2021 NEW DCSD Charter Application

New Charter Application #000702

Novastar Academy

Submitted To:

Douglas County Colorado
Choice Programming
Douglas County School District

620 Wilcox St.
Castle Rock, CO 80104
Phone: 720-433-1238

Submitted By:

Larisa Hegenbarth
101 Coulter Pl
Castle Rock, CO 80108

Table Of Contents

GENERAL

A. School Information

Open Date:	**January 19, 2022**
Proposed Name:	**Novastar Academy**
School Type:	**Elementary / Middle / High**
Grade Levels:	**[PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]**
School District:	**DCSD**
Neighborhood / Community:	**DCSD**
Organization Type:	**Non-profit Corporation**
Sponsoring Entity:	**Non-profit Organization**
Address:	**, Meridian / Parker, CO 80112**
Phone:	**303-562-8344**
Fax:	
Web Site:	**https://novastar-academy-co.org/**
Calendar Type:	**Standard - 180 instructional days**
Educational Service Provider:	**none (None)**

B. Primary Contact Person

Name:	**Larisa Hegenbarth**
Mailing Address:	**101 Coulter Pl Castle Rock, Colorado 80108**
Mobile Phone:	**303-562-8344**
Alternate Phone:	
Email:	**nova.academy@getp.org**
Current Employer:	**DCSD**

C. Attendance Projections

Grade Level	2022-23 Enrollment		2023-24 Enrollment		2024-25 Enrollment		2025-26 Enrollment		2026-27 Enrollment		At Capacity 2028-29	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
PK												
K	40	40	40	40	40	40	40	40	40	40	40	40
1	30	30	30	40	40	40	40	40	40	40	40	40
2	30	30	30	30	40	40	40	40	40	40	40	40
3	30	30	30	30	30	40	40	40	40	40	40	40
4	30	30	30	30	30	40	40	40	40	40	40	40
5	20	30	30	30	40	40	30	40	40	40	40	40
6	20	30	30	30	40	40	30	40	40	40	40	40
7			20	20	30	40	40	40	40	40	40	40
8			20	20	20	40	30	40	40	40	40	40

9						20	20	20	40	20	40
10								20	40	20	40
11										20	30
12										20	30
Total	**200**	**220**	**260**	**270**	**310**	**360**	**350**	**380**	**400**	**440**	**440**	**500**

D. Board Members

Name	Title	Contact Information	Current Employer
Brodsky, Ryan	Board Treasurer	P: M: 303-946-5658 E: ryan.d.brodsky@gmail.com	General Assembly
Gibbs, Angelica Christina	Board Secretary	P: 617-894-0672 M: 617-894-0672 E: angelica.gibbs@scienceandtech.org	DSST
Hegenbarth, Larisa	Board Member	P: 303-562-8344 M: 303-562-8344 E: nova.academy@getp.org	DCSD
Manners, Mark Andrew	Board Vice Chairperson	P: 402-740-7797 M: 402-740-7797 E: markmanners4@gmail.com	Zoom Video Communications Inc
Peters, Leah Celeste	Board Chairperson	P: 281-731-7066 M: 281-731-7066 E: leah.celeste.peters@gmail.com	KIPP Colorado

E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Baumber, John	Consultant	P: 44 7884232338 M: E: J.Baumber@bolton.ac.uk	KED Global Network, Bolton University UK
Guerrerro, Jason	Accountant / Financial Advisor	P: M: 720-383-8578 E: JGuerrero@gandgconsult.com	G&G Consulting Group LLC
Hegenbarth, Larisa	Authorized Representative	P: 303-562-8344 M: 303-562-8344 E: nova.academy@getp.org	DCSD
Heinz, Chris	Facilities Planning	P: M: 913-660-4510 E: cheinz@hollisandmiller.com	Hollis+Miller
Miller, Brad	Legal Advisor	P: M: 719-338-4189 E: brad@millerfarmerlaw.com	Miller Farmer Law

Rutledge, Lee	Consultant	P: M: 617-423-1444 E: lrutledge@ctacusa.com	CTAC
Schlieman, Gina	Consultant	P: M: 303-564-5622 E: gpsstrategies+1@gmail.com	GPS Strategies Group LLC

APPLICATION MATERIALS AND INSTRUCTIONS

1.INTRODUCTION

This Charter School Application and Evaluation Standards are the result of a collaborative effort that was led by the Colorado Association of Charter School Authorizers (CACSA). This document incorporates extensive feedback from district authorizers, the Colorado Charter School Institute (CSI), the Colorado Department of Education (CDE) Schools of Choice Unit, and the Colorado League of Charter Schools (CLCS). It is intended as a resource for Colorado charter school authorizers who desire to have a charter school application and evaluation standards that is aligned to statute and reflects best practice.

The charter application and accompanying evaluation standards that are used by an authorizer articulate local priorities and decisions about how to support a variety of charter applicants. Colorado districts make decisions in crafting their material that reflect trade-offs. CACSA intends this resource to help authorizers create a rigorous charter review process that is based on the merits of each applicant and that articulate what the authorizer expects of charter applicants. These tools are also designed to make it feasible for charter founders from varying backgrounds to propose the school they want in their community or that they hope to operate.

Application materials that are too detailed can limit the ability of schools to innovate or make it difficult for groups that have not already operated successful charter schools to succeed. They can also coach applicants to write an application that appears strong on paper, but that is not supported by deep knowledge or capacity to implement the plan that was written merely to respond to a highly detailed application or evaluation standards. Application packages that are too sparse provide too little information to allow authorizers to make accurate judgements regarding an applicants' likelihood of success, which can produce unduly-political processes that do not focus on the merits of a proposal. Colorado authorizers are encouraged to work with CACSA and their peers in other districts to develop a final set of materials that support rigorous authorizing practices and that reflect local priorities.

A Note on CCSP Grant Applications and the CCSP Grant Appendix

The authorizer and applicant should identify whether the applicant is proposing to apply for a Colorado Charter School Program (CCSP) grant, ensuring that charter eligibility requirements and CCSP program requirements are included within the charter school application to the extent practicable. If the CCSP requirements are not aligned to the charter application, a school that is approved by its authorizer may discover that it is not eligible for CCSP funding. This can lead to budget challenges, delays in funding, or require the school and the authorizer to amend the charter contract. Aligning the CCSP grant and charter school applications can reduce these risks. Including specified CCSP grant criteria in the charter application may assist with the alignment of the charter and grant applications and potentially avoid delays caused by misalignment. Districts may decide not to include such information, but is helpful to ensure the charter applicant is aware of details in their plan that can affect their eligibility for CCSP funding or their ability to compete for such funds.

Authorizers and applicants should understand that including CCSP grant criteria in the charter

application does not guarantee grant eligibility or grant funding, nor should grant awards be an indication of a complete and viable charter application. The applicant should also contact CDE's School of Choice Unit for additional information regarding the CCSP grant. See the Appendix and the links throughout this document for more information.

Advice from the Colorado League of Charter Schools (CLCS)

Recommendations from the CLCS are included in the text. CACSA recommends that applicants work with CLCS and follow CLCS recommendations as they prepare their application.

Acknowledgements

The creation of this document was supported by the work of many authorizers and the expertise of our partner organizations. CACSA is particularly indebted to the leadership of Tom Weston, and the contributions of Russel Coomes, Janet Dinnen, Andy Franko, Bill Kottenstette, Terry Croy Lewis, Tim Matlick, Peg McMillen, Tom McMillen, Alex Medler, Denise Mund, Ruth Smith, Lori Ventimiglia, and Kathy Zlomke.

Attachments
Section 1: INTRODUCTION

– No Attachments –

2.NEW CHARTER SCHOOL APPLICATION AND EVALUATION STANDARDS

Attachments
Section 2: NEW CHARTER SCHOOL APPLICATION AND EVALUATION STANDARDS

– No Attachments –

INTENT TO APPLY

1.Letter of Intent

With this letter we would like to introduce Novastar Academy, a proposed charter school serving students in grades K-12 through a highly personalized, mastery-based instructional model. Novastar will be applying shortly to Douglas County School District for a five year charter authorization to open in the Meridian / Parker area in summer of 2023. Initial cohort of 220 students will include students of K-6 grades level with the plan of adding additional cohorts and grade levels over the subsequent 5 years to reach 500 students in grades K-12 by 2028-29 (Table B).

The Novastar community is a grassroots effort composed of local families and students who are seeking an academically rigorous, globally aware, and tech-enabled program that celebrates and sustains their cultural diversity. Novastar's academic proposal of personalized learning is intended to better serve all students, including gifted and talented, special needs, bilingual, and English Language Learner students. Many families enrolled with Novastar have bilingual children who desire to sustain multilingual proficiency. Our community is diverse in race, culture, origin, and language, with many registered families coming from blended cultural backgrounds. For some of our prospective students, English is their third or fourth language. We project the language learner student population at 30-50 percent in the opening year of 2023. Our aim is to close the achievement gaps for marginalized students by bridging their cultural barriers and providing access to opportunities, resources, educational rigor, and future career preparation (Table C).

It is Novastar Academy's mission to prepare students for future careers in an interdependent world, where countries' economies are challenged by accelerating globalization and technological evolution. We must prepare students for jobs that don't yet exist and problems that we can't anticipate. Beyond technical skills and knowledge, they will need to learn the values, attitudes, and perspectives necessary to adapt and shape the world's developmental advances. Novastar's goal is to equip every student with the competencies needed to become a compassionate and productive global citizen.

At the center of Novastar's program design is our personalized approach that enables us to customize our offering to individual students meeting their unique needs, abilities, and ambitions. Novastar Academy blends diverse instructional approaches to support the needs and goals of students, building a personalized learning path for every student within the project-based instructional model with mastery-based assessment and student agency/co-agency development.

Meeting the community demand, Novastar offers World Languages and Social Studies blocks built into the daily schedules. Novastar's World Languages methodology uses a structured approach to language foundations through language skills activation. Our language program emphasizes native language retention, aiming to elevate student's existing language skills to an academic level by combining the instruction of a language with the study of the culture, history, and values of countries speaking that language. With the goal of going beyond a linguistic notion of literacy, teaching multiliteracy also involves an awareness of the social, economic and wider cultural factors that frame communication.

As a culmination of the Novastar learning journey, a digital portfolio is created for every student to include extended evidence of demonstrated competencies, measured both by Colorado academic standards, including Colorado Essential Skills, and by international academic standards. Our goal for all students graduating with Novastar is for them to achieve a Career Technical Certification,

validated by IMS Global Consortium, and a Seal of Biliteracy, validated by Colorado Department of Education, demonstrating their global competence and competitiveness.

While Novastar does not contract any outside educational management company, it has been receiving support on planning and design from The Colorado League of Charter Schools, Colorado Education Initiative, Kunskapsskolan KED Global Network, GPS Strategies Group, Community Training and Assistance Center, Hollis+Miller, BCCG, Performance Charter Development, American Charter Development, Charter Schools Solutions, Community Banks of Colorado.

Novastar's broader vision is to become a community hub. Designed to drive equity and innovation, Novastar has been building a program relevant to community demand and responsive to a new generation of learning needs. The founding board (Table A) strongly believes that with support and coaching from Douglas County School District leadership teams, Novastar is able to successfully implement our vision of serving the local communities. We look forward to sharing more about the Novastar Academy concept through the submission of our application for charter school authorization in the upcoming weeks.

Sincerely,

Larisa Hegenbarth

Date: February 10, 2022

www.novastar-academy-co.org

303-562-8344

nova.academy@getp.org

101 Coulter Pl Castle Rock CO 80108

Table A. Novastar Academy Founding Board

Leah Peters	president	leah.celeste.peters@gmail.com	281-731-7066
Mark Manners	vice president	markmanners4@gmail.com	402-740-7797
Angelica Gibbs	secretary	angelica.gibbs@scienceandtech.org	617-894-0672
Ryan Brodsky	treasurer	ryan.d.brodsky@gmail.com	303-946-5658
Larisa Hegenbarth	founding member	nova.academy@getp.org	303-562-8344

Table B. Anticipated Student Enrollment by School Year

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29

K Grade	40	40	40	40	40	40
1st Grade	30	40	40	40	40	40
2nd Grade	30	30	40	40	40	40
3rd Grade	30	30	30	40	40	40
4th Grade	30	30	30	40	40	40
5th Grade	30	30	40	40	40	40
6th Grade	30	30	40	40	40	40
7th Grade		20	40	40	40	40
8th Grade		20	40	40	40	40
9th Grade				20	40	40
10th Grade					40	40
11th Grade						30
12th Grade						30
TOTALS	220	270	340	380	440	500

Table C. Anticipated student socio-demographics for Year 1

Race/ Ethnicity	%	Socio-demographics	%
Black or African American	5	Free or Reduced Lunch	20
Latino or Hispanic	15	English Language Learners	50
Asian, Native Hawaiian or Pacific Islander	25	Students with Special Needs	7
American Indian, Native American or Alaskan Native	1		
White	34		
Multiple or other race, ethnicity, or origin	20		

Attachments
Section 1: Letter of Intent

| 1.1 | Letter of Intent | Hegenbarth, Larisa, 2/10/22 6:50 PM | PDF / 247.447 KB |

ASSURANCE CHECKLIST

1.ASSURANCE CHECKLIST

Application Components		Applicant Check	Reviewer Check
Letter of Intent		x	
	1. Executive Summary	x	
	1. Vision and Mission Statements	x	
	1. Goals, Objectives, and Pupil Performance Standards	x	
	1. Evidence of Support	x	
	1. Educational Program	x	
	1. Plan for Evaluating Pupil Performance	x	
	1. Budget & Finance	x	
	1. Governance	x	
New School Application Narrative	1. Employees	x	
Items to be completed that are found	1. Insurance Coverage	x	

within the New School Application Narrative			
	1. Parent and Community Involvement	x	
	1. Enrollment Policy	x	
	1. Transportation and Food Service	x	
	1. Facilities	x	
	1. Waivers	x	
	1. Student Discipline, Expulsion, and Suspension	x	
	1. Serving Students with Special Needs	x	
	1. Dispute Resolution Process	x	
	1. School Management Contracts (if applicable)	n/a	
Electronic copy of entire application		x	

The proposed charter school Steering Committee intends to apply for the CCSP Grant Yes

Attachments
Section 1: ASSURANCE CHECKLIST

| 1.1 | Assurance checklist | Hegenbarth, Larisa, 3/15/22 9:12 PM | PDF / 57.464 KB |

| 1.1 | Assurance checklist | Hegenbarth, Larisa, 3/15/22 9:12 PM | PDF / 57.464 KB |

CHARTER APPLICATION

1.A. Executive Summary

A. Executive Summary

In a rapidly changing interconnected world impacted by globalization, automation, robotics, and Artificial Intelligence, students need a new kind of education that prepares them with skills and competencies they will need to thrive in the world they will inherit. Novastar Academy is a proposed hybrid blended learning charter school to support the unique needs and goals of each student using a personalized, mastery-based instructional model. The school will serve students grades K-12 and will be located in Meridian, Colorado. It will open in 2023 with approximately 220 students and grow to full enrollment of 500 students by 2028.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K Grade	40	40	40	40	40	40
1st Grade	30	40	40	40	40	40
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5th Grade	30	30	40	40	40	40
6th Grade	30	30	40	40	40	40

7th Grade	20	40	40	40	40
8th Grade	20	40	40	40	40
9th Grade			20	40	40
10th Grade				40	40
11th Grade					30
12th Grade					30
TOTALS	220	270	340	380	440	500

Table A. Anticipated student enrollment by school year

The Novastar community is a grassroots effort composed of local families and students who are seeking an academically rigorous, globally aware, and tech-enabled program that celebrates and sustains their cultural diversity. Novastar's academic proposal of personalized learning is intended to better serve all students, including gifted and talented, special needs, bilingual, and English Language Learner students. Many families enrolled with Novastar have bilingual children who desire to sustain multilingual proficiency. Our community is diverse in race, culture, origin, and language, with many registered families coming from blended cultural backgrounds. For some of our prospective students, English is their third or fourth language. We project the language learner student population at 30-50 percent in the opening year of 2023. Our aim is to close the achievement gaps for marginalized students by bridging their cultural barriers and providing access to opportunities, resources, educational rigor, and future career preparation (Table B).

Race/ Ethnicity	%	Socio-demographics	%
Black or African American	5	Free or Reduced Lunch	20
Latino or Hispanic	15	English Language Learners	50

Asian, Native Hawaiian or Pacific Islander	25	Students with Special Needs	7
American Indian, Native American or Alaskan Native	1		
White	34		
Multiple or other race, ethnicity, or origin	20		

Table B. Anticipated student socio-demographics for year one

It is Novastar Academy's mission to prepare students for future careers in an interdependent world, where countries' economies are challenged by accelerating globalization and technological evolution. We must prepare students for jobs that don't yet exist and problems that we can't anticipate. Beyond technical skills and knowledge, they will need to learn the values, attitudes, and perspectives necessary to adapt and shape the world's developmental advances. Novastar's vision is to create an innovative learning experience for a new generation and equip students to become competent, capable, and compassionate members of a globally-minded community.

At Novastar Academy, we believe in a positive school culture-building upon a philosophy of mutual respect. We believe in the integrity of educating the whole child to build resiliency, life skills, emotional management, and decision-making skills. Shared leadership is an integral part of our school philosophy. This philosophy is founded on the belief that every child has a unique destiny. Hence, our primary goal is to unlock their destiny providing the key tools in learning Novastar Academy's mission is, utilizing an interdisciplinary project-based STEAM curriculum, to deliver rigorous, technology-enhanced, personalized, multi-literacy instruction aligned with internationally-benchmarked standards for college and career readiness in a whole-child environment that fosters emotional maturity, global competence, student agency, community engagement, and workplace explorations.

At the center of Novastar's program design is the personalized approach that enables us to customize our offering to individual students meeting their unique needs, abilities, and ambitions. Novastar Academy blends diverse instructional approaches to support the needs and goals of students, building a personalized learning path for every student within the project-based instructional model with mastery-based assessment and student agency/co-agency development.

Meeting the community demand, Novastar offers World Languages and Social Studies blocks built

into the daily schedules. Novastar's World Languages methodology uses a structured approach to language foundations through language skills activation. Our language program emphasizes native language retention, aiming to elevate students' existing language skills to an academic level by combining the instruction of a language with the study of the culture, history, and values of countries speaking that language. With the goal of going beyond a linguistic notion of literacy, teaching multiliteracy also involves an awareness of the social, economic, and wider cultural factors that frame communication.

As a culmination of the Novastar learning journey, a digital portfolio is created for every student to include extended evidence of demonstrated competencies, measured both by Colorado academic standards, including Colorado Essential Skills and by international academic standards. Our goal for all students graduating with Novastar is for them to achieve a Career Technical Certification, validated by IMS Global Consortium, and a Seal of Biliteracy, validated by the Colorado Department of Education, demonstrating their global competence and competitiveness.

To support the rigor and consistency in program implementation, a comprehensive professional development program is designed. Novastar Academy teams will implement the proposed design to cultivate a culture of systems thinking, open collaboration, and shared leadership. Novastar's professional development framework includes: a week-long pre-service (Induction), four-day thematic PD at the end of the school year, collaborative planning blocks - weekly 2.66 hours, seven days of focused PD throughout the school year, and a Teacher Exchange program.

Novastar Academy is governed by a founding Board of Directors, who will hire and oversee the school's Executive Director. The Board of Directors will be responsible for high-level policy-setting, oversight of the school's financial and academic performance, and oversight of the successful implementation of the school model. It will leave the day-to-day operations up to the school leadership team, which will be composed of the Executive Director, a Director of Operations, and a lead Instructional Coach. The school advisory board has representation from the community-elected student, parent, and teacher councils, as well as the Director, and formalizes a spirit of collaboration and shared leadership at Novastar Academy.

While Novastar does not contract any outside educational management company, it has been receiving support on planning and design from The Colorado League of Charter Schools, Colorado Education Initiative, Kunskapsskolan KED Global Network, GPS Strategies Group, Community Training and Assistance Center, Hollis+Miller, BCCG, Performance Charter Development, American Charter Development, Charter Schools Solutions, Community Banks of Colorado. Novastar's broader vision is to become a community hub. Designed to drive equity and innovation, Novastar is proposing a program relevant to community demand and responsive to a new generation of learning needs.

Attachments
Section 1: A. Executive Summary

1.1	Additional Citations	Hegenbarth, Larisa, 3/17/22 6:09 PM	DOCX / 214.318 KB
1.2	A. Milestone in Novastar Academy Charter Development	Hegenbarth, Larisa, 3/15/22 9:15 PM	PDF / 68.245 KB
1.3	A. Executive Summary	Hegenbarth, Larisa, 3/15/22 9:15 PM	PDF / 82.05 KB

2.B. Vision & Mission Statements

B. Vision and Mission Statement

Our story

Novastar Academy is a grass-roots effort started by the parents of English Language Learner (ELL) students. The concept of creating a small school community that provides native language support in a safe learning environment was the beginning of the school's charter development journey. The first founding team meeting held in December 2016 adjourned with the recommendation of establishing a non-profit organization for Nova Academy educational services. (H. Amended Articles of Incorporation)

Novastar Academy will adhere to the rigorous Colorado Academic Standards (CAS) incorporating Organization for Economic Co-Operation and Development (OECD) Education 2030 Framework of global standards to promote the development of international awareness and inclusiveness to incorporate the multiliteracy elements into the school's educational model. The School's focus on international standards in academics and global competence answers the community demand for a more rigorous educational program that prepares students for college careers and for their future careers in the global economy.

Our blended learning hybrid school vision reorients the use of time, resources, and physical space to serve students individually by blending online personalized academic instruction with live, in-person project-based lab time, internships, international collaboration projects, and local community service projects. Our students develop a sense of belonging to our local, national, and global communities.

Vision

to create an innovative learning experience for a new generation and equip students to become competent, capable, and compassionate members of a globally-minded community.

Answering the global demand for the knowledge of advanced technologies and multi-literacy, as defined by OECD Education 2030 Framework, Novastar Academy aims to transform teaching practice, learning experiences, and community engagement, becoming a cutting edge laboratory school. In partnership with IALS International Association of Lab Schools (IALS), Novastar Academy will support and collaboration in the establishment of Novastar as a new laboratory school. Having been connected to the lab school directors at the University of Puerto Rico, University of Pittsburgh, Columbia University, and the University of the West Indies in Jamaica, the Novastar team will identify and collaborate with the matching research group to support the development and implementation of research-based practice of innovative personalized approach.

Mission

Our mission is to utilize an interdisciplinary project-based STEAM curriculum, to deliver rigorous, technology-enhanced, personalized, multi-literacy instruction aligned with internationally-benchmarked standards for college and career readiness in a whole-child environment that fosters emotional maturity, global competence, student agency, community engagement, and workplace explorations.

Core Values

Respect: Respect an individual and communities, morals and ethics, cultures and values.

Integrity: Foster integrity in academics, character, and work.

Leadership: Become a leader, a steward, and a citizen. (Expanded definitions are provided in appendix B.)

As a global competence school, Novastar Academy is committed to supporting the unique needs and goals of each student. To that extent, we implement a personalized, mastery-based instructional model in a hybrid blended environment fostering emotional maturity, global perspective, student agency, and community engagement. Novastar Academy will focus on the development of the knowledge, skills, values, and attitudes our young people need to become lifelong learners and productively engaged world citizens.

Attachments
Section 2: B. Vision & Mission Statements

| 2.1 | Vision and Mission Statement | Hegenbarth, Larisa, 3/15/22 9:19 PM | PDF / 82.868 KB |
| 2.2 | Core Values | Hegenbarth, Larisa, 3/15/22 9:18 PM | PDF / 37.441 KB |

3.C. Goals, Objectives & Pupil Performance Standards

C. Goals, Objectives, and Pupil Performance Standards

Novastar Academy will adhere to all federal, state, and local regulations pertaining to charter

schools operations:

- Civil Rights Act, Equal Pay Act, Title IX, FERPA, ADA, IDEA, ADEA, ACEA, Equal Opportunities Act, FMLA, IRCA, and ESSA

- All Colorado School Laws and regulations, except those eligible to be waived according to the statute

- All district policies related to charters schools as outlined in its charter contract.

