billings Multilingual Academy will bring forward budgets, personnel, instructional programs, facilities and student activities for Board awareness and approval.

School Board meetings are typically held on the third Monday of every month at 5:30pm in the boardroom at Lincoln Center. All meetings are noticed no less than 48 hours in advance and are open to the public and the news media. Each meeting has a standing agenda item for public comment.



To ensure transparency and accountability, quarterly reports will be presented to the Board of Trustees by students and staff, detailing the ongoing activities and progress within the school. This practice allows the Board to stay informed about the developments and achievements taking place at the Billings Multilingual Academy.

Furthermore, fostering a strong partnership with the school community is a key priority. A dedicated parent advisory committee will convene on a quarterly basis to engage with the principal, exchange ideas, and discuss the educational experiences and needs of our students. This collaborative approach ensures that the school's direction is informed by the perspectives and aspirations of our students' families.

Recognizing the significance of students' voices in shaping their educational experience, a student advisory team will be established to provide a platform for our students to express their thoughts, concerns, and suggestions. This initiative will empower our students to actively participate in enhancing the learning environment.

In addition to these community-oriented approaches, we understand that preparing our students for the future goes beyond the classroom. Therefore, we are committed to building partnerships with businesses and external organizations. These partnerships will offer students real-world exposure, internships, and valuable insights, ensuring they are well-prepared to thrive in the ever-changing landscape of tomorrow.

Together, through collaborative leadership, transparent reporting, active engagement, and strategic partnerships, we will create an environment that equips our students for success and empowers them to shape their futures.

10. Describe the roles and responsibilities of the governing board, the proposed leadership management team, and other entities shown in the organizational chart.

Billings Multilingual Academy will be under the governance of the Billings Public Schools Board of Trustees. Roles and responsibilities for the Board of Trustees, Superintendent, Administration and Teachers are outlined below in further detail.

Billings Board of Trustees

Legal Status and Operation

The Board of Trustees of Billings Elementary School District 2 and Billings High School District 2 is the governmental entity established by the State of Montana to plan and direct all aspects of the District's operations, to the end that students shall have ample opportunity to achieve their individual and collective learning potentials. Policies of the Board define its organization and the manner of conducting its official business. The operating policies of the Board are those that it adopts from time to time to facilitate the performance of its responsibilities.

Organization

The legal names of these school districts are Billings Elementary School District 2, Yellowstone County, State of Montana, and Billings High School District 2, Yellowstone County, State of Montana. The Districts are classified as first-class districts and are operated according to the laws and regulations pertaining to elementary and high school districts. To achieve its primary goal of providing each child with the skills and attitudes necessary to become an effective citizen, the Board shall exercise the full authority granted to it by the laws of the state. Its legal powers, duties, and responsibilities are derived from the Montana Constitution and state statutes and regulations. The School Laws of Montana and the administrative rules of the Board of Public Education and the Office of Superintendent of Public Instruction delineate the legal powers, duties, and responsibilities of the Board.

Superintendent - Duties and Authorities

The Superintendent is the chief executive officer of the District and is responsible for the administration and management of District schools in accordance with Board policies and directives and with state and federal law. The Board authorizes the Superintendent to develop administrative procedures to implement Board policy and to delegate duties and responsibilities; however, delegation of a power or duty does not relieve the Superintendent of responsibility for that which was delegated.

The Board will appoint a person as Superintendent who demonstrates the experience and skills necessary to work effectively with the Board, District employees, students, and the community. The person the Board appoints as Superintendent must hold a valid administrative certificate with superintendent's endorsement issued by the Montana Superintendent of Public Instruction.