Novastar Academy's curriculum will be created in compliance with the updated 2022 Colorado Academic Standards and New Generation Science Standards. To facilitate curriculum alignment with state requirements, Novastar Academy's founding team has planned for an intensive three-month session after the approval of the charter application to assess and align curriculum blueprints in compliance with the Colorado Academic Standards, and with the competencies outlined by PISA and the OECD Education 2030 Framework. (E. Curriculum Blueprint Development Framework)

Novastar Academy recognizes that by opening a K-12 program, there likely will be a significant group of students that will be below grade level at the time of admission. Knowing this, Novastar Academy will still strive to achieve at least an Improvement Plan rating on the state's School Performance Framework for the first year of operation. The expectation is that Novastar Academy will achieve sufficient student growth to raise this to a Performance Plan rating after year one, and maintain it for subsequent years. (Please refer to subsection Strategic Plan Goals below).

Strategic goals

- 2021-2023 Charter application development for submission, partnerships with local and international businesses for CTE tracks integration

- 2022-2023 Curriculum framework outline and blueprints, community outreach, fundraising, budget updates, enroll 220 students for the opening school year

- 2023-2025 student retention rate stabilizes at 80%.

Overall School Performance Goal

According to the Colorado Department of Education School Performance Framework ("SPF"), Novastar Academy will strive to receive an Improvement Plan rating for the first year of operation. Novastar Academy plans to raise this rating to Performance Plan within the DCSD accountability framework and maintain it for the subsequent years.

Academic Goals

Novastar Academy is committed to demonstrating world-class academic results for every demographic and subgroup of the student population. The foundation of our academic program is in solid knowledge, required skills, values, and attitudes the new generation needs to become productive and responsible global citizens. Novastar Academy will use multiple measures to effectively gauge how the school meets our students' academic needs including PSAT/ SAT, CMAS state-mandated assessments, and SPF. Projected academic goals for Novastar Academy will be based on the analysis of the neighborhood schools' achievement and growth data. As Novastar Academy has a very unique academic program, we used the schools with comparable programs in data analysis.

Academic Achievement

Elementary School: Academic Achievement for middle school is measured through Mean Scale Score on the State's CMAS exams. Scale Score on CMAS ranges from 650-850, and the score indicates where a student falls on a range of proficiency as follows:

Grade Level	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations
CMAS Performance Level Cut Scores					
Mathematics					
Grade 3				750-789	790-850
Grade 4				750-795	796-850
Grade 5	650-699	700-724	725-749	750-789	790-850
Grade 6				750-787	788-850
Grade 7				750-785	786-850
Grade 8				750-800	801-850
English Language Arts/Literacy					
Grade 3				750-809	810-850
Grade 4				750-789	790-850
Grade 5	650-699	700-724	725-749	750-798	799-850
Grade 6				750-789	790-850
Grade 7				750-784	785-850
Grade 8				750-793	794-850
Colorado Spanish Language Arts					
Grade 3	650-699	700-724	725-749	750-778	779-850
Grade 4				750-771	772-850
Science					
Grade 8		300-555	556-651	652-784	785-900

Student Performance Targets expanded list is provided in Appendix C.

Elementary and Middle School: Novastar Academy's ultimate goal is to have students performing "meet" on all state CMAS assessments (English Language Arts, Math, Science & Social Studies). In pursuit of this, Novastar Academy has set the following goals for its initial years of operation:

- By Year One, Novastar Academy's performance on CMAS English Language Arts and Math will result in the school receiving a "meets" rating or above for Academic Achievement on the CDE School Performance Framework

- Beginning Year Two, Novastar Academy's performance on CMAS English Language Arts and Math for any group (middle school overall or any disaggregated group) not meeting expectations the previous year will reflect an increase of 5% in the number of students

meeting CMAS benchmark (Level 4) and will continue to increase at the same rate each year thereafter to address the ESSA mandate of closing performance gaps by 25% within five years.

- By Year Five, Novastar Academy will achieve an "exceeds" rating for Academic Achievement for CMAS English Language Arts and Math on the CDE School Performance Framework, reaching above the 85th percentile in terms of Mean Scale Score

High School: Academic Achievement for High School English Language Arts and Mathematics is measured through the CO PSAT (9th & 10th grades) and CMAS Science. The PSAT is scored on the same scale as the SAT, which is used for college admissions to determine college readiness. Novastar Academy's ultimate goal is for every student to achieve a composite score on the SAT that allows them the opportunity to pursue higher education. In furtherance of this, Novastar Academy has set the following goals for its initial years of operation:

- By Year One, Novastar Academy's performance on CO PSAT English Language Arts and Math will result in the school receiving a "meets" rating or above for Academic Achievement on the CDE School Performance Framework

- Beginning Year Two, Novastar Academy's performance on CO PSAT English Language Arts and Math for any group (high school overall or any disaggregated group) not meeting expectations the previous year will reflect an increase of at least 10 points over the previous year's score and will continue to increase at the same rate every year thereafter until performance expectations are met or exceeded.

- By Year Five, Novastar Academy will achieve an "exceeds" rating for Academic Achievement for CO PSAT English Language Arts and Math on the CDE School Performance Framework, reaching above the 85th percentile in terms of Mean Scale Score

Academic Growth

- In Years One through Four, Novastar Academy will receive a "meets" rating for Academic Growth on the CDE School Performance Framework by achieving a Median Growth Percentile above 60 for CMAS/CO for middle school subjects and high school Science, and PSAT/CO SAT for high school English Language Arts and Math.

- By Year Five, Novastar Academy will receive an "exceeds" rating for Academic Growth on the CDE School Performance Framework for CMAS/CO PSAT/CO SAT for English Language Arts and Math.

- Each year, Novastar Academy will receive a "meets" rating for Academic Growth on the CDE School Performance Framework by achieving a Median Growth Percentile at or above 60 for ACCESS English Language Proficiency.

- To follow the ESSA five-year plan, Novastar Academy will have English Language Proficiency growth increase by 10% the first year and by 5% every consecutive year to bring the rate of students on track up to 80%

- Each year, at least 80% of Novastar Academy students will meet or exceed their individual growth goals outlined in their Personalized Learning Paths (PLP) in the Core Learning

Exchange platform by the end of the school year.

Academic Growth Gaps

- In Years One through Four, Novastar Academy will receive a "Meets" rating or above for Academic Growth on the CDE School Performance Framework by achieving a Median Growth Percentile at or above 50 for students in the Free and Reduced Lunch (FRL), English Language Learners (ELL), Special Education (SPED), and Ethnic subgroups.

- By Year Five, Novastar Academy will receive an "Exceeds" rating for Academic Growth on the CDE School Performance Framework by achieving a Median Growth Percentile at or above 65 for students in the FRL, ELL, SPED, and ethnic subgroups.

- 65% of Novastar Academy students in the FRL, ELL, SPED, and ethnic subgroups will meet or/and exceed their individual growth goals outlined in their Personalized Learning Paths (PLP) in the Core Learning Exchange platform by the end of each year.

Postsecondary and Workforce Readiness

The measure of Postsecondary and Workforce Readiness for High School English Language Arts and Mathematics is the CO SAT (11th grade), which is also used for college admissions to determine college readiness. Novastar Academy's ultimate goal is for every student to achieve a composite score on the SAT that allows them the opportunity to pursue higher education. In furtherance of this, Novastar Academy has set the following goals for its initial years of operation:

- By Year One, Novastar Academy's performance on CO SAT English Language Arts and Math will result in the school receiving a "meets" rating or above for Academic Achievement on the CDE School Performance Framework, which is at or above the 50th percentile in terms of Mean Scale Score.

- Beginning Year Two, Novastar Academy's performance on CO SAT English Language Arts and Math for any group (high school overall or any disaggregated group) not meeting expectations the previous year will reflect an increase of at least 10 points over the previous year's score and continue to increase at the same rate every year thereafter until performance expectations are met or exceeded.

- By Year Five, Novastar Academy will achieve an "exceeds" rating for Academic Achievement for CO SAT English Language Arts and Math on the CDE School Performance Framework, reaching above the 85th percentile in terms of Mean Scale Score.

Other Postsecondary and Workforce Readiness goals beginning in Year Four when Novastar Academy will host its first graduating class:

- From Year Three, 90% of Novastar Academy students will graduate within four years. For Year Four that rate will increase to 93%, and reach 96% by Year Five.

- 100% of Novastar Academy graduates will score as Strategic Learner or above on the CO Essential Skills Framework.

- 100% of Novastar Academy graduates will matriculate with an identified individual career path and basic skills to a college program, apprenticeship, internship (local or international) or other career track program within six months of graduation from Novastar Academy.

- 100% of students will complete the required milestones from the options approved by the CDE Graduation Menu, including Individual Career Academic Plan (ICAP). For more information please refer to the application section F. Plan for Evaluating Pupil Performance.

Goals for Student Learning: Global Competence

- During Year Zero, Novastar Academy's team will create a global competencies curriculum framework and outline student learning milestones structured around the four dimensions: knowledge, skills, attitudes, and values.

- By the end of Year Five, Novastar Academy will implement its global competencies framework for grades 6-10, expanding into grades 11 & 12 in subsequent years.

- By the end of each year, every Novastar Academy student will have an e-portfolio that represents their growth in each of the four domains of global competence.

Non-Academic Goals

Attendance and Enrollment

- Novastar Academy will have an average daily attendance of 95% or higher each year.

- The student retention rate for each grade will be 80% or higher every year.

Student and Parent Satisfaction

- By the end of Year One, 90% of parents and/or guardians will be involved in volunteering opportunities with the school and 90% of parents and/or guardians will attend teacher - parent conferences.

- By Year Three, 90% of parents and/or guardians who take the survey will express confidence that Novastar Academy is successfully delivering an innovative academic program, preparing students for success in life, careers, and college, according to the results of a parent survey.

- By Year Three, 90% of parents and/or guardians who take the survey will be "greatly satisfied" with their student(s)' learning, the school's program, teacher preparedness, communication and school operations, according to the results of the parent survey.

Staff retention

- By the end of the school year, 80% of staff will be retained for the following year

Finance and Operation

- Starting in Year One, Novastar Academy will implement best practices in fiscal policies and controls to manage finance and operations in compliance with federal, state, and authorizer requirements.

- Novastar Academy will have an annual independent audit within three months of the close of each fiscal year. The audit will be unqualified with no significant financial concerns.

- Starting in Year One, Novastar Academy will comply with all requirements of the Public School Finance Transparency Act (HB 10-1036) by posting accurate budgetary and financial documents on the school's website in a timely manner.

- By year three, 90% of staff will be "satisfied" or "greatly satisfied" in working at Novastar Academy, in terms of professional development and support, having the tools needed to achieve high outcomes and a professional collaborative environment as measured by staff surveys, mentors check-ins, annual performance evaluation.

Governance

- By the end of Year Zero, the founding board will successfully transition to a governing board (no longer involved in operational decisions) as indicated by 90% of the board's agenda/time spent on strategic issues, policy development, budget and performance oversight, fundraising, and developing the school's reputation.

- By the end of Year One, the school's governing board will have developed a regular reporting dashboard that includes academic, financial, student behavior, operations, and other key performance indicators for use in board oversight of school performance.

Attachments
Section 3: C. Goals, Objectives & Pupil Performance Standards

3.1	C.. Student Performance Targets	Hegenbarth, Larisa, 3/15/22 9:21 PM	XLSX / 22.67 KB
3.2	C. Goals, Objectives, and Pupil Performance Standards	Hegenbarth, Larisa, 3/15/22 9:20 PM	PDF / 225.741 KB

4.D. Evidence of Support

D. Evidence of Support

The team has established relationships with the multinational communities of the metro Denver area. With the vision of building a community hub at a new school campus, Novastar Academy has started collaboration and negotiations with several community businesses and groups: arts and sports centers for children, community recreational centers, small private companies, and organizations offering a number of services and products (Please refer to the Intent to Partner Letters in Appendix D.) Learning from successful community partnerships, such as Parker Performing Arts School and Academy Charter School, the founding team has been working on a

strategic plan with the goal to create mutually beneficial relationships within the community and all stakeholders. (Appendix A. Milestone in Novastar Academy Charter Development)

The Board's community outreach team has formed a Parent Committee to reinforce the founding team's marketing efforts, receiving valuable feedback from prospective parents regarding the school's proposed location and operational/logistical decisions. Novastar Academy has received a number of endorsements from community leaders, non-profit organizations, and parents of our future students provided in the Appendix. The parent committee has a dozen active members as of December 2019. The parent committee chair prepared a working plan for the team to expand community outreach efforts also advertising family educational services of Novastar Academy Language Center.

Novastar Academy Language Center for parents learning English as a second language was opened in 2017. The Language Center has developed strong relationships with future school families and encouraged a number of parents to improve their knowledge of English and civics for more effective assimilation into society's life. The Board is seeking to draw more community volunteers joining our work in the charter development. Other volunteer committees are Fundraising, Marketing and Community Outreach. Novastar's founding team has planned to expand community involvement to the following volunteer committees: School Accountability, Finance, Fundraising, Supplemental Programs, Curriculum, CTE Partnerships.

Novastar Academy has also created a website novastar-academy-co.org and a FaceBook page https://www.facebook.com/novastaracademydenver/ with the goal of providing information to families and the community about the school's development. The founding team also runs a blog on the website that shares educational articles about key elements of the Novastar Academy educational program.

We continue to advertise in digital media and printed periodicals to attract future students, educating families about unique Novastar Academy offerings. To date, our marketing campaign has encompassed areas of Denver, Aurora, Greenwood Village, Englewood, Lone Tree, Parker, and Centennial making enrollment available to a larger pool of students. Community outreach committee work narrowed down the proposed school locations to several areas in Meridian/Sierra Ridge/Ridgegate; that allows us to focus marketing efforts on students from the local community, at the same time we continue offering our program choice to all families of Denver metro.

Education and Business Professionals Endorsements

Novastar Academy's new school concept was introduced to a number of educational professionals who expressed support to our team and school:

- Jeffrey Katzman - CEO Core Learning Exchange

- Heather Wilmot - Academic Director, ACT

- Michel Horn - Co-founder of the Christensen Institute for Disruptive Innovation

- Heathre Palige - 21st Century Community Learning Center Director and Site Coordinator at Pinnacle Charter School and more.

A complete list and Letters of Support and partnerships are provided in Appendix D.

Demo-geographic analysis of the target population

Novastar Academy will match the community demand for a more rigorous educational program that prepares students for future careers in a demanding global economy. Novastar Academy's unique curriculum will attract multilingual families, families for whom English is a second language, and those seeking a small school experience with a focus on world standards in academics, global competence, and world languages.

As our outreach committee and volunteers continue conversations with parents and community leaders, we have been establishing working relationships with local businesses, small and large business owners and groups, and local educational organizations.

According to data analysis results conducted within several school districts, the founding team has identified that language learner families are seeking rigorous educational offerings (such as AP level courses, dual enrollment, CTE and internships programs). From interviews with parents, we found that there is a greater need for accessible quality education that would also include language support for students learning English as a second language. Novastar Academy academic team has researched the needs of the target student population and academic offerings in their home school districts.

We have used that knowledge in developing a language learning methodology and a school day schedule that incorporates World languages and Social Studies blocks. Our languages program prioritizes native language retention aiming to elevate it up to an academic level and utilize the knowledge base and skillsets students already have for in-depth studies of core and elective subjects. Our World Languages and Social Studies blocks will encompass knowledge about culture, languages, history, economic and political systems of the studied countries. The program offerings for high school students will also include internships with local and international companies and organizations with the purpose of providing CTE and academic studies integration at a global level.

Novastar Academy is expected to primarily serve the communities of Aurora, South Denver, Lone Tree, Centennial, Englewood, Greenwood Village, Castle Rines, The Canyons, Ridgate, and Parker. The majority of students are coming from Douglas County School, Cherry Creek, and Aurora school districts.

The school's focus on world standards in academics and global competence will match the community demand for a more rigorous educational program that prepares students for college careers in the US and abroad and for future careers in the global economy. Novastar Academy will also attract families who cannot afford private instruction in World Languages to reach an academic fluency of language and quality arts. By incorporating World Languages into the curricula, Novastar Academy will be able to offer these programs during the school day.

DCSD has 62,212 students as of 2019 with the following numbers: 10% students receiving special education services; ELL program supports 6% students speaking over 100 languages; 12% of the student population is eligible for free & reduced lunch. Minority students make up 27.8% of the student population (15% of students are Hispanic, 5.5% - Asian, with the rest a mix of Black, Asian, and multi-race). DataUSA analysis presented a slightly different graph for the ethnic/race composition of Douglas County, CO.
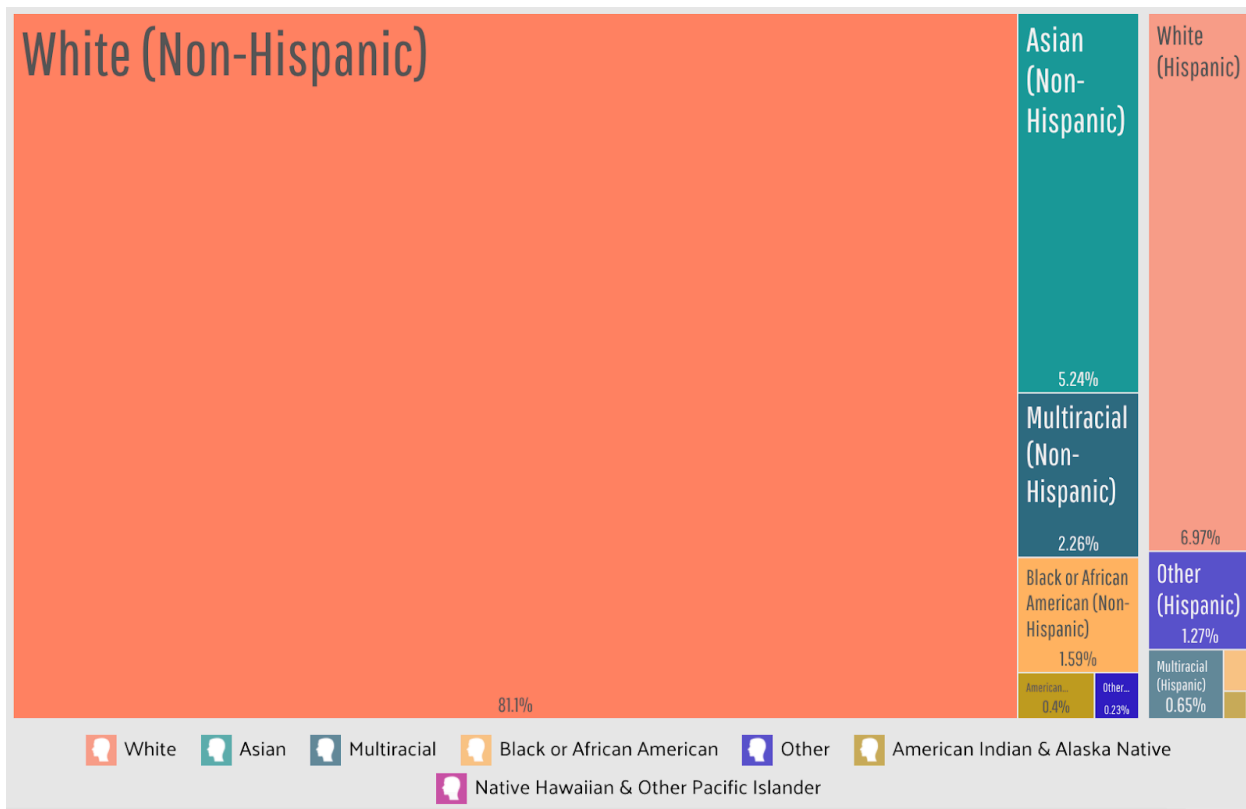
A more detailed study of Douglas County's demographics reveals the following numbers in the population ancestry:

- European: German 25%, Irish 14.4%, English 13.8%, Italian 6.6%, with Polish, Scottish, Swedish, Norwegian, French, Dutch at 2- 3.5%, and Welsh, Danish, Russian, Czech, and British at 0.8-1.1%

- Hispanic: Mexican 62.8%, other Hispanic 16%, Spanish 6.5%, South and Central American 0.5-5.6%

- Asian: Indian 38.9%, Chinese 21.2%, Korean 10.2%, Vietnamese 8.5%, Filipino 6.8%, with the rest 0.5-4.9%
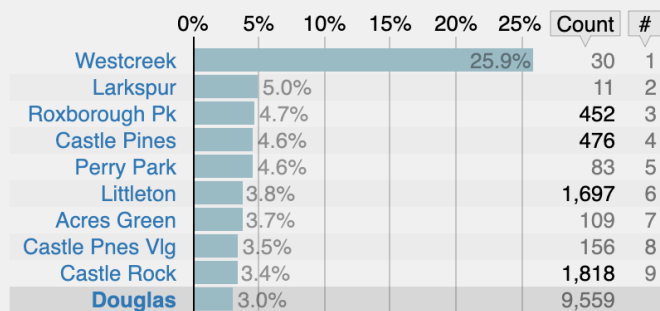
The Novastar Academy World Language Academic Fluency program was requested by parents for the following languages: Chinese, Spanish, German, French, Ukrainian, Russian. As shown in the visual below, the majority of German and Russian speakers live in the eastern part of Douglas County, Greenwood Village, Parker, and Centennial areas. The majority of Spanish-speaking populations reside in Castle Rock and The Pinery areas. Families with Chinese ancestry are mostly located in the western part of Douglas county: Lone Tree and Highlands Ranch. And French ancestry can be traced in southern p0arts of Douglas county.

Spanish Ancestry by Place #71
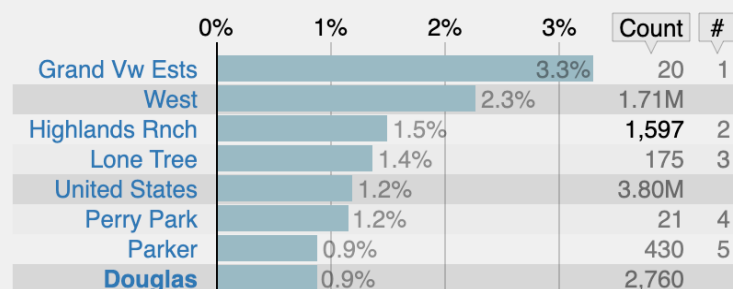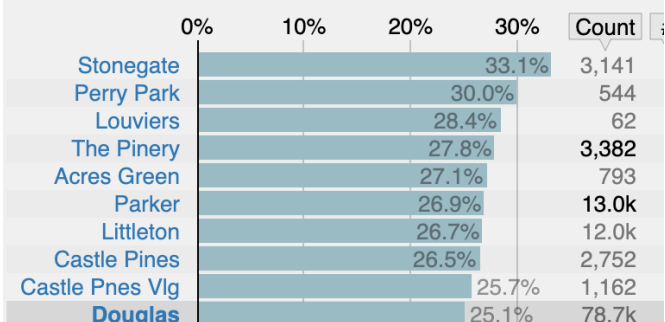
Percentage of the total population.

Scope: population of Douglas County, selected places in Douglas County, and entities that contain Douglas County

	0.0%	0.5%	1.0%	Count	#
Castle Rock			1.19%	639	1
Colorado		0.99%		53.2k	
The Pinery			0.93%	113	2
Denver Area			0.87%	23.8k	
Mountain		0.75%		174k	
Aurora	0.55%			1,915	3
Douglas	0.54%			1,711	
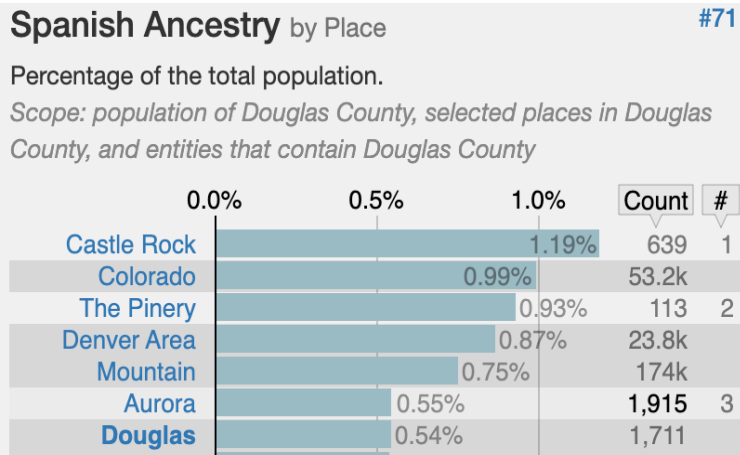
French Ancestry by Place #63

Percentage of the total population.

Scope: population of Douglas County, selected places in Douglas County, and entities that contain Douglas County

	0%	5%	10%	15%	20%	25%	Count	#
Westcreek						25.9%	30	1
Larkspur		5.0%					11	2
Roxborough Pk		4.7%					452	3
Castle Pines		4.6%					476	4
Perry Park		4.6%					83	5
Littleton		3.8%					1,697	6
Acres Green		3.7%					109	7
Castle Pnes Vlg		3.5%					156	8
Castle Rock		3.4%					1,818	9
Douglas		3.0%					9,559	

Chinese Ancestry by Place #75

Percentage of the total population.

Scope: population of Douglas County, selected places in Douglas County, and entities that contain Douglas County

	0%	1%	2%	3%	Count	#
Grand Vw Ests				3.3%	20	1
West			2.3%		1.71M	
Highlands Rnch		1.5%			1,597	2
Lone Tree		1.4%			175	3
United States		1.2%			3.80M	
Perry Park		1.2%			21	4
Parker	0.9%				430	5
Douglas	0.9%				2,760	

German Ancestry by Place #~

Percentage of the total population.

Scope: population of Douglas County, selected places in Douglas County, and entities that contain Douglas County

	0%	10%	20%	30%	Count	
Stonegate				33.1%	3,141	
Perry Park				30.0%	544	
Louviers			28.4%		62	
The Pinery			27.8%		3,382	
Acres Green			27.1%		793	
Parker			26.9%		13.0k	
Littleton			26.7%		12.0k	
Castle Pines			26.5%		2,752	
Castle Pnes Vlg			25.7%		1,162	
Douglas			25.1%		78.7k	

Visual. National ancestry locator.

Novastar Academy's target student population is multilingual families who speak foreign languages and families with children who are learning English as a second language. The school's focus on world standards in academics and global competence will match the community demand for a more rigorous educational program that prepares students for college careers in the US and abroad and for future careers in the global economy. Demographic research has shown that ELL student population has been growing within DCSD boundaries, as well as adjacent districts (CCSD and APS), from elementary to middle and high school grades.

	ELE	MS	HS

DCSD			
ELL, %	6.8	6.8	4.6
FRL eligible, %	9.5	11	13.6
Minority, %	29.8	30	29.7
IEP status, %	12.3	11	10.1
GT status, %	6.8	15.2	12.4

Table. DCSD Student Population

2019-2020 school year analysis of student academic achievement by subgroups revealed that the majority of subgroups are approaching and some of the subgroups are below approaching cut points on the state accountability rating. Novastar Academy's target population, in its majority, is represented by the named subgroups of students eligible for FRL, ELLs, and minorities. By offering a personalized educational opportunity and a flexible learning environment, Novastar is better equipped to serve students meeting them where they are at the educational journey providing needed supports.

Achievement / CMAS ELA, percentile (Performance Framework)			
	ELE (2021)	MS (2021)	HS (2017)
ELL	48	37	28
FRL eligible	34	29	60

Minority	71	75	54
IEP status	7	5	2

Achievement / CMAS Math, percentile (Performance framework)			
	ELE (2021)	MS (2021)	HS (2017)
ELL	39	23	40
FRL eligible	23	14	24
Minority	62	66	66
IEP status	8	1	6

Table. DCSD student subgroups achievement

By incorporating STEAM subjects and world languages into the curricula, Novastar Academy will be able to offer these programs during the school day. The community outreach team continues to market to students and families in Douglas County, Aurora, and Cherry Creek School District and the surrounding communities with the goal to build a truly diverse multilingual and multicultural school community.

The visuals below show employment by occupation in Douglas county.
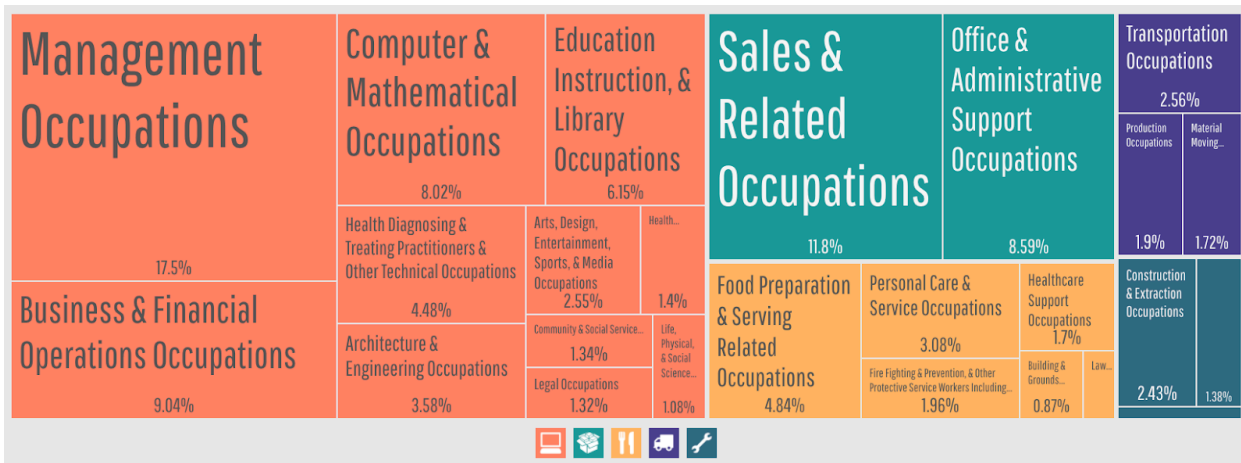
And the next visual represents employment by the industry in Douglas county. It is important to understand that business and community partnerships may be available for Novastar in the development of CTE internship and mentorship paths. There is a number of larger employers in the district and DCSD is one of them. Novastar's CTE tracks will be designed based on the analysis of available employment opportunities and the local industry needs.
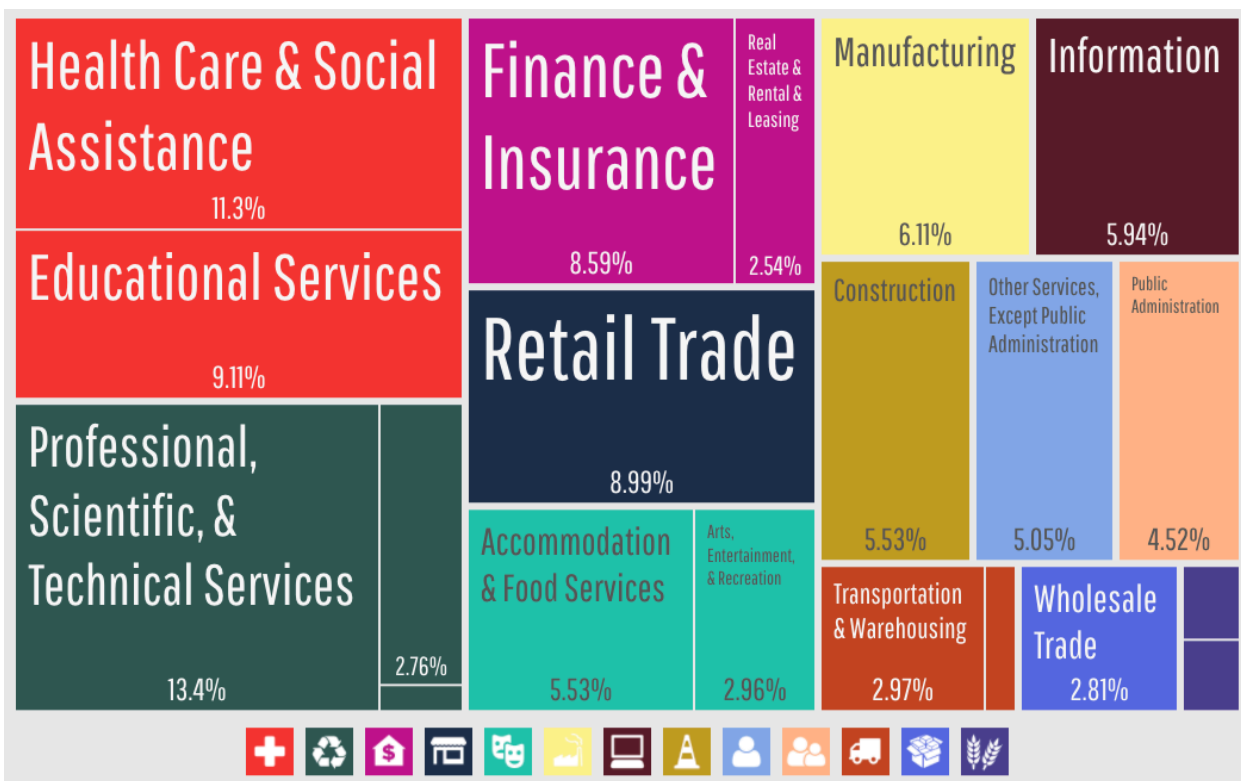
A comparative analysis sample of Novastar Academy and the selected neighborhood High Schools with elements of educational programming that incorporates CTE tracks offerings are presented in appendix K. Novastar Academy Market Analysis Matrix and K. Novastar Academy Market Analysis Aggregated Matrix. As evident from the analysis, Novastar is the only school in the radius of 50 miles offering a unique global competence program with an integrated STEAM curriculum and CTE credentials certification.

	Chaparral HS, DCSD	Thomas Jefferson HS, DPS	Endeavor Academy, CCSD	DSST: Byres HS, PDS	Novastar Academy	Reference Notes
- demographic characteristics	Demographic composition of all three observed schools similar and include			Demographic composition of DSST and proposed Nova Academy is highly diverse.		Market Research Summary DPS/DCSD
- geographic characteristics	Because of unique geographic positioning within the pockets of new housing developments as in DCSD or gentrification, all four researched school are experiencing enrollment growth. DSST: Byres HS has experienced the highest growth of 34.8% in comparison to the school year of 2018-2019; Thomas Jefferson - 6.3% Chaparral HS - 5.04%. The observed schools are located within 5 mile range from the proposed locations (#1A, 1B and 2) for Nova Academy.				If we look at the geographical location in relationship to enrollment statistics, Nova Academy proposed locations are within districts high school enrollment trends.	
- psychographic characteristics	Psychographic characteristics of researched highs schools families are every much similar from school to school. A higher standard of living, prevalent industries of parents' employment that require professional skills sets and higher education degrees, parents' background and education, and higher than Denver county average income level influence lifestyles and public educational service demand			Psychographic characteristics of DSST and proposed Nova Academy are marked by highly diverse demographics of the school families. There is a wide range of socio-economic status and cultures represented in the schools. Lifestyles and educational service demands are influenced by the need for innovative programs and meaningful outcomes of		
Institutional positioning:	*A position a school wants relative to other educational offerings*					
- internal	Core competencies: academic excellence AP placement GT program	Core competencies: academic excellence AP placement GT program	Core competencies: academic excellence	Core competencies: academic excellence AP placement	Core competencies: world academic standards global competency integrated CTE	Novastar Academy Market Aggregated Matrix
- external	22 varsity sports Practical Arts (computer science and technology, business, family and consumer services, work experience)	DECA (leadership in marketing, finance, hospitality, management) Junior Reserve Officer Training Corps (JROTC)	PLATO program (online courses)	STEM program Structured learning environment	STEAM program local and international internships real-life learning experience flexible schedules innovative educational technologies	
Marketing mix strategy:	*How does your school compare?*					
- educational offerings	Rigorous academic program with focus on AP placement	Rigorous academic program with focus on AP placement and CTE	Rigorous academic program	STEM curriculum, Electives choices	Global competency of Education 2030 Framework	Novastar Academy Market Aggregated Matrix
- place	Traditional delivery of curriculum				Hybrid learning environment	
- communication	School tours events, enrollment lottery, completed and developed websites				Community connections, parent engagement in school development and operations via Parent Council, collaborative design thinking sessions (Opportunity Hour open door events), crowd	

Visual. Novastar Academy Market Analysis Matrix

The addition of Novastar Academy as a Douglas County County school will assist the district in their Strategic Plan Growing Together objectives 1) increase physical, social-emotional, behavioral, and mental health competency through prevention and intervention efforts; 2) Establish an inclusive culture to ensure all students feel safe and valued; 3) Enhance and increase sustainable, quality educational pathway opportunities for all students.

Letter of Intent to Enroll

Novastar Academy's founding team has received a number of responses to the program's interest surveys. Emphasizing the value and need of the program, most families asked the founding team to create a waiting list for their younger students. Our school's team has satisfied the request and included the elementary grades students on the official enrollment waiting list. The table below represents the Intent to Enroll (ITE) forms submitted up to February 2022.

ELE		MS	
PreK	35	7	22
K	31	8	15

1	24	Total	37
2	21	HS	
3	21	9	19
4	15	10	7
5	19	11	8
6	21	12	5
Total	187	Total	39
Total ITE	263		

Table. Intent to Enroll Forms.

The student count with ITE for grades preK-5 is 187. The student count with Intent to Enroll for grades 7-12 is 76. The total ITE count for all grades is 263. Our enrollment team is working to contact the interested families (counted at 56 as of February 2022) and complete the information on the ITEs. Per the founding family's request, Novastar Academy has also created an affiliation with two sports schools in Denver. Novastar Academy program is a great fit for the families who are seeking a blended learning option for their students to accommodate demanding training and competitions schedules. The enrollment team has been gathering ITEs helping families to

complete the interest surveys in English and Spanish: Science, Art, and Sports Center for Children and Big Bear Ice Arena with 30 students. Below is the home district distribution table for

DCSD	13
CCSD	82
APS	23
JeffCo	15
Unidentified and other districts	147

submitted ITEs.

Novastar Academy is working to continue collecting forms with the goal to recruit 150% of projected enrollment by August 1st, 2022. We continue our recruiting efforts, and by our opening in 2023 will plan to reach the minimum 200% of our initial enrollment projections. We have set a deadline of August 1st, 2022, at which point we will receive the district BOE decision on the proposal, so we can begin contacting those interested parents and soliciting formal enrollment applications. To reach our enrollment plan targets, Novastar Academy will continue its community outreach and relationship building with the local communities and organizations through planned social media communications, submissions to community newspapers and newsletters, flyers posted in public areas, community events, websites, family events, and other community-focused activities.

Attachments
Section 4: D. Evidence of Support

4.1	D. Letter of Support Julia Ivanov 1	Hegenbarth, Larisa, 3/17/22 4:30 PM	PDF / 28.865 KB
4.2	D. Letter of Support Tahmina Rasulova	Hegenbarth, Larisa, 3/17/22 4:29 PM	PDF / 30.505 KB
4.3	D. Letter of Support Olga Marinkina	Hegenbarth, Larisa, 3/17/22 4:29 PM	PDF / 32.866 KB
4.4	D. Letter of Support Rollins	Hegenbarth, Larisa, 3/17/22 4:28 PM	PDF / 29.155 KB
4.5	D. Letter of Support Heathre Palige	Hegenbarth, Larisa, 3/17/22 4:28 PM	PDF / 39.64 KB
4.6	D. Letter of Support EidosClub Academy	Hegenbarth, Larisa, 3/17/22 4:28 PM	PDF / 172.871 KB
4.7	D. Letter of Support Anna Koshinskaya	Hegenbarth, Larisa, 3/17/22 4:27 PM	PDF / 30.952 KB
4.8	D. Letter of Support Alla Shulman	Hegenbarth, Larisa, 3/17/22 4:27 PM	PDF / 28.748 KB
	D. Letter of Support Cholpon		

4.9	MInbaeva	Hegenbarth, Larisa, 3/17/22 4:26 PM	PDF / 42.271 KB
4.10	D. Intent to Partner EF Educational Tour	Hegenbarth, Larisa, 3/17/22 4:25 PM	PDF / 142.289 KB
4.11	D. Intent to Partner Colorado Military Academy	Hegenbarth, Larisa, 3/17/22 4:25 PM	PDF / 157.104 KB
4.12	D. Proposal Apollo After-school Program	Hegenbarth, Larisa, 3/17/22 4:22 PM	PDF / 190.369 KB
4.13	D. iLearn Collaborative Professional Development Service	Hegenbarth, Larisa, 3/17/22 4:17 PM	PDF / 228.144 KB
4.14	K. Novastar Academy Market Analysis Aggregated Matrix	Hegenbarth, Larisa, 3/17/22 4:14 PM	XLSX / 53.109 KB
4.15	D. KED Network Teacher Exchange Programme	Hegenbarth, Larisa, 3/15/22 9:32 PM	PDF / 141.658 KB
4.16	D. iLearn Collaborative Professional Development Workshops	Hegenbarth, Larisa, 3/15/22 9:31 PM	PDF / 136.557 KB
4.17	D. iLearn Collaborative SEL PD Courses Overview	Hegenbarth, Larisa, 3/15/22 9:31 PM	PDF / 3.992 MB
4.18	D. Intent to Partner Science Arts Sports Center	Hegenbarth, Larisa, 3/15/22 9:31 PM	PDF / 85.357 KB
4.19	D. Proposal KED Network	Hegenbarth, Larisa, 3/15/22 9:31 PM	PDF / 776.829 KB
4.20	D. Intent to Partner WaytoGo	Hegenbarth, Larisa, 3/15/22 9:31 PM	PDF / 122.119 KB
4.21	D. Proposal Imaginative Land	Hegenbarth, Larisa, 3/15/22 9:31 PM	PDF / 7.811 MB
4.22	D. Intent to Partner HopSkipDrive	Hegenbarth, Larisa, 3/15/22 9:30 PM	PDF / 93.845 KB
4.23	D. Intent to Partner Denver Rhythmic Arts	Hegenbarth, Larisa, 3/15/22 9:30 PM	PDF / 86.16 KB
4.24	D. Intent to Partner Alona Kardalian	Hegenbarth, Larisa, 3/15/22 9:30 PM	PDF / 2.962 MB
4.25	D. Letter of Support Yuliya Ivanov	Hegenbarth, Larisa, 3/15/22 9:30 PM	PDF / 28.865 KB
4.26	D. Letter of Support Olga Belyakova	Hegenbarth, Larisa, 3/15/22 9:30 PM	PDF / 30.347 KB
4.27	D. Letter of Support Jeffrey Katzman	Hegenbarth, Larisa, 3/15/22 9:30 PM	PDF / 35.059 KB
4.28	D. Letter of Support Victoria Grivova 1	Hegenbarth, Larisa, 3/15/22 9:29 PM	PDF / 27.604 KB
4.29	D. Letter of Support Michael Horn	Hegenbarth, Larisa, 3/15/22 9:29 PM	PDF / 68.827 KB
4.30	D. Letter of Support Joe Jess Franco 1	Hegenbarth, Larisa, 3/15/22 9:29 PM	PDF / 28.973 KB

4.31	[D. Letter of Support Victoria Grivova](#)	Hegenbarth, Larisa, 3/15/22 9:28 PM	PDF / 28.062 KB
4.32	[D. Letter of Support Joe Jess Franco](#)	Hegenbarth, Larisa, 3/15/22 9:28 PM	PDF / 27.395 KB
4.33	[D. Letter of Support iSmart Kids Academy](#)	Hegenbarth, Larisa, 3/15/22 9:28 PM	PDF / 326.286 KB
4.34	[D. Letter of Support Adagio School of Music](#)	Hegenbarth, Larisa, 3/15/22 9:28 PM	PDF / 1.977 MB
4.35	[K. Novastar Academy Market Analysis Matrix](#)	Hegenbarth, Larisa, 3/15/22 9:28 PM	XLSX / 53.504 KB
4.36	[D. Evidence of Support: Educational Service and Supports](#)	Hegenbarth, Larisa, 3/15/22 9:23 PM	PDF / 37.867 KB
4.37	[D. Evidence of Support](#)	Hegenbarth, Larisa, 3/15/22 9:22 PM	PDF / 1.12 MB

5.E. Educational Program

E. Educational Program

Educational Program Model and Philosophy

The foundation of Novastar Academy's philosophy is the belief that every child has a unique destiny. Our primary goal is to unlock this destiny by providing a truly personalized education filled with meaningful learning experiences, effective strategies for learning, and tools to empower academic and personal growth. Our students will begin their careers in a world of accelerating globalization and technological evolution. Novastar Academy must prepare students for jobs that do not yet exist and problems that we can't anticipate. Therefore, beyond acquiring specific technical skills and knowledge, they will need to develop values, attitudes, and perspectives to adapt to and shape the world's developmental advances. Competition in this global sphere also demands that we measure competence on a global level, driving Novastar to adopt internationally recognized standards for academic performance.

To provide a clear direction towards achieving these goals, our academic team utilized the Learning Compass defined by the Organization for Economic Cooperation and Development (OECD), illustrated below, as a framework for articulating our academic program. Recognizing the urgent need to open a global discussion about education, the OECD launched the Future of Education and Skills 2030 project to set goals and develop a common language for teaching and learning. The OECD Learning Compass 2030 defines learning as a continuous cycle of action, reflection, and anticipation, reliant on developing knowledge, skills, attitudes, and values with a focus on recruiting the co-agency of students and parents in creating specific learning paths. Our project-based, individualized learning program relies on these same concepts to drive students to fulfill their potential and contribute to the well-being of their communities. These four dimensions are interdependent, overlapping, and integral to students' future success in our culturally diverse

and digitally interconnected world. A compassionate citizen of the global community will have the abilities and capacities of shaping the world.

Visual 1: The OECD Learning Compass 2030

Core competencies are the fundamental skills, knowledge, attitudes, and values that are prerequisites for further learning. Also known as multiliteracies, they provide a basis for developing student agency and transformative competencies. These include:

- Cognitive Competencies, which include literacy and numeracy, upon which digital literacy and data literacy can be built

- Health Competencies, including physical and mental health and well-being

- Social and Emotional Competencies, including morals and ethics

- Transformative Competencies enable students to:

- Create new value

- Reconcile tensions and dilemmas

- Take responsibility for actions.

Transformative competencies require critical thinking skills, developed through a cyclical learning

process of anticipating, acting, and reflecting. These competencies represent the ultimate goals of our students' learning experiences, but can only be achieved with a strong foundation in the core competencies. Novastar Academy's mastery-based learning paths are designed to ensure all students develop these universal, core competencies as a means towards unlocking their individual, transformative competencies.

Defining Global Competence

The learning experience for Novastar Academy's students is built on the concept of global competence, with the purpose of promoting cultural awareness and productive contributions to our increasingly diverse societies. The Program for International Student Assessment (PISA) is the OECD's Program for competency assessment. PISA measures students' ability to use their reading, mathematics and science knowledge and skills to meet real-life challenges. The PISA 2018 assessment defines global competence as the capacity to:

- Examine local, global and intercultural issues, (e.g. poverty, economic interdependence, migration, inequality, environmental risks, conflicts, cultural differences and stereotypes)

- Understand and appreciate the perspectives and worldviews of others

- Engage in open, appropriate and effective interactions with people from different cultures

- Act for collective well-being and sustainable development.

The four dimensions of global competence are knowledge, skills, attitudes, and values, which serve as the foundation of the OECD Learning Compass. The PISA global competencies will be integrated in our curriculum throughout every discipline and every grade level. Learning research concludes that students learn better when they can relate the concepts to their lives and the concerns of their communities. They come to understand and move from abstraction to action by studying local and global issues.

Novastar Academy's educational program aims to develop cross-cultural knowledge and international awareness by building skills that help students understand and negotiate cultural boundaries and become productive global citizens. Specifically, world languages are built into the daily schedule as an essential element, with the goal of developing academic fluency in the chosen language, as well as learning about the civics, culture, economic and political landscapes in countries and regions where that language is spoken.

Defining Personalization

Novastar Academy envisions personalization of learning at the core of our pedagogy. True personalization of learning happens when the following conditions are created:

- curriculum content and delivery systems are flexible enough to be adapted and change to meet the needs of students

- a school's community and students have a voice and choice in curriculum content

- pedagogy and organization of learning are based on student agency

- students are coached in development of their self-regulation and metacognition skills.

Novastar Academy has been inspired by and affiliated to the Kunskapsskolan (KED) global network of schools in order to develop and implement personalized systems for learning and teaching. For more than two decades, the KED network has successfully implemented equitable and quality education across the world, including Sweden, UK, USA, and other countries. Novastar Academy specifically recognizes four elements essential to a successful personalized approach:

- opportunities to be independent and make choices

- fundamental knowledge is secure

- transparency of learning progress and assessment

- self-regulated learning skills are developed and promoted.

Our approach to personalization is further described in more detail in our Instructional Strategies sub-section.