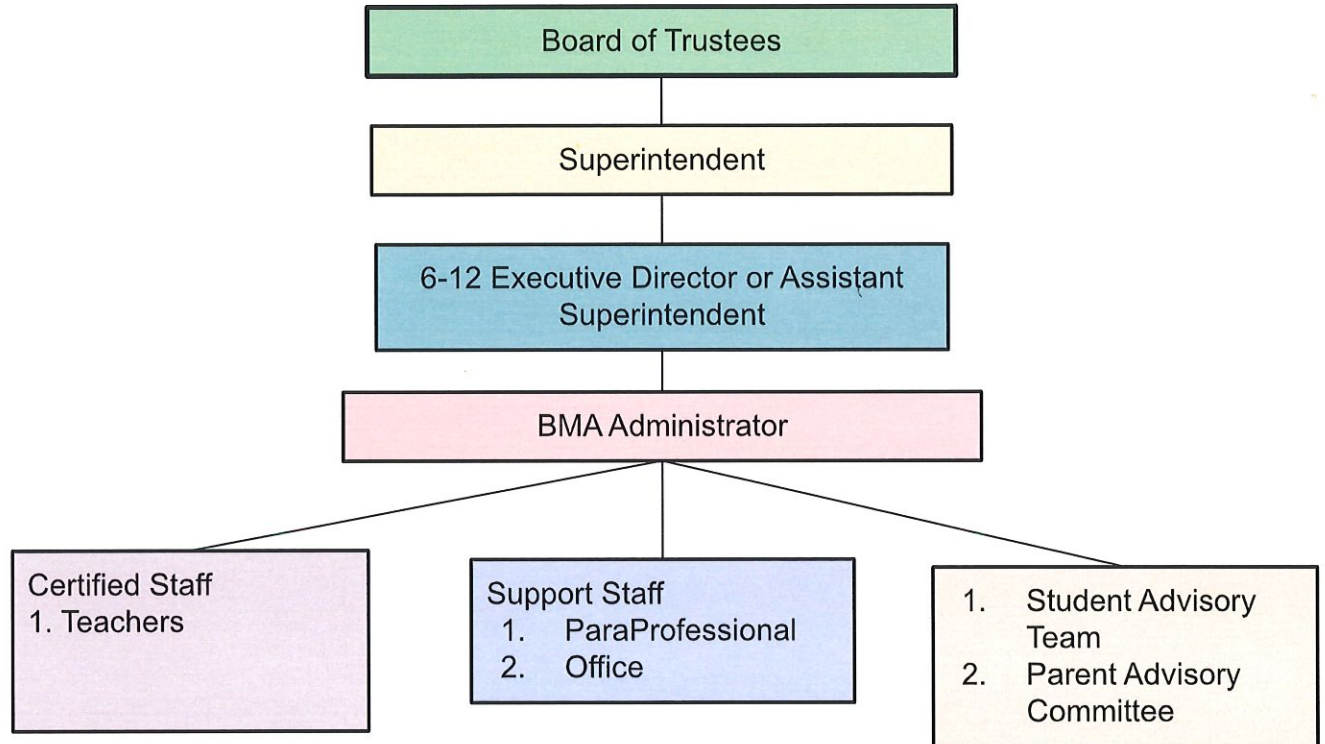
Administration - Duty and Authority

As authorized by the Superintendent, the Billings Multilingual Academy administrator will have full responsibility for day-to-day operations of BMA. The BMA administrator will be governed by Board policies and is responsible for implementing administrative procedures that relate to the assigned responsibilities. The administrator's duties and responsibilities are set forth in

the job description established for Billings Multilingual Academy administration. The BMA administrator will hold a valid administrators' certificate with appropriate endorsements issued by the Montana Superintendent of Public Instruction and must meet other qualifications specified in the position description.

Teachers / Support Staff

Teachers and support staff will have full responsibility for the day to day implementation of academic programming and instructional delivery. Job descriptions for each position are approved by the administration.



11. Provide a staffing chart for the public charter school's first year and a staffing plan for the term of the public charter school.

Staffing	FTE	Cost
6-12 ESL Math Teacher	1.0	\$87,400
6-12 ESL English	1.0	\$87,400
6-12 US Culture / Soc. Studies	1.0	\$87,400
Special Education Teacher	.20	\$17,480
School Counselor	.20	\$17,480
Para / Office	1.0	\$44,275

Para / Office Support	1.0	\$44,275
Administration	.25	\$33,063
Custodial	.25	\$15,250
Total	5.25	\$434,023