The Novastar Key Program Elements

The Novastar Education model combines elements from both OECD and KED models and is grounded in Global Citizenship Competency and a Personalized Approach.
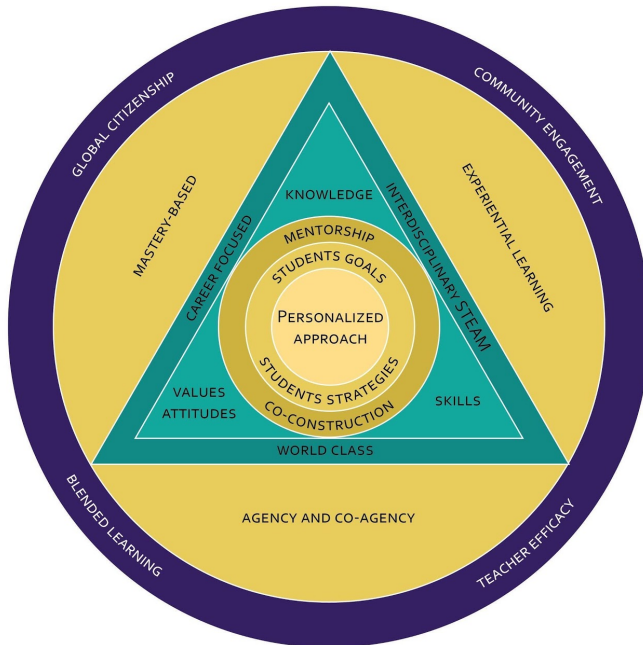
Visual 2: Novastar's Key Program Elements

This diagram represents the structures (organization), curriculum design, and pedagogy required to deliver our goals and aspirations. The core of our program is the personalized approach that will enable us to fully differentiate our offering to students and meet their unique abilities and ambitions. This pedagogical approach will enable us to develop each student's core competencies of knowledge, skills, values, and attitudes. Building off of these foundations, we can achieve our higher level goal of providing experiential or inquiry-based learning, mastery based learning, and agency/co-agency development.

From a teaching perspective, Novastar Academy's instruction will be research-informed and of the highest quality; the success of a school cannot exceed the quality of teaching as noted in educational research literature. Our outcomes will be benchmarked against international standards as we strive for an ethic of excellence. With our integration of blended learning and digital learning tools, we empower our instructors to focus their efforts on high impact, personalized learning experiences. This technologically supported personalization of learning will enable students to meet the highest level of their potential, and meet or exceed our globally calibrated standards

Curriculum and Alignment

Our curriculum design is based on our vision aligned domains of Global Competence, Interdisciplinary STEAM, and Career Focused. The four dimensions of the OECD Learning Compass - knowledge, skills, attitudes and values will provide the framework of curriculum intent. Novastar's curriculum design will include a world standard of excellence (knowledge), inclusive global competence (skills), and a nurtured community of learners (values, attitudes) to be compassionate global citizens. Our team will rigorously help learners achieve these internationally

benchmarked standards in education outcomes and career readiness through instructional coaching in our Student Mentorship Paths (SMP) program, which provides students a unique opportunity to develop agency in their learning experience. Students co-create their learning paths with the teachers and learning specialists, which empowers them to share their unique and diverse cultural experiences and perspectives, set goals, and develop strategies to master global, academic, and social emotional competencies.

Novastar Academy's curriculum will be standards aligned to state Colorado Academic Standards, national standards such as Next Generation Science, and international standards, such as OECD's Global Competence Standards.
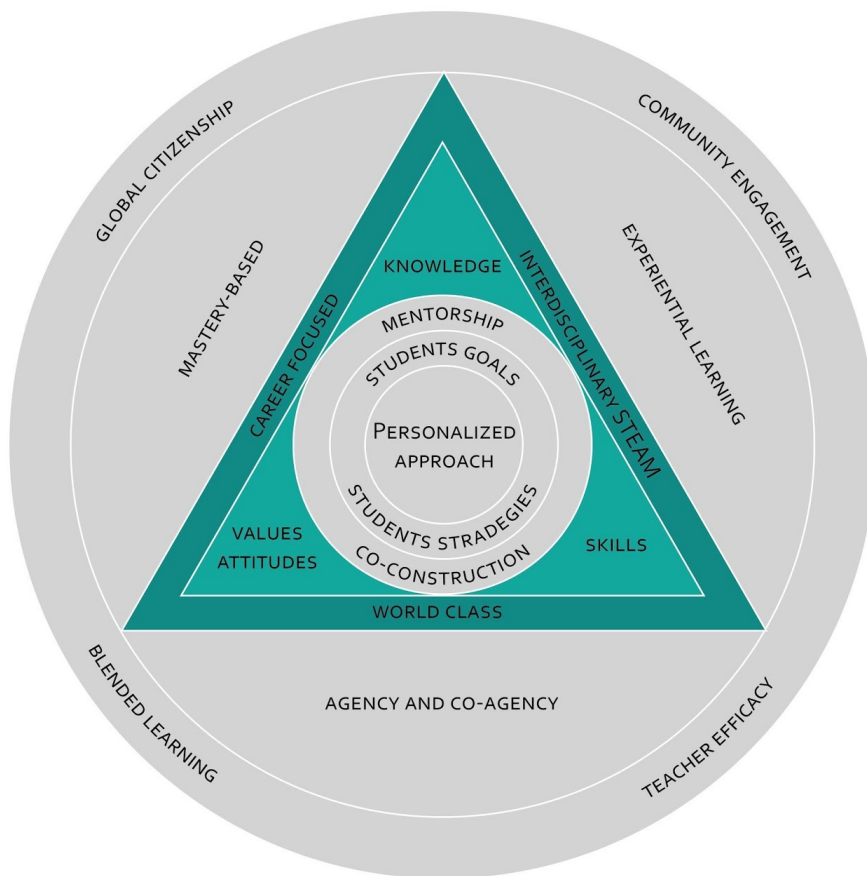
Visual 3. Curriculum Infographic.

Integrating Global Competence and Interdisciplinary STEAM into Curricula

The Novastar Academy curriculum team and the teachers will collaboratively research topics and plan curricula that are relevant to students' lives, building out themes and units of studies encouraging global competence.

The OECD Learning Compass 2030 defines core foundations as the fundamental conditions and core skills, knowledge, attitudes and values that are prerequisites for further learning across the entire curriculum. The core foundations provide a basis for developing student agency and transformative competencies. All students need this solid grounding to fulfill their potential and become responsible, productive, and healthy members of society.

The Core Foundations, or Competences are the following:

- Cognitive foundations, which include literacy and numeracy, upon which digital literacy is built.

The fundamental importance of developing learners' literacy and numeracy is underpinned by decades of education research – and common wisdom. To function effectively in modern society, people need to be able to read and write, make meaning out of the many signs – numerical and linguistic – that populate our daily lives, and communicate meaningfully through a variety of media. Literacy and numeracy will be as essential in the future as they are today.

Digital literacy relies on the same fundamental abilities as "traditional" literacy; but digital literacy is applied in digital contexts and draws on new digital tools and competencies. With the explosion of data-driven decision making, all children will need to be data literate. Data literacy is the ability to derive meaningful information from data, the ability to read, work with, analyze and argue with data, and understand "what data mean, including how to read charts appropriately, draw correct conclusions from data, and recognize when data are being used in misleading or inappropriate ways."

(See appendices for information about our Digital Citizenship Curriculum)

- Health foundations, including physical and mental health, and well-being.

Students need to develop good physical and emotional well-being if they are to learn effectively. People with developed health competency can understand and act on the knowledge that will keep them well and healthy over their lifetime. This entails people's capacities to form valid judgements and make responsible decisions concerning healthcare, disease prevention, and improving their quality of life.

- Social and emotional foundations, including moral and ethics.

Social and emotional foundations, which include emotional regulation, collaboration,

open-mindedness and engaging with others – affect how well individuals adapt to and engage with their environments, including at home, at school, and at work. Social and emotional foundations thus help children and young people meet the challenges of the future. Young people need to be able to adapt constantly, learn new skills, meet and overcome challenges, and work collaboratively to address the big issues confronting our individual and collective lives. The capacity to do so draws on social and emotional skills, such as resilience, self-regulation, trust, empathy, and collaboration.

Transformative Competencies are defined as:

- Creating New Value means innovating to shape better lives, such as creating new jobs, businesses, and services, developing new knowledge, insights, ideas, techniques, strategies and solutions, and applying existing information and ideas to problems both old and new. When learners create new value, they question the status quo, collaborate with others, and try to think "outside the box" to find innovative solutions. Doing so blends a sense of purpose with critical thinking and creativity.

- Reconciling Tensions and Dilemmas means taking into account the many interconnections and inter-relations between seemingly contradictory or incompatible ideas, logics and positions, and considering the results of actions from both short- and long-term perspectives. Through this process, students acquire a deeper understanding of opposing positions, develop arguments to support their own position, and find practical solutions to dilemmas and conflicts.

In an interdependent world, students need to be able to balance contradictory or seemingly incompatible logics and demands, and become comfortable with complexity and ambiguity. This requires empathy and respect, building on core foundations of social and emotional learning.

- Taking Responsibility is connected to the ability to reflect upon and evaluate one's own actions in light of one's experience and education, and by considering personal, ethical and societal goals.

Students who have the capacity to take responsibility for their actions have a strong moral compass that allows for considered reflection, working with others, and respecting their social and physical environments.

All of these transformative, higher-level competencies help learners navigate across a range of different situations and experiences. In that sense, they are highly transferable: these competencies can be used throughout a lifetime. The ability to cope with uncertainty, develop new attitudes and values, and act productively and meaningfully, even when goals shift, remain uniquely human, and their value will survive even the most unpredictable changes on the horizon.

Curriculum Intent: Global Competency Framework Building Blocks

The Novastar Academy academic team will utilize the "Learning Compass" Core foundations for 2030 (skills, knowledge, attitudes, and values) as guidance in curriculum development and implementation. The school's academic team has created an infographic to reflect the structure and the process of curriculum development.
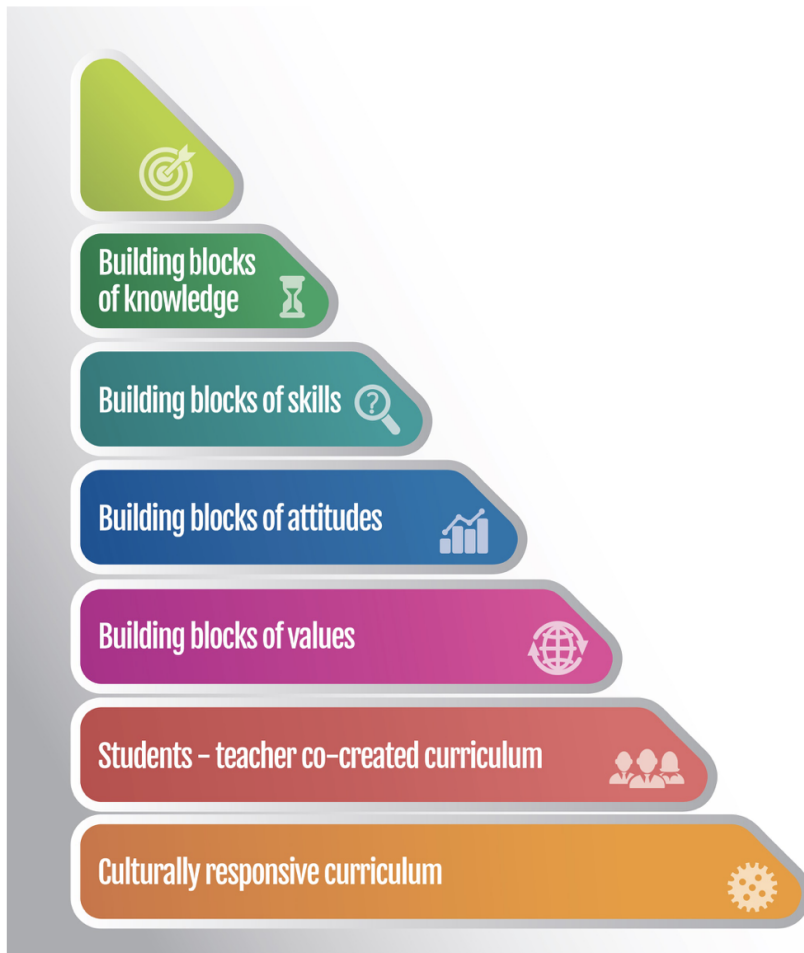
Visual 4. Curriculum building blocks.

To develop the skills that our students need for their future careers and life, all four target outcomes within the four domains of global competence must be cultivated. The building block of knowledge includes the understanding of global and intercultural issues. With this lens, we develop a sequence of lessons in the themes on culture and intercultural relations; socioeconomic development and interdependence; environmental sustainability; and global institutions, conflicts and human rights. To be able to relate and understand these issues, students need to acquire background knowledge.

But just acquiring knowledge about other cultures or languages is not enough to become a successful global citizen. The capacity to recognize, understand, and interact with different world-wide perspectives and influences is needed more than ever to make mature decisions in our interconnected and interdependent world. That capacity must be developed and practiced through every unit of studies for a student to acquire these skills. To that end, we create cross-disciplinary curriculum units and projects contextualizing the skills and knowledge comprising global competence.

The building blocks for attitudes and values are essential in developing higher-level, transformational competencies. This character education curriculum will include:

- the dispositions and attitudes of openness

- adaptability to new and changing circumstances

- respect and human dignity

- global mindedness and cultural diversity.

The following specific design elements are Novastar Academy's strategic path to achieving these objectives:

World language academic and cultural fluency program

Language Learner Path methodology for language learner support

Custom-tailored culturally responsive curriculum blueprints based on STEAM choices

Project based learning and digital portfolios

Student agency and voice in the electives courses, especially, career and technical education topics.

Interdisciplinary STEAM

Novastar Academy should not be confused with a narrowly defined STEAM school. Our educational program focus is in developing global competence. We believe integrating a STEAM focused curriculum is the right answer to the demands of the modern world and future jobs. The STEAM integrated curriculum will serve the purpose of creating rigorous learning opportunities aligned with the Next Generation Science Standards and Colorado Academic Standards. To prepare our students for the world they will inherit, we need to create an organic process of integrating the arts, mathematical and technical sciences, and humanities throughout learning spaces, organization of projects, and daily lessons and routines. To connect and create relevancy between knowledge, skills, attitudes, and values, we will need to retain a holistic approach around the center of a STEAM focused education.

Novastar Academy has designed an interdisciplinary curriculum using a personalized approach which will recognize the unique skills and ambitions of learners. Through instructional coaching in our Student Mentorship Paths (SMP) program, learning specialists, teachers, students, and industry experts will co-create these personalized learning pathways by integrating Career and Technical Education (CTE) with Science, Technology, Engineering, Arts, and Math (STEAM) curriculum programs.

Within the global competence concept, Novastar Academy's educational program aims to facilitate the acquisition of a complete education and develop skills necessary for future careers. To that end, Novastar Academy's educational program will incorporate STEAM infused curriculum and World Languages in the everyday learning process through the hybrid blended learning schedules and workshops. (Please refer to the daily schedule description and infographic for more information on organization of day-to-day learning systems).

The path to building academic and global competence in Novastar Academy students is through "comprehensive, interdisciplinary and responsive to scientific and technological knowledge" curricula. Such curricula can be supported through systematic and continuous alignment of learning materials with technological and scientific advances. The key to cutting-edge content comes with the teacher's ability to modulate interdisciplinary learning and remain flexible in adapting those materials to the learning needs and goals of each student. To achieve that goal, Novastar Academy will incorporate STEAM curriculum within personalized learning paths hosted in the mastery-based Core Learning Exchange learning management system. Our teaching and learning system design is based on the following experiential learning characteristics:

- flexible and workshop style learning spaces

- project based, hand-on learning (during Labtime classes and Opportunity Project)

- culturally-relevant and real-life learning materials

- design thinking cycle, encouraging inquiry, problem-solving, transformational and process thinking

- 21st century skills focus: collaboration, creativity, critical thinking, and communication

- accessibility and equity of learning materials and technology.

For greater detail, please refer to the appendix E. STEAM Infused Curriculum List and project examples.

Incorporating Career and Technical Education

The economy and the nature of work are undergoing seismic changes due to mass retirement of middle skill trades workers, and the impact of Artificial Intelligence ("AI"), robotics, and globalization. Schools must be agile to recognize these trends and develop the skills to help students adapt to the near-term and longer term local and global economic trends. (Research summary of Career and Technical Education and middle-level jobs shortage is available in appendix E. Evidence of need for CTE tracks)

In researching the changes in our country's economic development and labor market, it became clear that our students need a rigorously innovative approach to secondary education to prepare

them for future careers. We proposed a unique academic program for grades 6-12 that includes CTE integrated courses and international certification of CTE credentials through IMS Global Learning Consortium. In developing its program, Novastar Academy draws the resources offered by: IMS Global Learning Consortium, OECD and PISA Consortium, Center for Education Reform, Colorado Education Initiative, Advance CTE, NEXT GenEd, CACTE and other organizations.

Novastar Academy will provide access to high-quality CTE programming that enables a smooth transition between high school, community college, and the workforce by offering CTE hybrid blended learning courses, workplace experiences, international validation CTE certificates (badges) through IMS Global Learning Consortium, and the community college dual enrollment courses. Novastar team will utilize the Core-LX mastery-based learning platform with access to high-quality instructional resources and assessments.

In order to align the school's CTE offering with the local and international business community needs, Novastar Academy team outlined the following process for CTE courses blueprints development and CTE credentials:

- Survey and identify local labor market data and trends to inform and clarify the growth careers and CTE pathways

- Engage local industry partners to identify minimum hiring criteria

- Integrate business competencies defined by industry into curriculum

- Align curriculum to support dual credit with local community college

- Leverage personalized competency-based methods to develop an academic, career, technical and personal dispositions needed to thrive in the 21st-century labor market

- Work with industry experts to provide remote web-based mentoring and coaching sessions and supports

- Capture student accomplishments in a Comprehensive Learner Record (CLR, part of Core-LX e-portfolio design), which serve as a portable transcript and e-portfolio for high schools, community colleges, and employers

- Present CLR data to participating businesses for evaluation of quality and rigor of the student competencies, and evidence of learning. (If up to their expectations, business partners endorse CLR recorded micro-credentials.)

- Present CLR data to CTE program administrators at local community colleges for evaluation of student achievement for dual college credit

- Issue qualified students with micro-credentials validated via IMS Global Consortium

- Participating businesses and organizations offer students who earned validated CTE micro-credentials acceptance to internships, apprenticeships, and entry-level jobs

- Participating businesses and organizations join Novastar collaborative hub providing feedback for CTE courses, internships, and work-placement programs improvement and

further growth.

Building equity and global competence, Novastar Academy will foster and develop a culture where students and families' experience in education based on the following criteria:

- Value world standard excellence in academics

- Value inclusive global competence

- Set goals to prepare children for an inclusive environment of global economy

- Understand that school is not just about core subjects, but a balanced child development to include whole child education of both cognitive and non-cognitive child development.

- Value safe socio-emotional development of a child

- Include parents who want to be involved in their children's education

- Include parents that value civic education and involvement

- Create a nurtured community of learners.

To ensure a quality CTE program and internships for our high school students, Novastar Academy teams have been building new relationships and partnerships with local businesses and community organizations (Please refer to Intent to Partner and Proposals in the appendix D. Evidence of Support D. Partnerships). Novastar Academy is building mutually beneficial relationships with our community partners with the perspective that our students will be able to utilize the partnerships for their future internship, work study and possibly employment. With new community partnerships we will be able to invite industry experts to mentor and provide CTE instruction to our students. Community partnerships have shared costs for internship courses and necessary equipment. We have identified the businesses and organizations interested in constructing dynamic relationships providing tools and resources for our student's projects, mentorship hours, and industry expert to support facilitation of the school's CTE tracks courses and related initiatives.

Career Focused: Building Career Readiness and Character Skills

In addition to world standard academic standards and global competence, our program will enable students to explore the world of work and the skills and experiences they will need for entering the future work environment. The CDE Essential Skills framework identified "20 core skills are necessary to enter the workforce or continue education beyond high school." These include skills that overlap with our above-mentioned transformational competencies, such as critical thinking,

creativity, self-direction, cultural awareness, time management, and self-advocacy. The CDE grouped these skills under four core categories: Entrepreneurial, Personal, Civic/Interpersonal, and Professional skills.

With 2021 update of Colorado Essential Skills framework, the graduate necessary set of skills, knowledge, and attitudes is closely aligned with the OECD Learning Compass global competencies: Communicator, Problem Solver, Community Member, and Empowered Individual. These skill groups will be developed and supported throughout our program, and overlap with our concept of three-fold educational program design of Global Competence, Interdisciplinary STEAM, and Career Focused.

Portrait of a Novastar Graduate

Armed with the motto "locally developed, but globally positioned", Novastar will engage our community into the process of developing and transforming our school program design under community and workforce demand. A precedent set by Battelle for Kids national non-profit organization will be Novastar's guide in developing the process and framework for that work. As Novastar's vision states, we will implement a systematic approach to re-inventing our teaching and learning experience to create and provide unique and equitable learning opportunities for every student.

The Portrait of a Graduate co-creation process will guide us to a collective vision of our students, staff, and community stakeholders. Please review a draft in Appendix E. Educational Program: Portrait of Novastar Graduate. Novastar will prepare our students to graduate with a professional e-portfolio, Seal of Biliteracy, a post-secondary career or college plan, internship or work experience, and CTE validated certification.

In addition, underpinning career readiness is a set of personal and character skills essential to prepare students for their futures. In the age of rapid changes in economy, political landscapes, and social life, this is our most important task. There is a plethora of research supporting the importance of character development and social-emotional intelligence as essential career readiness skills. The future economy and our society predict that the leaders of tomorrow cannot rely solely on possessing academic knowledge but have to become active agents in the global world and develop transformative competencies in pursuit of their goals.

Curriculum Framework and Standards Alignment

Novastar's academic philosophy is aligned with the future direction of Colorado State Standards, particularly as expressed in the Colorado State Board of Education's most recent approved revisions to Colorado Academic Standards (CAS) made in 2020. These major revisions in standards reflect the following changes, which are in full agreement with Novastar's academic priorities and program:

- Enrichment of learning through contexts, application, and authentic scenarios

- Focus on development of essential skills such as inquiry and reasoning

- Rigorous writing experiences in all grades levels

- Research and Design standard with clear expectations for research skills demonstration and application of reasoning skills in relevant contexts

- Focus on the depth of understanding of mathematical ideas

- Focus on personal financial literacy and numeracy.

To implement these revised standards in Novastar's curriculum, the academic team will include CDE Transition to the 2020 Standards training in our induction program for all teachers. Curriculum items within our Core Collection Core-LX systems are also tagged with CAS, Essential Skills, and NGSS descriptors to align our multiple standards frameworks and clarify the context of individual lessons and activities.

CAS outlined graduate readiness statements to pave the pathway for our students in preparation for future careers and college. Novastar believes that preparation has to start as early as possible for the students to identify and begin developing their abilities and interests in possible career tracks by high school age. Through our personalized learning path system, we provide constant opportunities to our students to try out their talents and passions, enabling faculty to better mentor them in professional orientation and pathways.

Please refer to section F. Plan for Evaluating Pupil Performance for promotion and graduation requirements.

The Novastar Academy curriculum framework is organized around the principles of mastery-based learning. In building mastery-based, student-centered curriculum, learning targets need to be transparent, accessible, and viable. For all teachers and students to be able to navigate and monitor learning standards, curricula need to be organized towards achieving identified learning targets. The process of building a scope and sequence is essential in creating a manageable system of learning.

For a mastery-based approach in curriculum development to be efficiently employed, two conditions should be met:

- Curricula and learning evidence must be based on the learner's demonstrations of skills and knowledge (evidence of learning), not a time based system of moving along with a fixed

curriculum pacing

- Schools must be intentional about prioritizing the standards and developing mastery scales to guide teachers and students along the learning pathways towards academic rigor benchmarked by standards. (Please refer to section for more F. Plan for Evaluating Pupil Performance for more information about mastery-based assessment)

To prioritize standards over schedules, the Novastar academic team uses the research-based criteria of standard endurance, leverage, and readiness. Essential standards (also called power standards) are aligned to badges or badge stacks, with supplemental standards aligned to playlists or learning objects. Every learning object is built on a clear learning target that will guide students to achieve the desired mastery on a proficiency scale. These essential understandings and standards clusters shape the process of curriculum scope and sequence development.

To enable this mastery-based, personalized model, the Novastar Academy will construct and deliver adaptive learning paths through the Core Learning Exchange (Core-LX) Learning Management System. Core-LX system offers an efficient way to vertically and horizontally align curriculum, creating logical learning progressions within a playlists and badges framework. The flexibility of the Core-LX blended environment allows students to learn at their own pace, resulting in better content retention and engagement. Given the importance of continuous assessments to measure progress towards standards, Core-LX's cyclical assessment design and versatile student performance reporting ensure the Novastar Academy can reliably deliver our vision of mastery-based, personalized learning.

Curriculum Framework and Structure

Language arts, world language, math, science and social studies will make up the core subject curriculum for all grade levels and are taught during Coretime. The choice of Electives subjects in musical, visual arts, health education, career and technical education tracks (CTE tracks) are taught during Labtime. Curriculum blueprints will provide:

- Evidence-based outcomes

- Unit objectives

- Learning targets

- Alignment with standards and success criteria

- Units of study outlines and content materials

- Lists of suggested content materials for personalization of learning.

These blueprints will be organized to provide horizontal and vertical alignment with the standards. Finalized curriculum blueprints with suggested course pacing guideline will be developed by Novastar Academy academic team for all grade levels prior to the charter school projected opening (Please refer to Appendix E. Educational Program: Curriculum Blueprints Development Framework)

Dates/ Milestones	Phase 1 - design	Phase 2 - prototype	Phase 3 - revisions	Phase 4 - adaptation and implementation
March - April 2022	Curriculum blueprints design			
May 2022	Competency-based assessments and rubrics design			
May - August 2022	Courses development			
August - December 2022		Pilot at partner school or an educational program (such as homeschooling co-op)		
January - March 2023			Courses revisions and feedback implementation	
March - August 2023				Novastar Academy implementation: teacher training and course adaptation to personalized learning paths

Table. Curriculum Blueprints Development Timeframe

With the curriculum blueprints, teachers will plan according to the pacing guides through the Core-LX Learning Management System (which will be described in further detail below). This allows teachers the freedom to use applications and supplemental resources in order to differentiate instruction for each student, as well as choose the best resource for each lesson. This also allows for teachers to create personalized learning paths and playlists specific for each student and their learning style. Novastar Academy teachers will also incorporate other apps and programs as needed to supplement the playlists available in Core-LX. (Please refer to complete lists Core Collection with curriculum providers and curriculum items (learning objects) in appendix E. Educational Program E. Curriculum)

Curriculum Scope and Sequence

Subject / Project / Program	Year one	Year two	Year three	Year four	Mentorsl / Intende Outcome
English Language Arts / ELL program	Core LA course: Cross curricula custom course CAS aligned Tech tools sub-course (research, communication, writing, reading)	Core LA course: Cross curricula custom course CAS aligned Tech tools sub-course (research, communication, writing, reading)	Core LA course: Cross curricula custom course CAS aligned Tech tools sub-course (research, communication, writing, reading)	Core LA course: Cross curricula custom course CAS aligned Tech tools sub-course (research, communication, writing, reading)	Become tutor
Mathematics	Core Math course: Cross curricula custom course CAS aligned Tech tools sub-course	Core Math course: Cross curricula custom course CAS aligned Tech tools sub-course	Core Math course: Cross curricula custom course CAS aligned Tech tools sub-course	Core Math course: Cross curricula custom course CAS aligned Tech tools sub-course	Become tutor

	(computation, communication, presentation)	(computation, communication, presentation)	(computation, communication, presentation)	(computation, communication, presentation)	
Science	Core Science course: Cross curricula custom course CAS aligned Tech tools sub-course (scientific research, communication. experimentation)	Core Science course: Cross curricula custom course CAS aligned Tech tools sub-course (scientific research, communication. experimentation)	Core Science course: Cross curricula custom course CAS aligned Tech tools sub-course (scientific research, communication. experimentation)	Core Science course: Cross curricula custom course CAS aligned Tech tools sub-course (scientific research, communication. experimentation)	Become tutor
World Languages	Core WL course: Cross curricula custom course ACTFL aligned Tech tools sub-course (research, communication, writing, reading)	Core WL course: Cross curricula custom course ACTFL aligned Tech tools sub-course (research, communication, writing, reading)	Core WL course: Cross curricula custom course ACTFL aligned Tech tools sub-course (research, communication, writing, reading)	Core WL course: Cross curricula custom course ACTFL aligned Tech tools sub-course (research, communication, writing, reading)	Become mentor p Seal of E
Humanitites	Core H course: Cross curricula custom course CAS aligned The studies WL sub-course in the countries SS	Core H course: Cross curricula custom course CAS aligned The studies WL sub-course in the countries SS	Core H course: Cross curricula custom course CAS aligned The studies WL sub-course in the countries SS	Core H course: Cross curricula custom course CAS aligned The studies WL sub-course in the countries SS	Become tutor
Creative Arts /Visual and Musical Arts / Specials	Core Arts course: Cross curricula custom course CAS aligned Student created	Core Arts course: Cross curricula custom course CAS aligned Student created	Core Arts course: Cross curricula custom course CAS aligned Student created	Core Arts course: Cross curricula custom course CAS aligned Student created	Become mentor p

	sub-course	sub-course	sub-course	sub-course	
Wellness / Sports	Core Wellness course: Cross curricula custom course CAS aligned Student created sub-course	Core Wellness course: Cross curricula custom course CAS aligned Student created sub-course	Core Wellness course: Cross curricula custom course CAS aligned Student created sub-course	Core Wellness course: Cross curricula custom course CAS aligned Student created sub-course	Become mentor p
Global Opportunity Project	Global Competency Opportunity Project: knowledge values attitudes skills	Global Competency Opportunity Project: knowledge values attitudes skills	Global Competency Opportunity Project: knowledge values attitudes skills	Global Competency Opportunity Project: knowledge values attitudes skills	Become mentor p e-portfol Micro-cr
CTE certification	CTE Tracks: Certified custom coure CTE Track Opportunity Project	CTE Tracks: Certified custom coure CTE Track Opportunity Project	CTE Tracks: Certified custom coure CTE Track Opportunity Project	CTE Tracks: Certified custom coure CTE Track Opportunity Project	Micro-cr / CTE certificat validated CDE and Global
Internship	Internship / service project	Internship / service project	Internship / service project	Global Internship / service project	Become mentor p Work-ba Credit / Micro-cr

Table. Y1-4 Curriculum Proposed Scope and Sequence.

Curriculum Blueprints

Novastar Academy will utilize a collection of core and elective subject-specific scope and sequence samples as the foundation for our collaborative work on curriculum blueprints development. The Novastar academic team has gathered a vast collection of curriculum development documentation from innovative programming leading schools in US and abroad, including, but not limited, to Primavera Technical Learning Center charter district of AZ in partnership with StrongMind, STEAD High School of CO, Brooke Charter Schools network of MA, KED Global schools and more. Several samples of curriculum scope and sequence aligned with the CAS are provided in Appendices E. Curriculum.

Grant-supported curriculum design work will start 15 months ahead of the projected school opening date, providing ample time for the complete academic curriculum framework to be co-created by the team of subject experts, industry consultants, and our school community. Below is a sample of detailed scope and sequence sample for a biology course.

E. Science Scope and Sequence sample. YEAR 1			
Course: Biology / Life Science			
Timeline	**QUARTER 1**	**QUARTER 2**	**QUARTER 3**	**QUARTER 4**

| **Timeline**	**QUARTER 1**	**QUARTER 2**	**QUARTER 3**	**QUARTER 4**
Focus of Study	Ecosystems: Interactions, Energy, and Dynamics Characteristics of Life Chemistry of Life Structure and Function of Cells	Biological Evolution: Unity and Diversity Molecular Basis of Heredity Biological Evolution Plant Structure, Function, and Taxonomy	From Molecules to Organisms: Structures and Processes Animal Structure, Function, and Classification Structure and Function of the Human Body	Heredity: Inheritance and Variation of Traits
Length of Unit	**August- October**	**October-December**	**January- March**	**March- May**
NGSS Standards	LS2.A Interdependent Relationships in Ecosystems LS2.B Cycles of Matter and Energy Transfer in LS2.C Ecosystem Dynamics, Functioning, and LS2.D Social Interactions and Group Behavior LS4.D Biodiversity and Humans PS3.D Energy in Chemical Processes ETS1.B Developing Possible Solutions	LS4.A Evidence of Common Ancestry and Diversity LS4.B Natural Selection LS4.C Adaptation LS4.D Biodiversity and Humans ETS1.B Developing Possible Solutions	LS1.A Structure and Function LS1.B Growth and Development of Organisms LS1.C Organization for Matter and Energy Flow in	LS1.A Structure and Function LS3.A Inheritance of Traits LS3.B Variation of Traits
SS Standards				
Performance Task	Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate, and competition. Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets.	Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.]	Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system.	Emphasis is on using data to support arguments for the way variation occurs.
Exit Criteria	e-portfolio project	e-portfolio project	e-portfolio project	e-portfolio project

Visual. Biology scope and sequence sample.

When all subjects scope and sequence is outlined and aligned with CAS and international standards for global competence, the Novastar team will co-design the curriculum blueprints hosted in proposed learning management system, Core Learning Exchange (Core-LX). Core-LX platform description can be found in subsection Curriculum Platform. Utilizing the Universal Design for Learning methodology and DO-IT toolkit developed by the Center at the University of Washington, Novastar Academy team will create a blueprint for each course of study that will include the following:

- Scope and sequence for each course of study, aligned with standards

- Badges stacks aligned with the mastery milestones (standards clusters)

- Individual Badge components including learning prerequisites, mastery rubrics, mastery-based assessment tools

- Learning Playlists built with the learning objects (items) aligned with the mastery milestones

- Learning objects / items collection organized in a sequence of lessons and activities or in a

sequence of micro-credentials.

The following sequence of visuals presents the mastery progression concept imperative to the understanding of Novastar curriculum blueprint design. Badge stacks are organized in alignment with the scope and sequence, creating a learning pathway for achieving mastery in a subject of study.
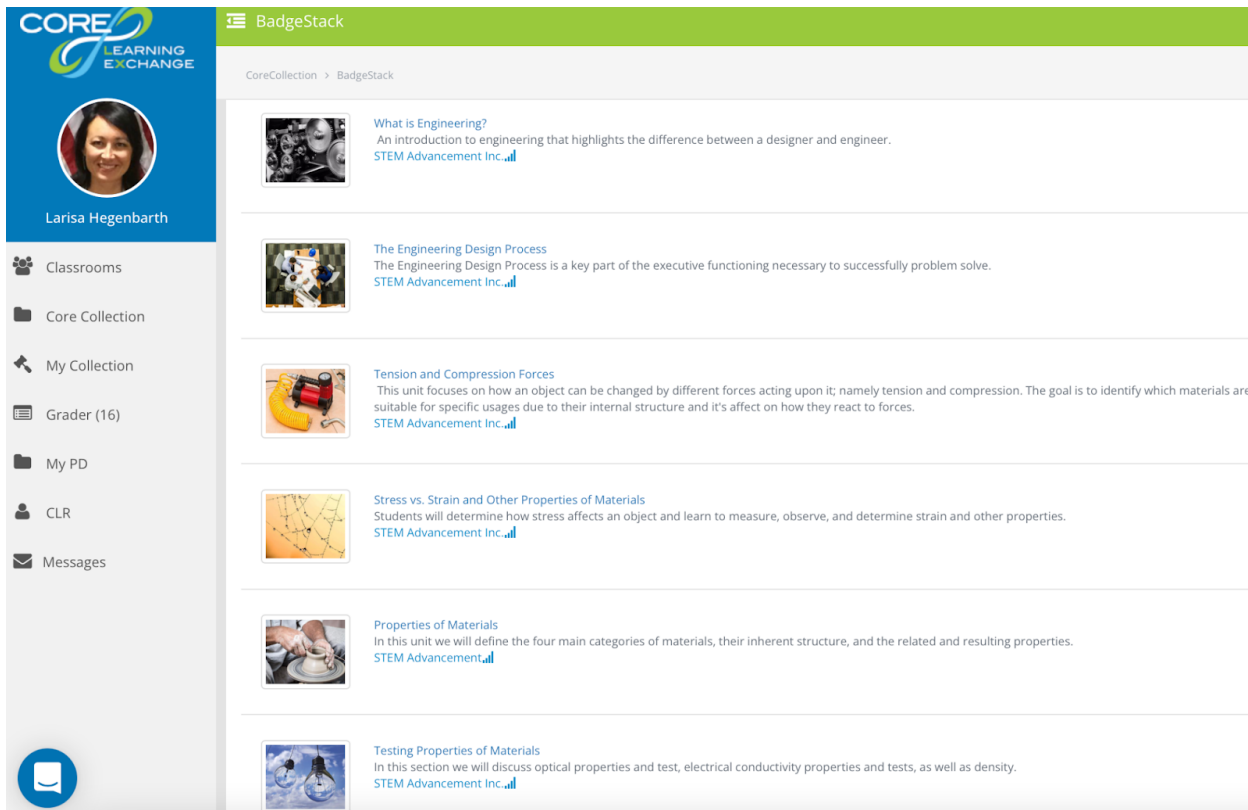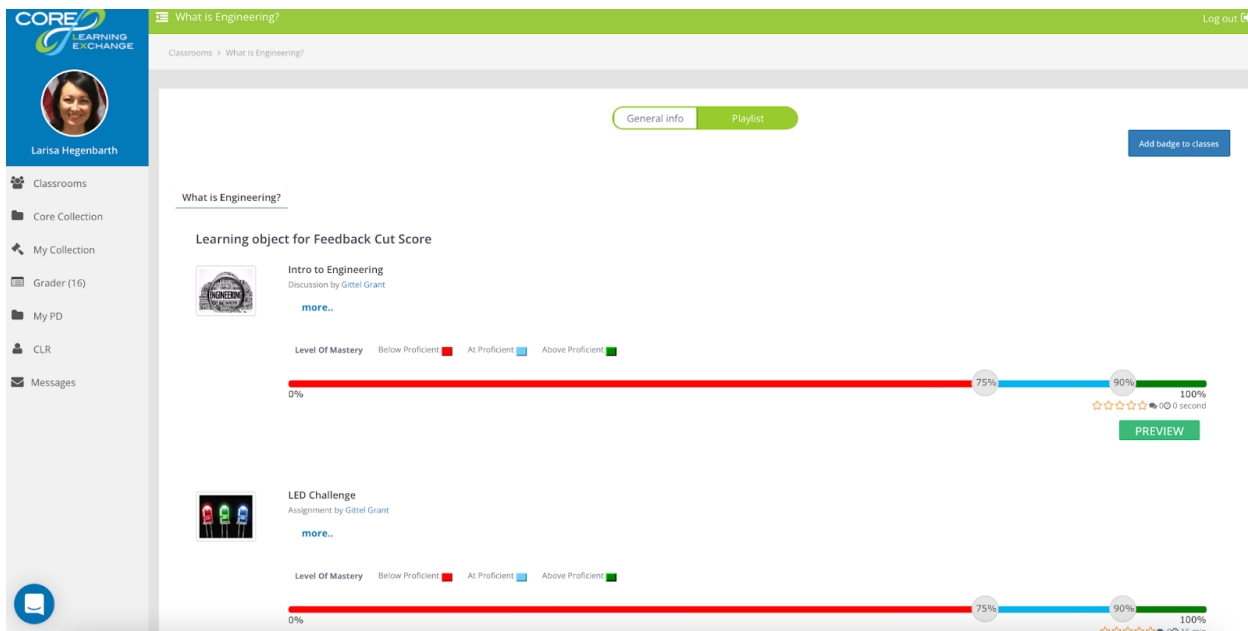

Visual. Badge stacks list sample for a Basics of Engineering course.

Aside from the learning content, every badge will include prerequisites, mastery rubrics, and mastery-based assessment tools. A badge will represent a step within the curriculum blueprint towards earning a micro-credential, or mastery milestone (a cluster of CAS standards outcomes) in a subject through mastery progression. The mastery progression flow is shown in the visual below.
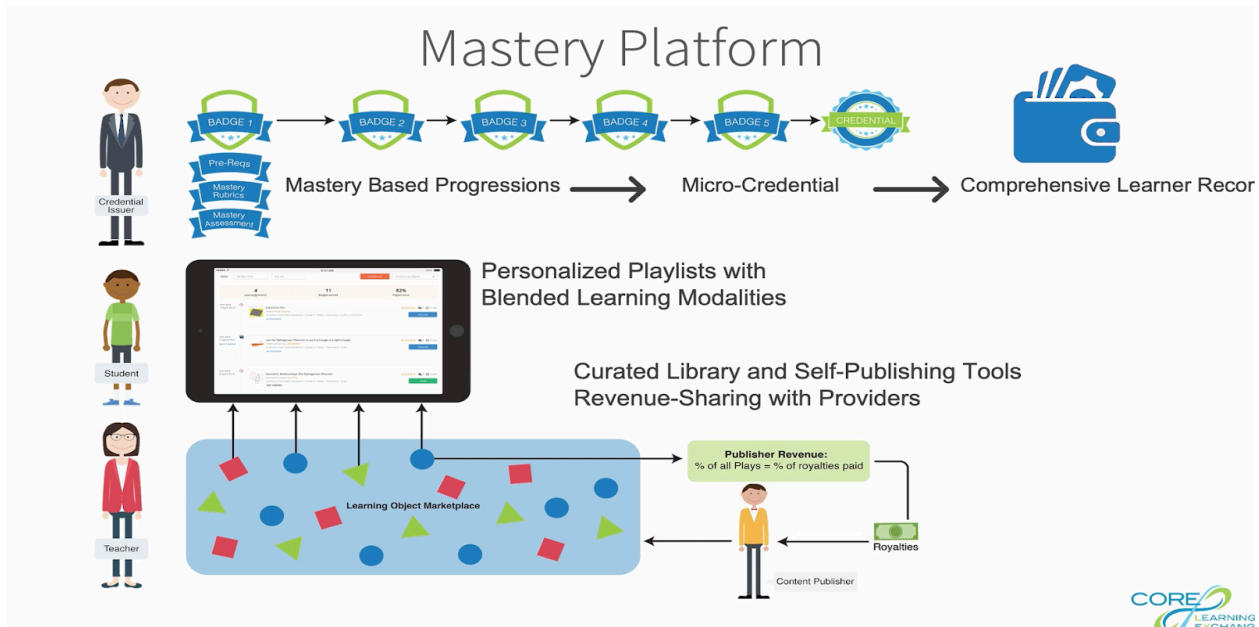
Visual. Mastery Progression Flow.

Within every badge, a playlist of learning activities will be designed as a pathway for the learning progression in a unit of study. The visual below shows just a snapshot of the initial learning activities in the badge.

Visual. A Playlist sample for a What is Engineering badge of a Basics of Engineering course.

And lastly, a list of lessons will be pre populated within each Learning pathway. Here is a sample of a 5th grade level Humanities class.

Visual. A lesson-based playlist list example.

Please refer to the Appendix E. Learning Systems and Learning Evidence Overview for detailed description of a curriculum blueprint based on Basics of Engineering course example in the video "Core Learning System Overview".

Coretime

Coretime instruction will take place in a blended learning environment on a rotation schedule for all grade levels. After initial diagnostic skills and academic readiness testing, students will be divided by skill levels into heterogeneous ability-based groups instead of the traditional age or grade levels. Every student will have three mini-blocks of Language Arts and three mini-blocks of Math per week, alongside 40 minutes of World Language and Math blocks every day. Social Studies and Science will be instructed within the project blocks. Each of these core subjects is detailed below.
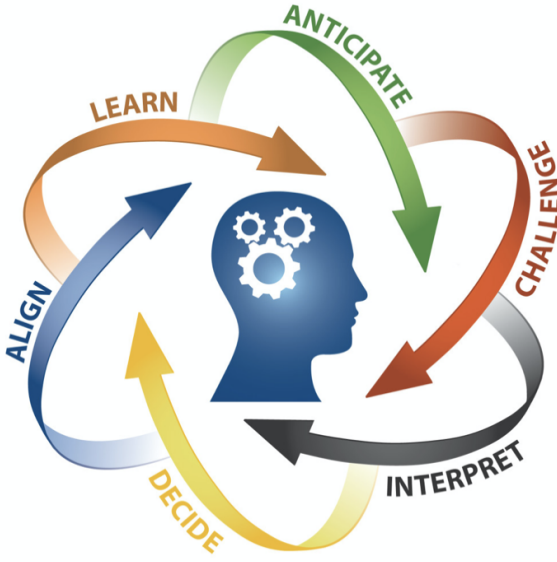
English Languages Arts

With automation and globalization, our new generation has to be able to adapt to different contexts learning from diverse sources of information. Within the Colorado Academic Standards (CAS) reading domain, students will read a variety of texts and utilize multiple media to acquire the information processing strategies and engage in analysis, synthesis, integration, evaluation, and interpretation. To prepare for challenges of future careers, our students will acquire processing and navigation skills of information source validity and credibility, direct or indirect biases and information target purposes. As stated in PISA Reading 2018 Framework, "Navigation is a key component of digital reading, as readers 'construct' their text through navigation." The Novastar team has created learning spaces and formats where students will have multiple opportunities for practicing their thinking and communication skills within the CAS speaking and listening domains: discussions, debate, socratic seminar, videos, podcasts, and more. Students will also develop their voice in writing cross-genre and cross-subject.

The Novastar academic team will provide an opportunity for our students to engage in their learning process and become life-long and self-directed learners by involving them into curricula co-creation. The wide choice of curriculum in Core Collection and teacher ability of authoring unique curriculum items provide for flexibility in co-creating personalized learning paths. The Core Collection ELA curriculum items are represented by a number of leading providers and specialized learning software, but not limited to, NY Engage, Florida Virtual School, Sophia Learning, Colorin Colorado, Utah, Education Network, IXL Learning, Common Sense Media, Annenberg Foundation, Knovation, University of Wisconsin, Washington State University, McGraw-Hill Education, PBS, and others. Personalized learning paths co-construction is described in the appendix E. LearningSystems and Learning Evidence Overview (videos) and E. KED Approach to Personalized Learning.

As our students are challenged by the world's interdependence and complexity, they need to develop necessary skills and global competence to become successful. Novastar ELA curriculum blueprints are built on the four blocks of knowledge, skills, attitudes and values within the four CAS domains of reading, writing, speaking and listening. With that in mind, our approach to constructing the blueprints is grounded in cross-discipline studies / projects overlaying and integrating science, social studies, arts, and technical courses, diverse media and learning modalities. Below is an example of a learning path overview with learning formats and a project scenario for a unit of study for a senior level of ELA course.

Instruction	
	Course organization Learning objectives are presented in the beginning of each week of study. Every lesson is introduced with success criteria or learning target. Lessons designed to engage students in the following activities: • Sustained Silent Reading • Reading workshop • Course discussions • Daily Journaling • Writing workshop • Collaborative project • Content review • Quizzes and exams.
Gear	
Click on the link to open district Curriculum Pacing Guides.	Pacing Guides

Visual. ELA Learning formats

Quarter 3 Essential Questions:
1. How does understanding different cultures help us understand the struggles of humanity
2. How is diversity represented in literature?
3. How do literary movements diversify the world's texts and provide access to new points of view?

Scenario: You are a literary critic who has been asked to write an analysis exploring how Romantic, Post-Colonial, and Modern literary movements were reactions to movements that preceded them. Your argument will also consider the extent to which today's literary texts (including novels, film, plays and other works) are both reactions to what preceded them and reflections of the influences of literature from previous times. In other words, your argument should explore the ways, if any, that current literature draws on traditional elements of literature from preceding movements and the innovative ways it extends beyond its predecessors.

Service Learning Project scenario:

Product: Students will write a literary analysis in which they explore the question of how literary movements are both a reaction to what preceded them and an extension from those previous literary movements. As they explore the texts that they studied, students will also extend their analysis to discuss how we see evidence of preceding literary movements (e.g., Romanticism, Post-Colonialism, and Modernism) in current literary works (to include film, plays and novels).

Your product can be presented in any of the following forms:

- Literary analysis paper
- Digital presentation (Prezi, Wiki, Glogster and etc.)
- Oral presentation (student-led discussion in a small group, speech, audio recording (Voki, Schoology, Voice Thread, and etc.)

Visual. ELA Unit of Study Scenario.

Examples of learning objects for elementary grade level students are shown below.

Visual. ELA learning objects for elementary grades.