12. Detail the public charter school startup plan, identifying tasks, timelines, and responsible individuals.

Timeline

1. Billings School District Trustees - Charter School Application Submission Approval - October 16, 2023
2. Charter School Application Submission - November 1, 2023
 - a. Dr. Chris Olszewski
3. Charter School Application Approval Notification
 - a. Board of Public Education
4. Appointment of Charter School Administrator - February 5, 2024
 - a. Dr. Erwin Garcia - Superintendent Billings Public Schools
5. Advertisement of ESL Teacher positions in Billings Public Schools - March 1, 2024
 - a. Completed by Human Resources
6. Advertisement of ESL Support Staff positions in Billings Public Schools - March 1, 2024
 - a. Completed by Human Resources
7. Candidates identified for Billings Multilingual Academy School to be recommended to Board of Trustees - April 8, 2024 (staffing concluded)
 - a. Completed by Interview Team - Administrator, Executive Director, Teacher and Parent Representative
8. Approval of candidate hirings by Board of Trustees - April 15, 2024
 - a. Contact successful candidates completed by Human Resources - April 16, 2024
 - b. Candidates complete necessary hiring paperwork - by May 1, 2024
9. Coordination of Classrooms in Lincoln Center - May 15, 2024
 - a. Completed by Administrator, Executive Director, Facilities Director, and Building Custodian
10. Ordering of classrooms supplies - July 1, 2024
 - a. Completed by Administrator, Executive Director
11. Ordering of classroom technology - July 1, 2024
 - a. Completed by Administrator, Executive Director
12. Ordering of teacher technology - July 1, 2024
 - a. Completed by Administrator, Executive Director
13. Coordination of transportation services from designated sites - by July 26, 2024
 - a. Completed by Transportation Director, Administrator, Executive Director,
14. Classroom maintenance / preparation - by July 26, 2024
 - a. Completed by Building custodial crew, Administrator
15. Acquisition of curricular materials - by August 1, 2024
 - a. Administrator, Teacher, and Assistant Superintendent
16. Classroom Set up - may begin on August 1, 2024
 - a. Teacher
17. First day for teachers - August 15, 2024
18. First day for students - August 20, 2024

13. Describe the plans for recruiting and developing school leadership and staff.

Upon approval of charter school status, Billings Public Schools plans to advertise locally, state-wide and regionally to find highly qualified applicants. Job postings will include “preferred” skills- individual who is fluent in one or more world languages, ELL certified or willing to become certified, experience working with ELL students, ability to use technology to effectively communicate with students and families on an as needed basis. Due to the uniqueness of the Billings Multilingual Academy, it will be imperative that staff receive training at the local, state and national levels. Such trainings may include, but are not limited to Montana OPI, WIDA, SIOP Training, TESOL Certification, Unite to Achieve conference, etc.

14. Describe the proposed leadership and teacher employment policies, including performance evaluation plans.

Administration and teachers will adhere to the approved policies of the Billings Board of Trustees which will be outlined in the district staff handbook and reviewed during the opening staff meeting which will be set in August of 2024. Policies include but are not limited to staff conduct and expectations; evaluation process; complaints, and federal / state notifications.

The Superintendent or designee will evaluate the Billings Multilingual Academy administrator regularly and annually. Evaluations of the administrator will be based on the job description, accomplishment of annual goals and performance objectives, and established performance criteria. The administrator being evaluated will sign a written evaluation report and will retain a copy for their records. The administrator will have the right to submit a written statement to be attached to an evaluation, within a reasonable time following an evaluation.

Evaluation of each staff member’s job performance shall be conducted by the Billings Multilingual Academy administrator in charge. The evaluation shall be conducted pursuant to the appropriate labor agreement. The evaluation process includes scheduled evaluations on forms applicable to the job classification and description, and day to day appraisals.

The administrator shall provide a copy of the completed evaluation to the staff member and shall provide an opportunity to discuss the evaluation. The original must be signed by the staff member and filed with the Human Resources office. The employee signature does not necessarily mean that the employee agrees with everything on the evaluation but does signify the evaluation has been reviewed by the employee. The employee can sign the evaluation and provide a written rebuttal in a timely manner.

15. State the proposed governing bylaws.

Billings Multilingual Academy will function inside the governing bylaws as established by the Board of Trustees for Billings Public Schools. School district policies as established by the board of trustees can be found at <https://www.billingsschools.org/about-us/policies-procedures>.

16. Explain any partnerships or contractual relationships central to the operations and mission of the public charter school.