Visual. ELA learning objects for advanced grades.

Mathematics

It is our inspiration to help children grow to their potential. We believe that every student is capable and talented. With that, we promote grit and perseverance in students by creating a Math curriculum that students can meaningfully engage and relate to. Our approach of growth mindset and carefully scaffolded learning provide every child with an opportunity to enjoy learning mathematical concepts and applications. Guided by the Program for International Student Assessment (PISA), Novastar academic team outlined the fundamental knowledge and skills to master Mathematics:

- analyzing complex problems and persevering to solve them;

- constructing arguments and critiquing the reasoning of others;

- using mathematical models to represent and reason about the structure in problem situations; and

- communicating results of their thinking in clear and precise language.

Our focus for the Math curriculum is in active engagement with Math concepts and mathematical modeling and application skills. The mathematical literacy definition cited below outlines the skills our students need to become successful global citizens:

"Mathematical literacy is an individual's capacity to formulate, employ and interpret mathematics in a variety of contexts. It includes reasoning mathematically and using mathematical concepts, procedures, facts and tools to describe, explain and predict phenomena. It assists individuals to recognize the role that mathematics plays in the world and to make the well-founded judgements and decisions needed by constructive, engaged and reflective citizens."

To reach the depth of knowledge and skills in mathematical concepts modeling and application as outlined in the PISA framework, we will create a Math lab available in online/offline modalities where students have access to a choice of curriculum items and tools for computational thinking. With every learning object in Core Collection tagged with Colorado Academic Standards (CAS), Next Generation Science Standards, and Colorado Essential Skills and Dispositions, our academic team will be able to effectively create unique units of study with integrated interdisciplinary materials. The process of personalization of learning and teaching is streamlined with in Core-LX platform, provided:

1. Core Collection with the generous choice curricula in Math (some of the examples are Sophia Learning, Khan Academy, NY Engage, Florida Virtual School, resources from National Council of Teachers of Mathematics, Houghton Mifflin Harcourt, Curriculum Pathways, TES Global, Texas Gateway, Mathisfun.com, Numbernut.com and more) (Picture 8. A snapshot of Math curriculum lists).

2. Sophisticated curriculum authoring tool.

3. Built-in assessment system supported by Learnosity and Data Systems.
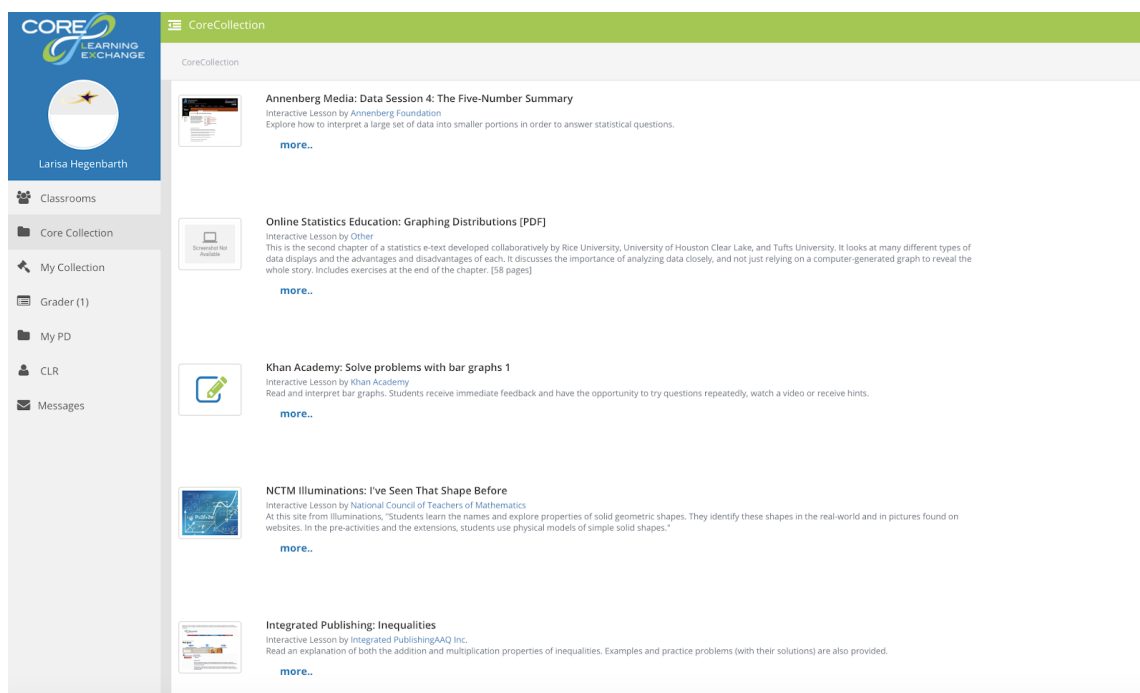
Visual. A snapshot of Math curriculum lists.

The framework mathematical concepts will include: number algebra, geometry, ratio and proportions, trigonometry, pre-calculus, calculus, statistics, economics and personal finance.

Science

The most engaging approach in teaching science is proven to be project-based learning (PBL) and the key to engaged learning is in scientifically proven and real time updated curriculum and content. With the Core-LX platform, Novastar teachers can meet both goals. Science being the cornerstone of the most academic disciplines, it can become an intersection of the building blocks of knowledge, evidence-based skills, models and theory where students also apply their attitudes and values in all science dimensions of learning.

Novastar will offer cross-curricula projects in biology, physics, chemistry, biochemistry, earth science, astronomy, and geology. Science curricula blueprints and content will be aligned with Colorado Academic Standards and Next Generation Science Standards. In building our curriculum, we continually solicit input from our parents who have expertise in science and are employed in scientific projects. We have conducted a number of interviews with such experts to identify the most relevant to the development of global science themes and projects. For example, an interview with the parent of one of our future school families, who holds a PhD in Chemistry and is engaged in one of the current medical research projects, revealed that innovative medical technology has to be incorporated into the studies of chemistry, and vice versa.

Visual. Science learning objects example.

Visual. Science learning objects for elementary grades example.

The Novastar academic team will work to bring the science curriculum to life by exposing our students to interdisciplinary research and modeling in earth and space sciences, life and social sciences, environmental science, and other fields. By giving the opportunity to continue science studies during the Opportunity Project, our students will employ and enhance their multi-literacy skills in research, mathematical computation, problem-solving, writing and presentation skills, and multimedia communication skills. Flexible learning spaces on campus and web-based personalized learning paths, including virtual reality (VR) labs, will foster an authentic, new-generation learning experience. (Please refer to appendices E Education Program, Schedules and Curriculum)

Humanities

To provide a complete and progressive education to our students, Novastar Academy team researched a number of curriculum options for the Social Studies block. Our choice of the Big History Project (BHP) curriculum as the foundational content for the curriculum blueprints would allow to integrate cross-discipline projects within the BHP "investigations" learning approach and framework. According to the BHP research summary as of 2017-2018 school year, between 90 and 95 percent of teachers expressed satisfaction with the curriculum quality and efficiency in

teaching multi-literacy (reading, writing, research, digital literacy, and more) through BHP themes and projects.

Taking the BHP curriculum as the foundational framework, Novastar academic team works to incorporate original materials and other supplemental applications via Core Collection. Some of those are:

- NASA, Smithsonian and American Museum of Natural History

- History.com and Teachinghistory.com

- The US Library of Congress and British Library, International Children's Digital Library

- University of Washington, University of Pennsylvania

- NuSchool and Knovation curriculum blocks.

By personalizing learning paths for each student, our teachers will create opportunities for the students to actively participate and take ownership of their learning by developing their collaborative skills and creativity through interdisciplinary themes across cultures, time and media. Knowledge and understanding of history are important steps in the development of identity and global competence in our children. Students will experience learning through arts, myths and religions, philosophy, geography, literature, and science. With building their knowledge block of global competence in studying governments, economic systems, and cultures and social psychology, our students will develop the skills of analysis, critical thinking, evaluation, as well as attitudes of empathy, respect and valuing of diversity.

World Languages

Integration of social studies into the academic foreign language course serves the purpose of raising the bar from gaining basic foreign language skills to intercultural knowledge, understanding, and analytical skills as outlined in PISA 2018 Assessment and Analytical Framework. It is impossible to study language without context. With that, our academic team has developed a World Language block that will include the language, culture, history, economic and political systems of the studied languages' countries and regions. That knowledge and skills are necessary for our students to become successful in their careers and life.

We have designed an innovative way to study a foreign language. From the years of experience in bi-lingual / ELL classrooms and curriculum writing, the academic team came to an understanding that we need a new approach to teach a language if we want our students to reach an academic level of language acquisition. Novastar Language Learner Path is a new methodology that presents a combination of the most effective teaching practice:

- structure language instruction approach by Ellen Levy and Susana Dutro

- language through performance or "activation" method by Galina Kitaygorodskaya

- partial language immersion methodology piloted and successfully used in many charter schools (Global Village Academy, Denver Language School and others).

Through the process of new approach development, the Novastar team solicited the advice and guidance from Anastasiia Demina Ceron, PhD in Linguistics and an experienced international educator of languages (English, German, Spanish, French, Italian, Russian and Farsi). World Language learning paths are co-created with our students just like other subjects curricula. We will utilize a number of innovative language acquisition technology (Lingvo, Duolingo, memory games, etc.) and advanced technology of AI (Artificial Intelligence) and VR (virtual Reality) to facilitate accelerated acquisition of the foundational language skills in speaking, writing and reading. Language learning technology will allow students to engage higher cognitive levels of application, context, and evaluation. The skills of intercultural knowledge application and evaluation within global competence building blocks will be taught throughout a blended learning model where technology enhances the learning process and the language expert and instructor customizes content by drawing on the studied language original materials and texts. Curriculum will be authored by language experts with the help of Core-LX Core Collection, Rosetta Stones, The School of Kitaygorodskya thematic units, and teacher-authored materials.

Labtime

Learning Lab time is designed as a flexible blended learning model. It is the time to provide an opportunity for expanding students' interests and studies on a selected subject. It could be the field, theme, or topic they would like to explore in addition to the Opportunity Project research and studies. For all students, that time slot is open for additional studies on the World Language selected for global competence credential or any tutoring / independent work needed.

Labtime classes will occupy 50 percent of instructional time with the Electives and CTE courses available by student's choice. Elective courses, being essential to a Whole-Child development, are selected and developed with the teams' and students' input in Core-LX platform on foundational curriculum blueprints. Content experts and teachers will be customizing the course's blueprint to personalize every student's learning experience by creating their own learning path to reach their goals. (Please refer to the appendix Education Program>Curriculum>Systems Overview>Research Based Approach>KED Approach to Personalized Learning to learn more about the curriculum co-constructing processes).

To prepare our students to become innovative and critical thinkers and collaborators with skills in digital, financial literacy, civics, mindfulness, health, entrepreneurialism and creativity, we create a new learning space and ecosystem where students are able to develop their own capabilities, abilities, and passions. With student agency and ability to co-create and engage in self-directed learning through Electives Courses, students have a unique opportunity to identify their future professional learning tracks. Built in the daily Labtime schedules, our Electives choice

programming and Career and Technical Education (CTE) tracks allow our students to better prepare for life and careers in a global world.

All Labtime classes will be taught during 221 or 155 minute project blocks (A/B and C/D and will be STEAM-infused. Students will have the opportunity to select between a choice of STEM courses such as basic engineering, coding, and web design to give a few examples. Students will also select between Visual and Musical Arts courses for their Arts Electives. Opportunity Project, Mentorship Path and Character Education are part of the Labtime instructional time category.

Electives

By hiring teachers with dual license endorsements and engaging in the curriculum creation process with our talented parent community experts in Arts and business, we planned for a versatile Electives program starting the first year of the school's operations. We aim to create curriculum blueprints for the following Electives choices: Creative Arts: Musical Arts, Visual Art and Arts Applications, Multimedia Arts, Design; Health and Wellness: Martial Arts, Gymnastics, Dance, Yoga, Mindfulness

Career and Technical Education Tracks

In keeping with our philosophy of student agency, Novastar Academy created a special block in the schedule dedicated to a specialized CTE tracks choice. Students will select and pursue this elective for the whole semester or a learning block (B through F blocks) with the option to change topics/tracks during the next learning block. CTE tracks are taught on Fridays during the Opportunity Project block.

As mentioned above, the Novastar founding team has developed working relationships with a number of local, national, and international businesses with a perspective to attract field experts to mentor and instruct our students through CTE tracks as well as work-based learning experiences, including internships and apprenticeships.

Novastar vets industry partners based on their alignment with and capacity to integrate with our pedagogical and curriculum choices. For example, Novastar will partner with Spark Mindset, Inc. to provide a Cybersecurity pathway to students. Spark Mindset's program offers mentorship, industry credentials and culminates in the opportunity for an apprenticeship with cybersecurity firms throughout the United States. Partners that provide rigorous instruction as well as mentorship and work-based learning set a precedent for high-quality CTE pathways that provide students with tangible post-secondary opportunities. (Please refer to the Appendix D. Partnerships>Spark Mindset Intent to Partner)

Within the CTE tracks, Novastar curriculum items and playlists are organized in career clusters (see appendix E. Educational Program>Curriculum>Career Clusters). Colorado Department of Education identified the following Colorado Career Clusters:

- business, marketing, public administration

- agriculture, natural resources and energy

- STEM, Arts, design and informational technology

- hospitality, human services and education

- health, science, criminal justice, public safety

- skilled traders and technical sciences.

Novastar has access to the CTE courses that are fully developed and vetted by the industry experts and available via Core-LX system. Some courses examples are listed below not an all inclusive list):

- Basic Engineering

- Introduction to Home Construction

- OSHA | Introductions to Construction

- Design | Webdesign

- Business Ethics and Leadership and more.

A list with Core Collection 100 top CTE course and curriculum publishers is available in appendix E. Curriculum>Outside the Core Collection. There are numerous open education resources (OER) that can be tapped into and adapted to Novastar CTE tracks. (Complete curriculum list is provided in the appendix E. Curriculum>Core Collection)

Opportunity Project

Opportunity Project is a weekly time allotted to the exploration of cross-curriculum projects and research on the topics of students' interests. This time will mirror the Genius Hour format that allows students to explore their own passions and to encourage creativity in the classroom:

"The teacher provides a set amount of time for the students to work on their passion projects. Students are then challenged to explore something to do a project over that they want to learn about. They spend several weeks researching the topic before they start creating a product that

will be shared with the class/school/world. Deadlines are limited and creativity is encouraged. Throughout the process, the teacher facilitates the student projects to ensure that they are on task."

The Novastar academic team emphasized the importance of building self-regulation and metacognition skills for our students. With that, we devoted the Opportunity Project time on Fridays as uninterrupted independent and collaborative learning time. Our students are given the choice of themes and modalities to research, design, create and pilot/test/implement their interdisciplinary projects. Our goal is to teach our students the process and skills of design thinking, a research-based blueprint for innovation. During that time, teachers will guide student research through the experiential learning cycle. (Please refer to the appendix E. Education Program> Curriculum>Opportunity Project.)

Examples of Opportunity Projects could be a research on 3D printer technology development, design thinking cycle for a 3D product for a specific purpose, application of the design to product creation, presentation of the work, and printer products to the class as a special technology showcase.

Integrated into the Opportunity Project are character-building curriculum components, fundamental to our global citizenship philosophy. These include:

- The time assigned for systematic work on soft skills, global competence attitudes and values, and building up of the core values necessary for success in future college and careers. Please refer to OECD Education 2030 framework for building blocks of attitudes and values.

- Community-based learning / service learning projects could become part of the Friday Opportunity Project to expand the formats of the PBL approach. Teachers and mentors will work with the students, families, and community to create new opportunities in teaching and learning (more on design thinking cycle for community collaborative projects presented in section K. Parent and Community Involvement)

- Opportunities for students to expand their interests and studies on a selected subject. It could be the field, theme, or topic they would like to explore in addition to the Opportunity Project research and studies. For all students, that time slot is opened for additional studies on the World Language selected for global competence credential.

Teachers will provide the choice of themes and topics and guide student research through inquiry questions. Students can select a topic to research and build a project for up to one semester long. In an Opportunity Project, students will:

- Identify research essential questions

- Develop research databases and write research analysis

- Create a cross-curricular project based on conducted research

- Revise, review and publish the project in a selected media format

- Present what they have learned to others.

Student Mentorship Paths

Student Mentorship Path time is 35 minutes daily plus 40 minutes every Friday time allotted daily for peer or one-on-one mentoring, advising and coaching. That special time is devoted to meeting any needs a child might have, from cognitive to socio-emotional development. Students will schedule appointments, or a teacher might create an appointment for a student. Mentorship Path is the time for targeted interventions per need. A detailed description of Mentorship Path processes is provided in the Mentorship Path subsection of the application and appendices. Novastar Academy offers a unique methodology of Student Mentorship Paths (SMP) with its own processes and content. It includes life skills, career readiness and social-emotional learning. (Please refer to Appendix E. Student Mentorship Paths for the description of the system)

Student Mentorship Paths (SMP) is one of the unique Novastar systems designed to facilitate the development of self-regulated learners who are motivated and curious, have mastered learning (cognition) and have a range of personal strategies leading to successful learning outcomes (metacognition). But in addition, mentorship will enhance and enable social emotional learning, life skills, and 21st century career readiness skills such as conflict resolution, peer mediation, collaborative negotiation, and stress management strategies.

Critical to any mentorship is for students to set their advantageous goals. We see a hierarchy of goals:
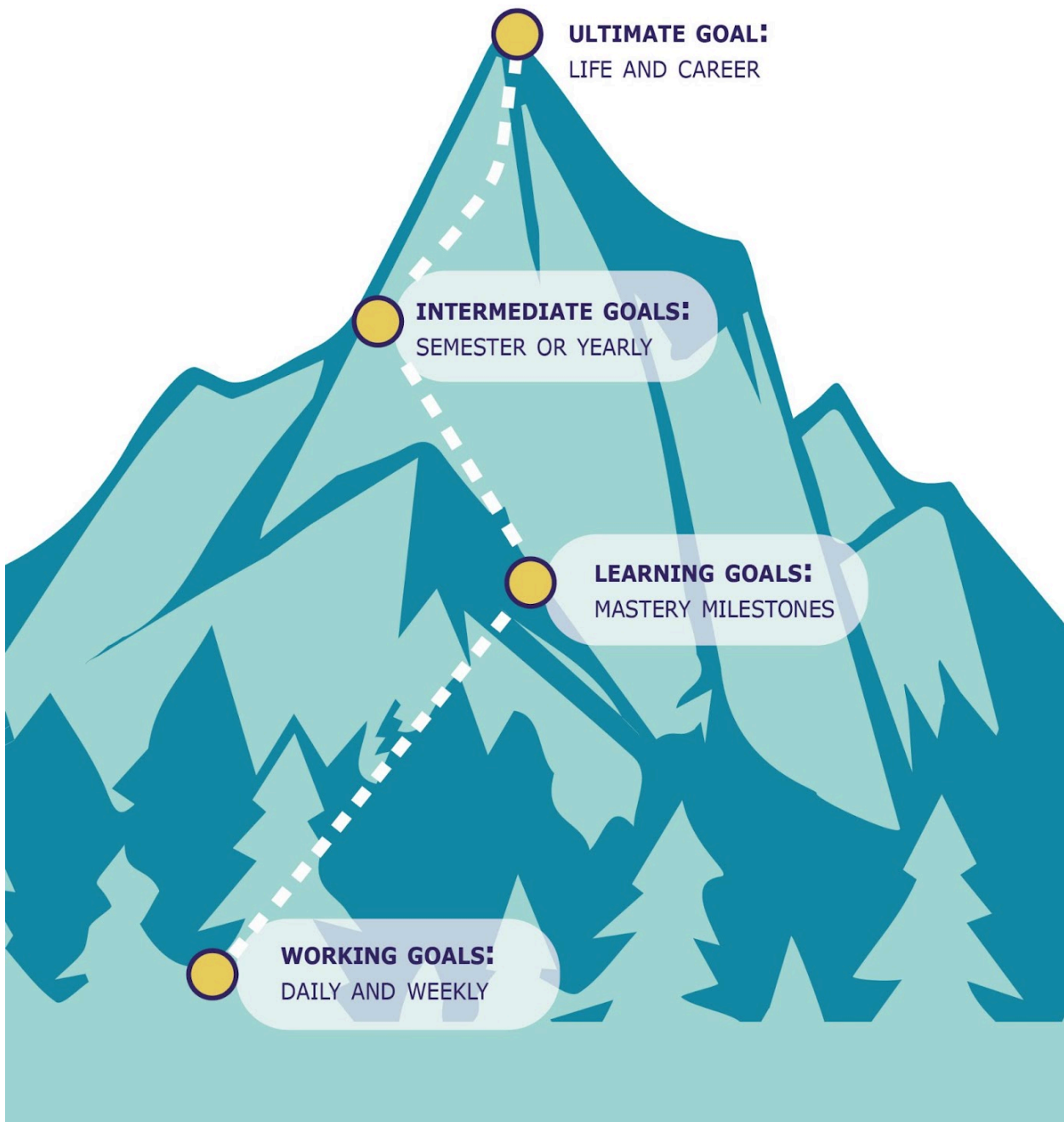
Visual. Hierarchy of Goals

- Ultimate goals: the student's ambition for when they leave school – this might be a career or lifestyle goals. This will stimulate discussions and research into careers.

- Intermediate goals: this is where students translate their long-term goals into semester and yearly goals.

- Learning Goals: these provide the visible curriculum for students so they know week on week out the learning that will take place and which they need to master.

- Working Goals: these are the tasks that students could complete to demonstrate mastery or

competence. Built into these will be the success criteria that enable students on a day-to-day basis to correlate their progress with their ultimate and intermediate goals.

The expectation is that students will present their ultimate goals, reflect on progress to date and talk about the successful strategies they have used and will continue with to reach those goals. In other words, they will initiate action towards those goals. This will be a presentation to their mentor, and their parents and will lead to a personalized learning plan. This then provides the template for the mentorship. This creates student ownership and then with coaching by the mentor along with their continuous support and advocacy, students can develop that agency which enables them to take charge. It is by those regular discussions that they create self-regulation and move from cognition to metacognition. Inevitably students will reflect on their progress and strategies as they amend their interests and ambitions. This will be done formally twice each year.

The graphic below represents Novastar holistic approach to mentoring and coaching. Although the key relationship is that between a designated teacher and a student, peer to peer support is equally important and on a day-to-day basis peer critique will be used as a formative tool. As the school grows through the grades older students can be trained as peer coaches for younger students alongside the teachers to bring valuable capacity and a different perspective and inspiration for students.
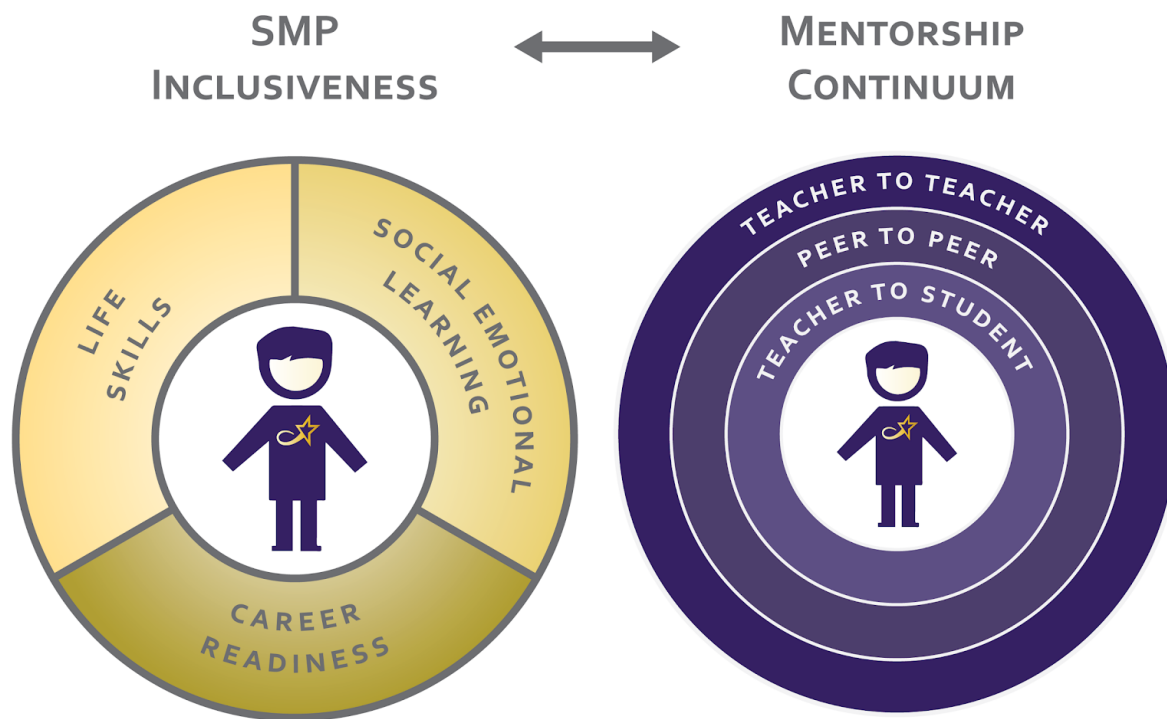

Visual. Mentorship Path System

Building on the blocks of attitudes and values outlined in the global competence framework, Novastar identified the three additional SMP program design elements: life skills, career readiness skills, social-emotional learning.

Individual development cannot be understood without reference to the social and cultural context within which it is embedded. The concept of mentorship continuum is founded on the Socio-Cultural Theory developed by Lev Vygotsky that emphasizes the social influence on the cognitive development of a child. Per Vygotsky, "adults transmit their culture's tools of intellectual adaptation that children internalize" and that "much important learning by the child occurs through social interaction with a skillful tutor. The tutor may model behaviors and/or provide verbal instructions for the child in a form of a cooperative or collaborative dialogue.

The Novastar founding team experience in adult and secondary education confirms the validity and value of the theory. With that theory and practice, our SMP creates a continuum of social relationships based on advisory, mentorship and coaching processes. In the Novastar SMP, every student and every teacher will be assigned a mentor who will guide the student from the first year to the end of the education journey with the school.

The Core-LX platform will house a SMP Playlist with the sequences of learning steps, personal targets, and growth goals. This gives students and mentors a valuable framework for coaching conversations because SMP is organized in the same manner as a personalized learning path, which makes it function-able to be used for both staff and students in Core-LX. It allows mentors to adapt SMP to student's learning needs and style, and their growth goals by selecting relevant materials and tools. Below is an example of a quest-based curriculum from Core Collection focused on character development for elementary grade level students. Novastar teachers will be able to utilize the vast collection of SEL curriculum resources co-designing SMP playlists for each learner.
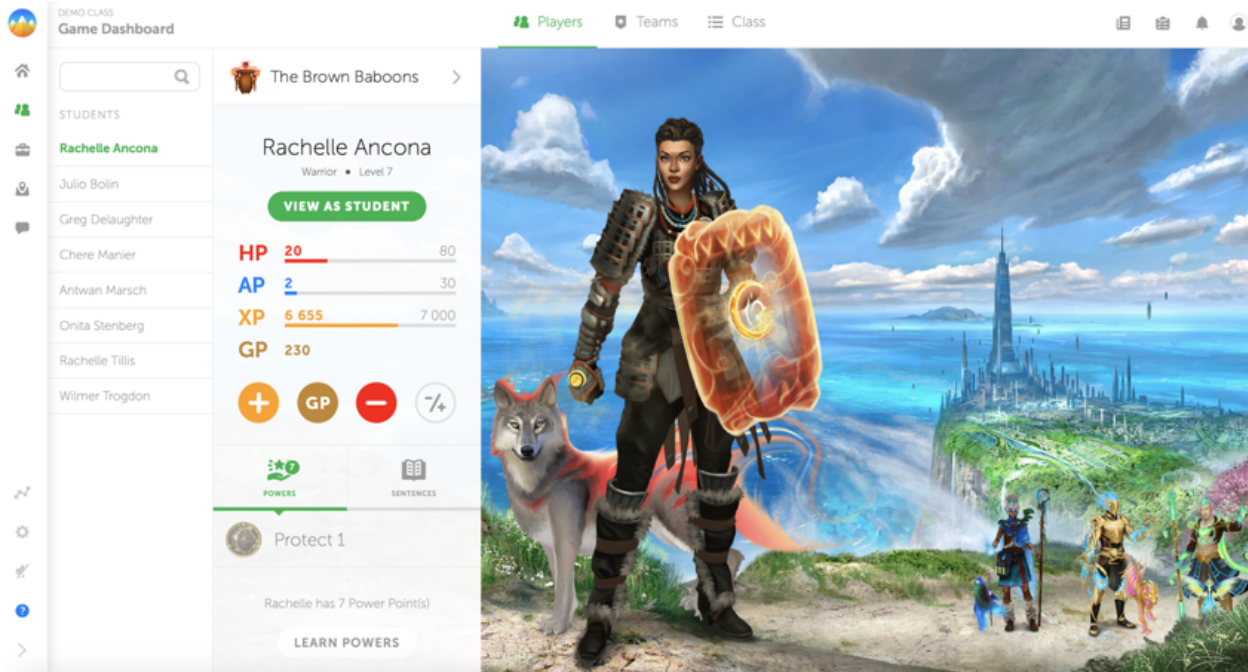
Visual. SEL learning playlist example.

A mentor will have a cohort of no more than 10-14 students. SMP meetings with students individually for advisory/mentorship/coaching sessions will take place Fridays during 8:10-8:55AM Mentorship "hour" and 1:45-2:30PM Learning Lab time. That will allow for at least 23 minutes of one-on-one coaching on a weekly basis. Friday's schedule is organized as the Flex blended learning model to afford flexibility for SMP and Opportunity Project work. (Please refer to Hybrid Blended Learning subsection) A special slot in Friday schedule is devoted to Character Education block with SEL and life skills integrated curriculum organized in projects.

Before the opening year, every teacher and school staff member will be trained in SMP curriculum and coaching strategies. Annual professional development and induction program will include specialized training for the SEL, life skills, and career readiness skills teaching.

As students get older and explore CTE pathways, opportunities for and the shape of mentorship can change. As students explore pathways and gain access to work-based learning opportunities where they will regularly interact with adults from their field/industry of focus, their mentorship will become postsecondary and career-readiness focused. To achieve this, Novastar partners with organizations and businesses that offer mentorship as part of their training provider model.

Curriculum Platform

Though rigorous academic instruction and a whole-child education to create global competence for college, career, and beyond. Novastar Academy believes the path to building academic and global competence in our students lies through a "comprehensive, interdisciplinary and responsive

approach to scientific and technological knowledge" curricula.

With the goal of creating a blended learning environment with the flexibility of online/offline modalities, the Novastar Academy team has reviewed and evaluated several learning management systems during the span of the last three years: Canvas, StrongMind, Schoology, KED custom learning platform, and Core Learning Exchange. The team has outlined the criteria for the school's future systems with a high expectation of a learning system to seamlessly integrate all aspects of education programming. Core Learning Exchange platform has met the criteria with the following functionality features:

- A versatile selection of curricula

- Ability to personalize curriculum by creating learning object

- Authoring toolbox to create custom curriculum items

- Ability to update and modify curriculum items in real-time

- Built-in student and parent portals

- Integrated assessment system

- Integrated reporting, gradebook, and classroom management systems

- Seamless integration with the CAS SIS, Infinite Campus

- Ability to integrate (plug-in) curriculum items/learning objects from other digital platforms and websites (e.g., to plug-in a course from Schoology)

- Ability to provide teacher training and professional development within the platform

Core Learning Exchange, a Novastar Academy partner, has been developing a universal educational platform that would become a one stop shopping for curriculum creation, editing, student assessment, double-loop learning feedback, student informational portal and more. That is a truly intuitive and adaptable system that would allow all stakeholders to tune in and monitor student academic performance and progress toward their goals according to their personalized learning plans. The school founding team started building relationships and partnerships with local businesses in order to facilitate the creation of internships frameworks, industry certificate programs, and recommendations for the school CTE programs aligned with CDE graduation requirements. To view the system description vidoe, refer to Appendix E. Curriculum

To allow for curriculum to be created with content that is aligned with the four dimensions of global competence and Colorado Academic Standards, Core-LX provides a curated collection of thousands of Open Educational Resources (OER) in partnership with Knovation Content Collection. On average, about eight to ten hand-selected courses by content curators OER learning objects would match each Common Core standard. (Please refer to appendix E.

Education Program E. Curriculum E. Core-LX list of OER) Picture. Core-LX Curriculum Options provides a snapshot of OER list interface)
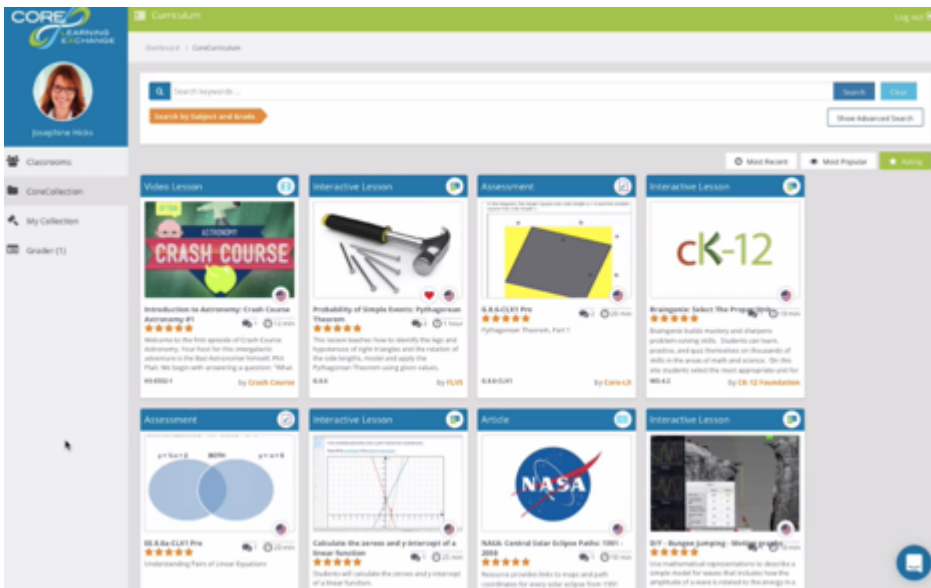
Visual. Core-LX Curriculum Collection.

Novastar Academy academic team will collaborate with Core-LX curriculum specialists and experts in the field to design and develop curriculum blueprints for personalized mastery-based learning progressions. The system's design tools are used to create learning progressions organized in digital badges. Each badge represents a milestone in the mastery of knowledge, skills, attitudes and values. Students earn the badge when they produce verifiable evidence of mastery.

Visual. Badge stack example.

Each badge has a rubric that clearly defines the performance indicators and each performance indicator has an associated proficiency scale measuring levels of mastery. In Core-LX, students are asked to do periodic self-evaluations of their levels of mastery on each performance indicator and when they are below proficiency, they are required to articulate a strategy for how to make incremental progress. Students and assigned mentors work through that process with the student during allotted time of the Mentorship Path (Friday Schedule). When a student makes a claim of proficiency or mastery, they are required to justify the claim with evidence that is created in school, or outside of school including work-place and community learning. All student self-evaluations are countered with teacher evaluations.

One or more playlists are associated with each badge providing students choice in instructional strategies. Well-designed playlists lead the student to mastery using a blend of instructional modalities to build up the depth of knowledge (DOK) from the first introduction to a capstone event that produces evidence of mastery. Playlists are composed of re-mixable, modular "learning objects" that encapsulate blended learning opportunities. The learning objects used in playlists are drawn from "Core Collection", a library of curated learning content sourced from open educational resources (OER), commercial providers and teacher-generated content. Where there are gaps in the content, Core-LX provides teachers with a toolkit of professional instructional design.

Visual. Playlist Example.

The platform integrates the Learnosity Assessment platform and comes loaded with Key Data Systems item banks and a collection of pre-formed assessments. Teachers are provided Learnosity Assessment authoring tools to create original assessments. The platform provides both a traditional grade book and a mastery-based Comprehensive Learner Record that is a combination of a portable digital transcript and life-long learning portfolio.

The challenge of bringing the secondary school levels curriculum up to global competence world standards is in availability and accessibility of current information on global issues and research, cross-subject and cross-cultural content, socio-emotional learning (SEL) of our students, and modalities of communication. To meet the challenge the Novastar Academy team developed Student Mentorship Paths methodology and character education curriculum built into the personalized learning paths within the Core-LX. (For more information and in detail description of the platform please refer to Appendix E. Core Learning Exchange)

Digital Portfolios

As students work through and achieve learning targets along their personalized learning paths, they earn mastery level badges. Badges document evidence of learning and mastery of skills, attitudes, values and content accumulated by students as they work through activity playlists that include frequent opportunities to expand their knowledge and practice new skills.

Visual. Learning Progressions: Badges.

Novastar Academy will utilize the Core-LX platform to create individual student e-portfolios that capture and display evidence of competencies mastered. Digital portfolios will include artifacts created and recorded in multimedia formats and modalities: photos and videos, augmented reality (AR) recordings, websites, presentations and documents. The portfolios conform to the IMS Global Comprehensive Learner Record (CLR) which is a portable digital transcript and portfolio. For high-schoolers, the CLR also serves as a portable digital transcript. When students graduate, they will take their CLR with them and be able to curate their accomplishments and present to employers or at college entrance interviews. Where appropriate and possible, students will be able to earn IMS Open Badge compliant micro-credentials for industry recognized certifications. (Please refer to E. Educational Program E. Curriculum E. Core Learning Exchange Systems Overview appendix for the systems overview materials)

The Core-LX system tags learning activities with academic standards (CCSS, Colorado State Standards, Work Readiness Standards, and NGSS), automatically tracks what standards have been covered and generates reports showing completed learning and work by standard. This provides a means of understanding the density of coverage for each student for each standard/competency. (Mastery-Based Learning framework description is located in Instructional Strategies section)

Badges allow students to showcase their mix of technical, academic and career readiness skills. For example, a specialized Visual Arts badge stack may be created to document evidence of mastery of the technical skills related to the use of digital design tools, career readiness skills including professionalism, collaboration and critical thinking and academic skills, including reading and writing business documents. All the accomplishments are recorded in the CLR and can be used for demonstration of high school graduation requirements completion or as college entrance portfolio presentation.

Please refer to Appendix E. Educational Program: Curriculum and Alignment. Digital Citizenship and Technology Best Practices for Novastar guidelines for digital learning and technology best practices.

Instructional Strategies

In order to provide a world-class education, the Novastar Academy team has incorporated researched-based instructional methodology. Young people can achieve more than they think is possible. To start on a successful educational journey with Novastar, students need to learn how to be self-regulated learners first. They need to be invested in their learning outcomes. There are three elements to the acquisition of self-regulation skills: cognition, metacognition, and motivation.

Being supported to set clear challenging and realistic goals and to develop the learning skills requires both mentorship and effective, and sometimes innovative pedagogies. Recognizing that all learners are different and will, therefore, have a range of preferred learning strategies and ambitions means that teaching must be personalized and differentiated. We know that when learners feel they have some control over their learning journey they are more motivated. And when we adopt consistent teaching and learning protocols students experience an enhanced capacity to learn and to develop skills, confidence, and curiosity.

Our instructional model is based on the following methods and approaches:

- Personalized Learning

- Developing Student Agency

- Project-Based Experiential Learning

- Mastery-Based Learning

- Culturally Responsive Teaching

- Hybrid/Blended Learning Environment
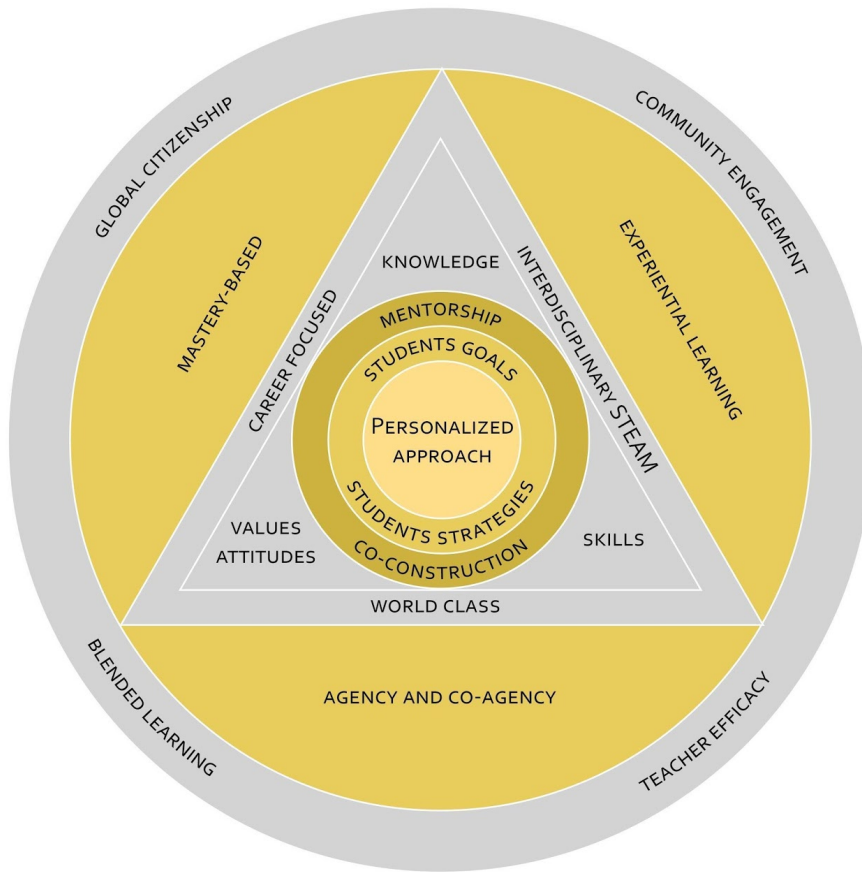
Visual. Novastar Pedagogy

Personalized Learning Approach

Outlined by David Miliband, personalized learning can be described as "...high expectations of every child, given practical form by high-quality teaching based on a sound knowledge and understanding of each child's needs." Novastar Academy envisions personalization of learning at the core of our pedagogy.

True personalization of learning happens when the following conditions are created:

- curriculum content and delivery systems are flexible enough to be adapted and change to meet the needs of students

- school's community and students have a voice and choice in curriculum content

- pedagogy and organization of learning is based on student agency

- students are coached in development of their self-regulation and metacognition skills.

Novastar Academy has been inspired by and affiliated to the Kunskapsskolan (KED) global network of schools in order to develop and implement personalized systems for learning and teaching. For more than two decades KED network has successfully implemented equitable and quality education on the five continents, including Sweden, UK, USA, and other countries. Novastar Academy recognizes four elements to frame a successful personalized approach:

- Opportunities to be independent and make choices,

- fundamental knowledge is secure

- transparency of learning and assessment

- self-regulated learning skills
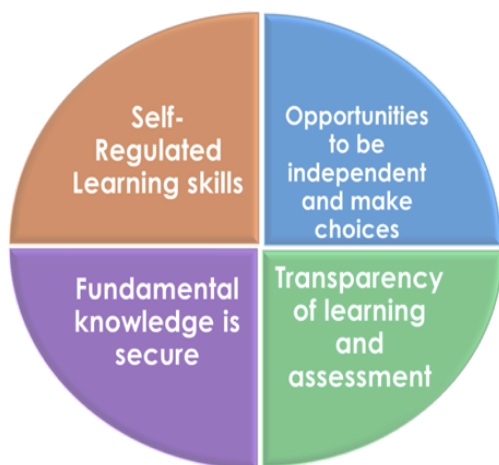
Picture 3. Personalized learning at KED

According to KED education philosophy, " Personalized Learning is a process through which self-regulated learners take responsibility and ownership of their learning. These students have the skills to personalize the learning for themselves. Learners may follow a common curriculum but they will use different learning strategies to reach their personal goals."

The four elements of KED personalized learning model are incorporated into Novastar systems of curriculum, pedagogy and structures for learning:

1. We understand that without gaining a secure fundamental knowledge of concepts, students won't be successful in developing higher level thinking skills such as critical, problem solving, creative, application and other higher-order skills. We believe that every subject area has a set of key concepts and knowledge that have to be mastered to provide the framework for problem solving, and creativity. We created a daily schedule where about 50% of instructional time, Core-time, is devoted to the building blocks of knowledge and

skills in core subjects (Mathematics, Science, Literacy, Social Studies). Learning is organized to ensure every student receives a solid foundation of knowledge before moving on to application developing higher order thinking and global competence skills. With mastery-based pedagogy, assessment for knowledge is not just tied to a task completion but rather to understanding. (Assessment systems are discussed in section F. Plan for Evaluating Pupil Performance)

2. By creating student-centered curriculum and instruction, we can create schedules that allow teachers to facilitate learning instead of just delivering content. These are the times where learners have a chance to work more independently. Teachers will also facilitate collaborative and peer learning, along with creating personalized learning experiences for every student. Most important, by enabling personalized learning pathways, students will be expected to actively participate in the design of their learning by selecting resources and materials that support their learning styles and connect with their interests, passions and aspirations/ goals. That process of co-creating curriculum items / learning objects and learning targets is foundational for personalization of learning. When students are engaged in the process of developing their personalized learning paths, their sense of "control belief" confirms their ability to control achievement, which in turn increases their motivation. The same transparency is implemented in formative assessment processes when students also self-assess their achievement utilizing rubrics with clear criteria for learning targets. The formative assessment toolbox includes: self-evaluation, peer assessment and critique, collaborative assessment for small-group projects, and self-grading.

3. To take ownership of their learning, students need to become Self-Regulated Learners (SRL). There is an extensive research body summarizing 15 factors associated with SRL and its impact on student achievement: students with successful SRL are proactive in their efforts to learn and are aware of their strengths and limitations. (Metacognitive). Novastar Mentorship Paths methodology was developed to explicitly teach and model SRL skills to our students. (Please read more about methodology in the subsection Mentorship Paths.)

4. The curriculum framework section below describes the process details with how students' diagnostic test results and initial performance, as well as an interest survey, will be used in creating a personalized learning path for every student. These results will also be used to help teachers identify the instructional materials, software, resources, and schedules students would be using in their learning for each semester. Along with the school design foundation of the hybrid blended learning approach, Novastar Academy has incorporated the instructional elements that will be built into the daily schedules in support of personalized learning. These elements include:

 Personalized Learning Paths (PLP) for every student utilizing the choice of learning materials and tools. PLP is the structural frame that will provide students with voice and choice within their learning by enabling them for co-creation of their learning journeys with their teachers and mentors.

 Student agency the learning process (curriculum and PLP co-creation). Student agency in Electives will allow students to have an opportunity to try different subjects within the school choice of an elective. All subjects offered at Novastar Academy are categorized by Core and Elective courses. Core subjects are Literacy in English, Literacy in World Language, Math, Science, and Social Studies. Electives courses will include classes in Science, Technology, Engineering, Opportunity Project, Visual and Musical Arts.

 Opportunity Project provides the workshop based and independent learning time every Friday. Students will continue developing their SRL skills during the research, collaboration, and product creation for each Opportunity Project.

Developing Student Agency

"Student agency for 2030 is rooted in the belief that students have the ability and the will to positively influence their own lives and the world around them. Student agency is defined as the capacity to set a goal, reflect and act responsibly to effect change." A simplified definition can be found on Education Reimagined portal adding the fourth dimension of self-efficacy.
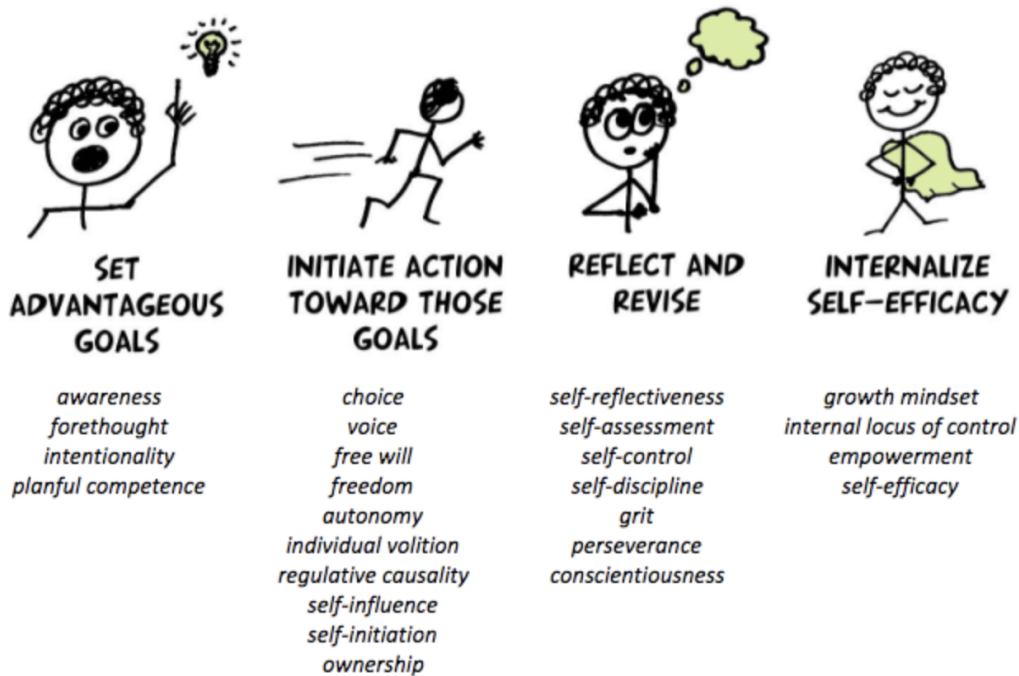
Picture 4. The Four Components of Student Agency

Student agency has to be developed systematically and methodologically as it permeates every aspect of context: "Agency can be exercised in nearly every context: moral, social, economic, creative. For example, students need to use moral agency to help them make decisions that recognize the rights and needs of others. While a well-developed sense of agency can help individuals achieve long-term goals and overcome adversity, students need foundational cognitive, social and emotional skills so that they can apply agency to their own – and society's – benefit."