Pending approval of this application, Billings Multilingual Academy (BMA) will endeavor to create community partnerships to include, but not limited to the following organizations:

- United Way--student mentoring opportunities or program
- Lutheran Social Services/Refugee Resettlement Agency--to create family support and opportunities to connect to US and Montana culture.
- Department of Health and Human Services State Refugee Program (Director - Kathe Quittenton & Asst. Coordinator - Mary Miller)--to support students in schools and families in the community
- Local church connections--to create family support and opportunities to connect to US and Montana culture.
- Local universities--to create a partnership that would provide unique learning opportunities for university students and support ESL students and families in developing English language skills.
- Local business partnerships--work experiences, job shadowing, work study, etc.
- Continued collaboration with other ML/ELL programs across Montana.

17. Provide the proposed calendar and sample daily schedule.

Billings Multilingual Academy (BMA) school calendar will follow the same calendar as established by the Billings Board of Trustees (*see 23-24 calendar below*).

Students may be on a flexible six period day. Flexible meaning, they may start their day at 8:00 am and end at 3:00 pm or start later and end earlier. Some students may only spend a portion of that time in school and the rest of their time could be spent utilizing online learning, internships or work based experience or attending classes at another Billings school. The schedule that students follow will be based upon their needs.

Below is a sample daily class schedule for BMA.

	Time M, Tu, Th, Fr	Time (Wednesday)
Period 1	8:00-8:57	8:00-8:47
Period 2	9:01-9:58	8:51 - 9:38
Period 3	10:02 -10:59	9:42 -10:29
Lunch MS & HS / Transportation	11:03 -12:00	10:33 -11:20
Period 4	12:00-12:57	11:20-12:07
Period 5	1:01-1:58	12:11 - 12:58
Period 6	2:02-3:00	1:02 -2:00 PLC 2:15-3:15

BILLINGS PUBLIC SCHOOLS
2023-2024 SCHOOL CALENDAR
Updated 7.17.2023

JUNE 2023						
Su	M	T	W	Th	F	Sa
				1	2	3
4	P	P	7	8	9	10
11	P					

AUGUST 2023						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	P	P	19
20	P	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2023						
Su	M	T	W	Th	F	Sa
					1	2
3	*	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

OCTOBER 2023						
Su	M	T	W	Th	F	Sa
1	2	*	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	P	P	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2023						
Su	M	T	W	Th	F	Sa
			PTC	PTC	PTC	4
5	6	7	8	9	10	11
12	13	14	15	*	*	18
19	20	21	*	*	*	25
26	27	28	29	30		

DECEMBER 2023						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	*	23
24	*	*	*	*	*	30
31						

JANUARY 2024						
Su	M	T	W	Th	F	Sa
	*	2	3	4	5	6
7	8	9	10	11	*	13
14	P	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2024						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	*	20	21	22	23	24
25	*	*	28	29		

MARCH 2024						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	*	*	*	*	*	30
31						

APRIL 2024						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	P	*	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2024						
Su	M	T	W	Th	F	Sa
			1	SD	*	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	*	28	29	30	*	

JUNE 2024						
1	2	3	4	5	6	7

Graduation Date/Times						
Sunday, May 26						
West 10:00 am;						
Skyview 2:00 pm; Senior 6:00 pm						
Note: Nov. 1 is Parent Teacher Conferences for Elem. and PLC for MS & HS						



	Six-Week Grading Period for MS & HS
	Last Day of School - May 31 is early release for elementary, middle school and high school.
	Wed. Professional Learning Community Meetings - Dismissal 1 hour earlier than normal
	PIR Days - Required
	PIR/TRADE days - No school
	Snow Day - This will be a vacation day unless we are required to make up a school day lost due to poor weather earlier in the year. If we are required to make up a day, this vacation day will become a required day of attendance.
	Elementary early release - November 1st and 2nd Parent Teacher Conference
	Middle School Early Release - October 5th Parent Teacher Conferences
	High School Semester Testing - HS early release
	April 9th - No school for Freshman; ACT/PreACT/Career Fair 10th-12th grade

	First Day of School
	August 22: K-6th, all new 7th/8th and 9th grade students.
	August 23: All K-12 students in session
	Vacation or Holiday
	Elementary End of Trimester

BUSINESS OPERATIONS

We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

18. Describe plans for providing transportation, food service, and all other significant operational or ancillary services.

To ensure transportation is not a barrier for students choosing to attend the Billings Multilingual Academy, the Billings Public Schools transportation department will schedule busing from middle and high schools to the Billings Multilingual Academy along with return busing. The Billings Multilingual Academy will coordinate with the MET bus service to purchase monthly bus passes on an as needed basis.

Sodexo will be used to provide meals to students for breakfast and lunch. Offerings will include sack lunches as well as hot meal selections.. Additionally, students will have the opportunity upon their return to the homeschool to purchase lunches that will provide them with more varieties such as salads, pizza, and other approved meals.

19. Describe co-curricular and extracurricular programs and how the programs will be funded and delivered.

Extracurricular activities will not be a part of the Billings Multilingual Academy however students will be eligible to participate in extracurricular programs at what would have been their home school based upon residence.

Per MHSA bylaw 2.9 Interpretation 7 (pg. 11) - A student attending an alternative school not housed within the high school is considered eligible for competition if the student a) is academically eligible from the previous semester, b) is enrolled and in regular attendance for twenty hours per week of approved high school classes, c) is eligible to receive a diploma from the high school for which he/she is competing, and d) the principal of the high school verifies that the student meets all other eligibility requirements such as age, semesters etc. and is in good standing.

Following the guideline established for students choosing to participate in MHSA sponsored activities, Billings Multilingual Academy students have the opportunity to participate in clubs or other activities held at Billings Schools at the school which would have been their home high school.

20. Describe the proposed financial plan and policies, including financial controls and audit requirements.

Billings Multilingual Academy is subject to existing school district policies, controls, and audit requirements. A budget will be finalized and adopted by the Billings Public Schools Board of Trustees adhering to state law and board policy. This budget will be under the control of the Billings Public Schools Chief Financial Officer and will follow audit requirements as outlined in state law.

Billings Multilingual Academy will adhere to all financial reporting requirements and

	FTE	Amt Per	Total	FTE	Amt Per	Total	FTE	Amt Per	Total
Certified	3.20	\$ 87,400	\$ 279,680	3.20	\$ 90,022	\$ 288,070	3.20	\$ 92,723	\$ 296,713

Counselor	0.20	\$ 87,401	\$ 17,480	0.20	\$ 90,023	\$ 18,005	0.20	\$ 92,724	\$ 18,545
Admin	0.25	\$ 132,250	\$ 33,063	0.25	\$ 136,218	\$ 34,054	0.25	\$ 140,304	\$ 35,076
Secretary	2.00	\$ 44,275	\$ 88,550	2.00	\$ 45,603	\$ 91,207	2.00	\$ 46,971	\$ 93,943
Custodian	0.25	\$ 61,000	\$ 15,250	0.25	\$ 62,830	\$ 15,708	0.25	\$ 64,715	\$ 16,179
Overhead	5%		\$ 17,331	5%		\$ 17,851	5%		\$ 18,387
Supplies			\$ 5,000			\$ 5,150			\$ 5,305
TVs			\$ 1,500						
Computers			\$ 3,000						
Chromebooks			\$ 15,000						
			\$ 480,224			\$ 474,546			\$ 488,782
Fund Balance			\$ (197,194)			\$ 243,641			\$ 385,413

		Yr 4			Yr 5		
State	Basic Entit.	44.70%	\$ 386,593	\$ 172,807	44.70%	\$ 398,190	\$ 177,991
Loc-Perm	Basic Entit.	80%	\$ 136,467	\$ 136,467	80%	\$ 140,561	\$ 140,561
Loc-Vote	Basic Entit.	20%	\$ 77,319	\$ 77,319	20%	\$ 79,638	\$ 79,638
			\$ 386,593			\$ 398,190	
State	Per AnB	44.70%	\$ 704,322	\$ 314,832	44.70%	\$ 752,643	\$ 336,431
Loc-Perm	Per AnB	80%	\$ 248,626	\$ 248,626	80%	\$ 265,683	\$ 265,683
Loc-Vote	Per AnB	20%	\$ 140,864	\$ 140,864	20%	\$ 150,529	\$ 150,529
			\$ 704,322			\$ 752,643	
State	QE	7.50	\$ 4,014	\$ 30,102	9.00	\$ 4,134	\$ 37,206
State	At Risk	42		\$ 1,103	43		\$ 1,129
State	IEFA	10.5	\$ 264	\$ 2,777	10.75	\$ 272	\$ 2,928
State	DFA	42	\$ 26	\$ 1,082	43	\$ 27	\$ 1,141
State	SPED allow	42	\$ 347	\$ 14,567	43	\$ 357	\$ 15,362
			\$ 49,631			\$ 57,766	
State				\$ 537,269			\$ 572,188
Loc-Perm				\$ 385,093			\$ 406,244
Loc-Vote							
			\$ 922,362			\$ 978,432	

	FTE	Amt Per	Total	FTE	Amt Per	Total
Certified	3.20	\$ 95,504	\$ 305,614	3.20	\$ 98,369	\$ 314,782
Counselor	0.20	\$ 95,505	\$ 19,101	0.20	\$ 98,371	\$ 19,674
Admin	0.25	\$ 144,513	\$ 36,128	0.25	\$ 148,849	\$ 37,212
Secretary	2.00	\$ 48,380	\$ 96,761	2.00	\$ 49,832	\$ 99,664
Custodian	0.25	\$ 66,656	\$ 16,664	0.25	\$ 68,656	\$ 17,164
Overhead	5%		\$ 18,938	5%		\$ 19,506
Supplies			\$ 5,464			\$ 5,628
TVs						
Computers						
Chromebooks						
			\$ 503,445			\$ 518,549
Fund Balance			\$ 418,917			\$ 459,883

23. Describe the startup and first year cash flow projections with clearly stated assumptions.

The Billings Multilingual Academy's start up budget includes:

Staffing Costs - \$434,023

Supplies - \$5,000

Curriculum - \$15,000

Technology - \$20,000

Additionally, it is anticipated that BMA will be responsible to offset a percentage of the fixed costs incurred at Lincoln Center not to exceed 2.5%. Fixed costs include electricity, internet, phone, water, sewer, garbage, custodial, and general maintenance.

The first year projections are outlined below:

		Yr 1		
State	Basic Entit.	44.70%	\$ 353,787	\$ 158,143
Loc-Perm	Basic Entit.	80%	\$ 124,887	\$ 124,887
Loc-Vote	Basic Entit.	20%	\$ 70,757	\$ 70,757
				\$ 353,787
State	Per AnB			
Loc-Perm	Per AnB			
Loc-Vote	Per AnB			
				\$ -
State	QE			
State	At Risk			
State	IEFA			
State	DFA			

State	SPED allow		
			\$ -
State			\$ 158,143
Loc-Perm			\$ 124,887
Loc-Vote			\$ 283,030

	FTE	Amt Per	Total
Certified	3.20	\$ 87,400	\$ 279,680
Counselor	0.20	\$ 87,401	\$ 17,480
Admin	0.25	\$ 132,250	\$ 33,063
Secretary	2.00	\$ 44,275	\$ 88,550
Custodian	0.25	\$ 61,000	\$ 15,250
Overhead	5%		\$ 17,331
Supplies			\$ 5,000
TVs			\$ 1,500
Computers			\$ 3,000
Chromebooks			\$ 15,000
			\$ 480,224
Fund Balance			\$ (197,194)

24. Describe anticipated fundraising contributions and evidence, if applicable.

The Billings Public Schools grant writer, Billings Public Schools ELL Department, and Billings Multilingual Academy staff will continue to explore grant funding opportunities to include, but limited to student services, student achievement, curriculum, professional development, etc. These grants may be from local, state, or federal entities.

25. Describe the facilities plan, including backup or contingency plans.

The Billings Multilingual Academy will be located at the Lincoln Center (415 N. 30th) on the third floor. BMA will begin with three classrooms and two offices with an anticipated expansion into more classrooms due to growth in student enrollment numbers.

Contingency

In the Fall of 2024, BPS intends to run a High School Bond initiative that will not only update our existing high schools, but build a new building to expand our access to space.

A middle school and high school have been identified as having classroom space that could support a school within a school model.

COMMUNITY SUPPORT AND NEED

We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

26. Describe the specific evidence of significant community support.

Local businesses and organizations in our community actively seek employees who have graduated from high school diploma. They also want employees that have developed skills in technology and communication. Previously, Billings has welcomed refugees from around the world. With the recent approval by the US State Department as a Refugee Resettlement Community, Billings is expecting more diverse families to become part of the city. Multiple local businesses have worked in collaboration with Billings Adult Education to provide opportunities for their workers to develop English language and literacy skills which is direct evidence of community support for Billings newest residents.

27. Describe the opportunities and expectations for parent involvement.

Our approach is one of partnership with parents including, but not limited to the Parent Advisory Committee. We are dedicated to collaborating closely with them to craft individualized plans that cater to the unique needs of their children, setting them on a path to success. We firmly believe that parents are integral members of our educational team, and their insights and support are invaluable in helping their children thrive academically. School Community Nights, where students and parents would be invited into the school to share a meal, celebrate cultures and student successes.

Furthermore, if a parent has their own aspiration to earn a high school diploma or opportunities to develop English language and literacy skills, we are equally committed to supporting their educational goals. We will guide them towards our Adult Education Program, where they can embark on their own journey to accomplish this significant milestone.

In essence, our commitment extends beyond the students to their families, ensuring that together, we create a supportive and empowering educational environment that paves the way for both academic success and personal growth.

Parent Conferences/Early Release Days

It is important for teachers and parents to communicate to ensure students' educational achievement. If you have questions at any time, please write a note or call the school to schedule an appointment.

Twice a year (fall and spring) middle schools and high schools have special days for parent conferences. On these days, students leave school 2 ½ hours earlier than usual. The purpose of the conference is to review the student's overall progress in school. Interpretation services will be available during these conference times, if requested or as needed. For other parent-teacher meetings, interpretation services can also be provided.

BILLINGS PUBLIC SCHOOLS
2023-2024 SCHOOL CALENDAR
Updated 7.17.2023

JUNE 2023						
Su	M	T	W	Th	F	Sa
				1	2	3
4	P	P	7	8	9	10
11	P					

AUGUST 2023						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	P	P	19
20	P	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2023						
Su	M	T	W	Th	F	Sa
					1	2
3		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

OCTOBER 2023						
Su	M	T	W	Th	F	Sa
1	2		4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	P	P	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2023						
Su	M	T	W	Th	F	Sa
			PTC	PTC	PTC	4
5	6	7	8	9	10	11
12	13	14	15	*	*	18
19	20	21	*	*	*	25
26	27	28	29	30		

DECEMBER 2023						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	*	23
24	*	*	*	*	*	30
31						

JANUARY 2024						
Su	M	T	W	Th	F	Sa
	*	2	3	4	5	6
7	8	9	10	11	*	13
14	P	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2024						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	*	20	21	22	23	24
25	*	27	28	29		

MARCH 2024						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	*	*	*	*	*	30
31						

APRIL 2024						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	P	*	10	11	12	13
14	15	*	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2024						
Su	M	T	W	Th	F	Sa
			1	SD	*	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	*	28	29	30	*	

JUNE 2024						
1	2	3	4	5	6	7

Graduation Date/Times						
Sunday, May 26						
West 10:00 am;						
Skyview 2:00 pm; Senior 6:00 pm						
Note: Nov. 1 is Parent Teacher Conferences for Elem. and PLC for MS & HS						



	Six-Week Grading Period for MS & HS
	Last Day of School - May 31 is early release for elementary, middle school and high school.
	Wed. Professional Learning Community Meetings - Dismissal 1 hour earlier than normal
	PIR Days - Required
	PIR/TRADE days - No school
	Snow Day - This will be a vacation day unless we are required to make up a school day lost due to poor weather earlier in the year. If we are required to make up a day, this vacation day will become a required day of attendance.
	Elementary early release - November 1st and 2nd Parent Teacher Conference
	Middle School Early Release - October 5th Parent Teacher Conferences
	High School Semester Testing - HS early release
	April 9th - No school for Freshman; ACT/PreACT/Career Fair 10th-12th grade

	First Day of School
	August 22: K-6th, all new 7th/8th and 9th grade students.
	August 23: All K-12 students in session
	Vacation or Holiday
	Elementary End of Trimester