The following four components are incorporated into Novastar pedagogy and more fully developed below in the mentorship section. It pervades every aspect of the way we work encouraging students to make the decisions as to how they reach their goals by teachers asking challenging questions rather than always prescribing learning paths.

Project-Based Experiential Learning

Project based learning (PBL) is a popularized teaching approach that has been very successfully utilized in a number of formats and schools Because PBL is inclusive of student voice and choice and experiential learning cyclical process, it can use a range of pedagogical protocols. To meet our objectives and deliver a curriculum that provides students with a comprehensive and coherent education, Novastar will utilize this project-based pedagogy as a learning framework. We have created a distinct dramaturgy that enables us to map not just subject knowledge and skills but the wide range of personal skills, values and attitudes that is incorporated in the school's values and mission.

Each theme will have clear objectives and learning targets that students must master to be able to apply their learning to solve problems or create new solutions to a project mission. Students will then need to be able to present their ideas in a range of ways to a range of audiences and receive critical responses from peers, mentors, teachers, and the wider community before finalizing their ideas. Students will be expected to co-construct their presentations and find the most appropriate way to reflect the learning targets.

The dramaturgy creates a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation (utilizing the tools of a flipped classroom and hybrid blended learning). The teaching toolbox includes the following strategies: Socratic seminars, authentic discussion-based learning, guided instruction, teacher and student led small group sessions, Design-Thinking Protocols, modeling, mentorship and coaching, and one-on-one tutoring. Along with Novastar teacher teams will be creating rubrics within Core-LX to outline mastery progressions and criteria.

An experiential learning approach is integrated in this project-based approach. Learning from experience is a path to acquiring life-long learning skills. Novastar Academy personalized learning pedagogy is focused on development of self-regulation and metacognition. The project phase of the dramaturgy of our themes is essential in developing these skills. According to Kolb's theory, the cycle of experiential learning can be depicted as the transitioning between concrete experience, reflective observation, abstract conceptualization and active experimentation. This will provide a conceptual framework for our theme creation.

1. Concrete Experience - a new experience or situation is encountered, or a reinterpretation of existing experience.
2. Reflective Observation of the New Experience - of particular importance are any inconsistencies between experience and understanding.
3. Abstract Conceptualization reflection gives rise to a new idea, or a modification of an existing abstract concept (the person has learned from their experience).
4. Active Experimentation - the learner applies their idea(s) to the world around them to see what happens.

The cycle is in line with OECD Education Framework 2030 Anticipation-Action-Reflection (AAR) cycle, which is an interactive learning process whereby learners continuously improve their thinking and act intentionally and responsibly, moving towards long-term goals that contribute to collective well-being. Through planning, experience and reflection, learners deepen their understanding and broaden their perspective.

The research tells us that:

- Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.

- Experiences are structured to require the learner to take initiative, make decisions and be accountable for results.

- Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.

- Learners are engaged intellectually, emotionally, socially, soulfully and/or physically. This involvement produces a perception that the learning task is authentic.

- The results of the learning are personal and form the basis for future experience and learning.

- Relationships are developed and nurtured: learner to self, learner to others and learner to the world at large.

- The educator and learner may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of experience cannot totally be predicted.

- Opportunities are nurtured for learners and educators to explore and examine their own values.

- The educator's primary roles include setting suitable experiences, posing problems, setting boundaries, supporting learners, insuring physical and emotional safety, and facilitating the learning process.

- The educator recognizes and encourages spontaneous opportunities for learning.

- Educators strive to be aware of their biases, judgments and pre-conceptions, and how these influence the learner.

- The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes.

Novastar teams will incorporate the seven essential project design elements in every projects framework:

Picture 4. Essential project design elements

Mastery Based Learning

We will implement a mastery-based structure that embeds as key principles, a focus upon equity and global competence. Mastery-based learning refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. The key elements of mastery-based learning pedagogy include :

Students advance upon demonstrated mastery where they can see visible success criteria so they know what good outcomes and competence look like.

Competencies include explicit, measurable, transferable learning target/objectives that empower students. When students can see how they can improve they will strive for a higher standard.

Students receive timely, differentiated support and feedback based on their individual needs and perceived progress. Our ambition is that all students will achieve mastery in each task and stage and as such teachers will differentiate and personalize their support to ensure this happens

Assessment is meaningful and a positive learning experience for students and is seen as an integral part of learning,

Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

The Mastery-Based learning cycle is built-in Core-LX.

Picture 7. Core-LX Mastery-Based Learning Cycle

The research of Benjamin Bloom demonstrated that students who are assigned challenging but achievable learning targets, with instructional delivery tuned to their learning needs, are intrinsically motivated to engage deeply. They learn faster and retain more.

The key to cutting-edge content is the teacher's ability to create and update their response to learners in real time. To achieve this goal, the Novastar Academy's instructional team will collaborate with Core Learning Exchange ("Core-LX") to develop a mastery-based, academic program where teachers can, in real time, update and create lessons that are aligned with Colorado Academic Standards, Next Generation Science Standards, and Colorado Department of Education Essential Skills and Dispositions Framework. But in addition, teachers will make sure that their planning allows for personalized attention to individuals and groups.

Teachers will use a variety of curriculum providers and materials through the Core Learning Exchange platform including, but not limited to Core Knowledge Language Arts, Engage New York, Sophia, NASA, PBS, NPR, National Geographic, BBC, Khan Academy, SAS Curriculum Pathways, Polestar Experiential Learning Career Readiness and other curated OER and commercial curriculum providers. Teachers will also create original modules and units of study that are custom-tailored to each student's learning needs. Students will engage in a variety of instructional modalities and contexts, collaborate in a variety of teams in Project-Based, and Service Learning projects.

Culturally Responsive Teaching

Culturally responsive teaching (CRT) is a research-based approach that makes meaningful connections between what students learn in school and their cultures, languages, and life experiences. These connections will help students access rigorous curriculum, develop higher-level academic skills, and see the relevance between what they learn at school and their lives.

Culturally responsive (or relevant) teaching has been described as "a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural references to impart knowledge, skills, and attitudes"). "Culturally responsive teaching can be defined as using cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them. It teaches to and through the strengths of these students. Culturally responsive teaching is the behavioral expression of knowledge, beliefs, and values that recognize the importance of racial and cultural diversity in learning. It is contingent on a set of racial and cultural competencies.

Researchers of CRT inclusive of OECD Education Framework 2030 developers outlined a set of cultural and global competence skills that interrelate (E. Culturally Responsive Teaching Research Summary):

- Seeing cultural differences as assets

- Creating caring learning communities where culturally different individuals and heritages are valued

- Using cultural knowledge of ethnically diverse cultures, families, and communities to guide curriculum development, classroom climate, instructional strategies, and relationships with students

- Challenging racial and cultural stereotypes, prejudice, racism, and other forms of intolerance, injustice, and oppression

- Being change agents for social justice and academic equity

- Mediating power imbalances in classrooms based on race, culture, ethnicity, and class

- And accepting cultural responsiveness as endemic to educational effectiveness in all areas of learning for students from all ethnic groups.

Novastar's culturally responsive teaching and learning is built on the beliefs in the value of cultural diversity and human dignity. As stated in PISA Global Competency for an Inclusive World (appendix) summary, we need young generations to become globally competence to be able to:

- Live harmoniously in multicultural communities

- Thrive in a changing labor market

- Use media platforms effectively and responsibly

- Support the Sustainable Development Goals (OECD).

To support those goals, Novastar utilizes culturally rich curriculum items/ learning objects, supports development of digital literacy, and intercultural exploration projects. The process of CRT implementation is not a one time event, It will start with an internal audit for the school staff to identify implicit and explicit biases. There is a number of tools, the school staff can choose from including Harvard University Project Implicit and the Cultural Proficiency Rubrics (appendix E. Educational Program, E. Cultural Proficiency Rubrics) The next steps are curriculum audit and curriculum blueprints planning utilizing the named above rubrics to facilitate culturally relevant content and learning. Within the Novastar pedagogy and organization of learning, there are opportunities for our students to actively participate in curriculum co-creation and audits.

Hybrid Blended Learning Environment

To achieve a quality hybrid learning environment, Novastar Academy will provide an equitable, engaging and flexible learning opportunity for every student by creating a unique blend of rigorous learning opportunities. Novastar Academy expands blended learning environment utilization from a traditional understanding as of a technology integrated learning (online/offline) to a true diversification and democratization of learning and teaching.

In this type of blended learning environment, students will have the opportunity to learn at their own pace through selecting from a variety of modules, learning projects, and content mastery approaches that best fit their interests and learning style, work in peer groups and receive personal instructional time with a teacher. Appendix E. Educational Program E. Research Based Approach E. Benefits of the Blended Learning Model presents blended learning definition and overview of the positive outcomes in students learning:

- Increased academic achievement

- Increased student engagement

- Immediate feedback and academic interventions

- Accommodation of all learning styles

- Learning opportunities accessibility

In utilizing a blended learning approach, Novastar Academy will incorporate the best practices of Learning Zone Rotation, Individual Rotation, Flipped Classroom, and Flex models of blended learning identified and promoted by the Christensen Institute (Please refer to the summary of six modes of individualization of learning in the E. Educational Program E. Research Based Approach E. Individualization of Instruction). Through disruptive innovation, Novastar Academy team created a unique hybrid blended learning model to employ the educational program providing personalized, mastery, experiential learning opportunities.

Novastar Academy unique hybrid model of blended learning has the following elements:

- In Learning Zones rotation during Coretime, students rotate through online/offline modalities within a classroom.

- Students learn online-based coursework via computer-based instruction including, but not limited to, previewing, completing, or reviewing skill lessons, reading stories, research, projects, peer tasks, or taking computer-administered assessments.

- For the offline part of their learning, students will receive direct instruction from a teacher, followed up by a variety of activities, which could include individual or peer tasks, one-on-one tutoring, small-group work.

- In a collaborative project rotation, students work either online or offline in small groups or with peers in their projects. The cohort of 40 students will be led by two subject experts teachers facilitating learning and teaching groups of no more than 10-14 students at a time.

Please refer to the appendix E. Schedules. E. Hybrid Blended Learning Approach for more information about hybrid schedules.

Schedule that includes learning zones rotations and flipped classroom methods incorporated in the instructional process - the strategies that enable teachers to maximize learning and time on task as they guide students through their personalized learning paths.

An illustration of a blended environment with hybrid model schedule can be found in appendix E. Educational Program E. Schedules E. Middle School Day Scenario. Please refer to the School Calendar and Schedules section for more information about rotation schedule examples.

Response to Intervention and Differentiation

Whole-child approach

The focus on whole-child personalized education is Novastar's core educational approach. The concept of educating the whole child is not new and has been supported by decades of research and practice. It "recognizes the connections between children's social, emotional, cognitive, and academic development, as well as their physical and mental health." As we stated in our educational philosophy section, Novastar's goal is creating a learning environment that supports high academic expectations and overall wellbeing for every student that would unlock student's

potential. With that in mind, we designed the Mentorship Paths system around the interconnected and interdependent domains of cognitive, academic, social-emotional, identity development, physical and mental health.

Response to Intervention

Mentorship Paths system toolbox contains research-based and vetted-in-practice pedagogies and methodologies, including a Response to Intervention detailed in our Multi-tiered System of Support (MTSS). We discuss MTSS in detail in Q. Serving Students with Special Needs section.

Armed with the concept of multi tiered approach to "the early identification and support of students with learning and behavior needs," Novastar will provide systems and structures to support all learner needs authentically within our personalized learning educational model, where most of the RTI tools are part of the school's fabric:

- High quality, scientifically-based classroom instruction is discussed in detail in this section of the application .

- Tiered Instruction. Differentiation is supported by the Personalized Learning Paths created based on the student's needs and goals. MTSS is an integral part of the educational process.

- Ongoing student assessment. Within the learning platform, student progress data is updated instantaneously, allowing the teachers to access and analyze progress and assessment data, adapting their instruction at any given time.

- Parent Involvement. "Audit" mode is available for parents / guardians to monitor student progress and achievement. By default, parents are part of the educational process when every student's path is co-created with the team of teachers, learning specialists, parents and students.

The RTI universal flow is presented in the visual below.

General Education
- Universal Screener administered to all students
- Core curriculum/program taught with fidelity
- Positive behavioral supports implemented with fidelity

> The student continues to participate in general education classroom

Concern (at least one of the following is present)
- Student is performing below grade level benchmarks (AIMSweb, MAP, program assessments, school/class behavior expectations)
- School/teacher or parent concern

Tier I — Universal Access

Teacher
- Notifies parent and begins parent contact log*
- Implements classroom interventions with fidelity (see Tiered Plan)
- Monitors progress (teacher observations, checklists, program assessments, AIMSweb/MAP benchmarks)

No	If student is ELL, see ELL job aid*	Student responded to classroom intervention(s)?	Yes

Teacher educational consultation* (choose from the following)
- Grade level meeting
- School meeting
- Team/department meeting

> The student continues to participate in Tier I in addition to possible skills block, pull out, and/or push-in plan for supplemental intervention

Intervention Plan
- Document in AIMSweb PM* or other format (behavior)
- Develop, revise, or continue
- Repeat a minimum of 2 cycles (cycle = 3 data points)

Tier II — Strategic

Teacher/Staff
- Continue parent contact (document using parent contact log)
- Implement targeted intervention with fidelity (see Tiered Plan)
- Progress Monitor with AIMSweb and/or monitoring plan (behavior)
- Repeat intervention plan cycle as necessary (at least 2 cycles)

No	Student responded to intervention(s), showing progress/meeting goal?	Yes

RTI process initiated
- Document in AIMSweb RTI* or other format (behavior)
- RTI team meeting*

> Tier III student participates in Tier I activities plus Tier II intervention, in addition to pull-out planned program for intensive intervention

Intervention Plan
- Develop new plan (complete RTI tasks)
- Complete minimum of 1 cycle (cycle=6 data points)

Tier III — Intensive

Teacher/Staff
- Send parent letter
- Implement targeted intervention with fidelity (see Tiered Plan)
- Progress Monitor with AIMSweb and/or monitoring plan (behavior)

No	Final RTI team meeting (documented in AIMSweb RTI or other format (behavior) Student responded to intervention(s), showing progress/meeting goal?	Yes

Referral to Special Education Services initiated*	Eligible Special Education Services	Not Eligible Repeat/modify Tier III intervention cycle

Visual. RTI flow chart.

An educational journey at Novastar starts with family and student interviews, followed with diagnostic testing to identify the ability grouping for instructional and learning needs. Then, an academic team in partnership with teachers, parents, and the student, sets the learning goals

outlining the student's Personalized Learning Path (See more on hierarchy of goals and students goals coaching in Mentorship Paths subsection). Utilizing our personalized learning platform, Core Learning Exchange, the learning paths are compiled and adapted via playlists built on the foundational curriculum blueprints. Playlists are available anytime anywhere to all students, staff, and parents.

The ultimate flexibility of a personalized learning path is expressed in its one-click update options. Teaching staff are able to collaborate within a team of subject matter experts, learning specialists, and supportive staff through uniform access to learning paths and learning object (materials) collections. Uniform access streamlines the teacher preparation and collaboration time, allowing a more productive conversation within and across the teams. The other benefit of it is in the teachers' ability to provide instant feedback and adjust instruction, scaffolding the learning process and closing the learning gaps. All learning platform data reporting is also student-centered with a uniform tracking process. This will allow us to facilitate identification, facilitation, and tracking targeted interventions.

When a student has a wellness, mental health, or behavioral need, our Mentorship Path system will support the interventions aligned with Colorado MTSS framework, providing a continuum of support and service. Novastar has a proposed partnership with SchoolMint to implement a universal platform in support of student and family engagement, including behavior monitoring and reporting. All of Novastar systems are based on evidence-based practices, family and community collaboration, data- and team-driven leadership, and data-based decision making.

System thinking approach at all levels of Novastar organization creates an environment and culture of shared responsibility. Teaching staff, having ample time during their collaborative planning block, are able to efficiently identify and track students' progress within the MTSS process and make instruction adjustment decisions based on assessment and behavior data analysis, including but not limited to CMAS, formative assessments, mastery milestones, e-portfolio evidence, and more. Planned data team time will be devoted to ongoing work in sharing teacher observations, assessment results, academic and behavioral coaching. The school leadership will have responsibility for making decisions at a system level to support the service continuum.

Aside from learning platform audit mode and co-agency in the personalized learning ahts design, our parents and community will become a part of the educational process thanks to an open door policy and the collaborative culture of the school. Our parents are invited to join our students every Friday during the Opportunity Project hours and a number of school community events specifically proposed for supporting the community hub atmosphere at Novastar. (Please refer to Opportunity Project, Calendar and Scheduling, and School Culture subsections of the application)

At large, Novastar toolbox includes a number of systems to ensure that our approach supports all aspects and needs of our students:

- Native language support for students learning English

- Ability grouping with flexible age ranges within a cohort

- ICAP aligned with PLP, ELL and IEP plans

- Partnership with cultural centers for enrichment classes and programs

- Student interests clubs and teams

- Service-learning projects in partnership with local businesses and community

- Partnership with Bridges and CENTER programs transitional service

- High school internships locally and abroad

- Special scholarships to the staff who will be earning additional endorsements in special education, gifted and talented and LDE

- Ongoing and focused professional development for ELL, GT, and SPED service support

- Investigation and piloting of innovative pedagogies ourtlined in Learning Framework 2030 .

Culturally Responsive Curriculum

Fundamental to the Novastar Academy curriculum model is that it is culturally responsive. In our diverse and culturally rich environment at public schools, the most eective way to engage students in learning is to build relational bridges by empowering them to participate intellectually, socially, emotionally, politically and equally in their individual educational processes. Teachers who create strong relationships with their students have the most powerful impact on learning. "Building and developing relations with student implies agency, ecacy, respect by the teacher for what the child brings to the class…".

At Novastar Academy, the academic team will incorporate the elements of culturally relevant curriculum in the core subjects and learning processes via curriculum blueprints housed in the 'Core Learning Exchange Platform'. These elements will include:

- Multicultural examples and materials from history, geography, sociology, literature, etc.

- Creation of cross-curricula projects including different cultural perspectives

- Guided group discussions that challenge stereotypes

- Utilization of curriculum material written by scholars of a variety of racial and ethnic backgrounds

- Family engagement in the form of classroom visits and participation in lessons

- Thematic nights for students and families

- Language Learner Path methodology for language learner support, a unique methodology developed to support ELLs in core subjects and raise academic English skills

- Novastar Academy World Language Academic Fluency program

- Service projects and project based learning

- Student agency and voice in Electives courses choices.

Given the level of diversity (ethnically and linguistically) of our student population, the founding team has emphasized the need to plan for a diversified faculty. Our goal is to reflect the make-up and values of our community. Multiple studies suggest that one of the major factors in improving students' motivation, engagement, and achievement is the quality of instruction. Teachers who can relate to students' stories and vice versa will be able to develop strong relationships and engagement; teachers who share our community values will be able to be students' role models and mentors. Novastar Academy intends to hire teachers who will represent minoritized students racially and culturally. An awareness and understanding of our students and community's identity will be one of the job requirements and hiring prerequisites. Along with hiring diverse staff, Novastar Academy leadership team plans to integrate cultural proficiency training in onboarding and ongoing professional development sessions. (Appendix E. Cultural Proficiency Rubrics)

Professional Development

Novastar Professional Development Philosophy

"Community doesn't just happen in schools. It is simultaneously a fragile resource and a state of being. "Community is an outward and visible sign of an inward and invisible grace, the flowing of personal identity and integrity into the world of relationships" (Palmer, 1998, p. 90) These networks of relationships bring people to one another and to important ideas and work." (Garmston and Wellman, 2016, p. 187)

Novastar Academy staff will tap into the world of complex relationships within our communities: we will build professional learning communities where professional conversations lead to improved student learning. We will accept the seven principles of building healthy communities as outlined by Garmston and Wellman (2016, p.188):

- Community doesn't just happen, it takes hard work and perseverance: teachers will learn how to communicate and work together in the language of 1. emotion and passion, 2. logic and analysis, 3. dialogue, 4. discussion; leadership will commit to creating collaborative environment

- Community is the other face of conflict: as conflict being a manifestation of interdependency will lead us to innovation; the strategies to use in conflict resolution dialogue are iceberg activity, suspension, balcony view, and more

- Diversity enriches community; it increased the quality of group decision and offerings to students; the strategies to use are collaborative norms, dialogue and discussion, conflict as a source

- Both things and energy matter: supporting the staff and students in developing five energy sources of high performance: efficacy, flexibility, craftsmanship, consciousness, and interdependence

- We cannot not be connected: involves systems thinking strategies - from parts to the whole, from objects to relationships, from content to patterns.

- Community lives within: success of individuals depends on the success of the community and success of the community depends on the growth and development of each member

- Community doesn't last forever: change is a constant and community lives through cycles of development just like a living organism.

Building up on the seven principles of a healthy community as listed above, Novastar Academy staff will strive to create and support a culture of true professional learning communities (PLCs) with the following characteristics:

- shared beliefs, values, and norms

- distributive, supportive leadership

- collective learning

- deprivatization of teaching

- focus on student learning

- collaboration.

Year 0 - 1 Professional Development Plan

Novastar Academy professional development framework includes:

- A week long Pre-service Program / Induction - 5 days of PD

- Four day PD at the end of the school year

- Collaborative planning blocks - weekly 2.66 hours (PLCs: CIAC and data teams cycles)

- Individual planning blocks - weekly 3.75 hours

- Seen days of focused PD throughout the year

- $250 annual materials / choice trainings allowance

- Teacher exchange PD program (within charter schools and internationally, please refer to the subsection International Teacher Exchange Program)

Pre-service program

Novastar Academy will hold its annual summer pre-service program immediately prior to the school year. Program will be differentiated according to the teacher teams needs and PD plans.

The summer PD training will serve as orientation to the systems and curriculum, school policies and procedures, classroom management and routines; it will also serve as the time for all staff to reevaluate school culture and realign it to school mission and vision.

The Summer PD will exploit the Core-LX curriculum development tools to create customized learning paths and CTE tracks, as well as the Core-LX platform portals: student, parents, teacher portals, student information system, and reporting. Every teacher will have a custom-built learning path that will mirror a student personalized learning paths framework. Core-LX PD learning paths are organized as playlists and enable teachers earning industry-recognized micro-credentials and building their own digital portfolios while receiving professional training with Novastar.

Summer pre-service training may include, but not limited to, the following topic:

- student and teacher culture

- school strategic goals

- DDI and data teams cycles

- technology literacy

- culturally responsive curriculum

- cross-subject projects

- service learning

- CTE tracks and internships

- child and adolescent psychology

- trauma informed instruction

- Love and Logic© strategies

- Restorative practices approach.

Novastar Academy will partner with organizations such as Colorado League of Charter Schools, Colorado Department of Education, Colorado Charter School Institute, Colorado Education Initiative, and Cherry Creek School District to create aligned with the requirements and diverse professional learning opportunities. To meet the needs of our students with special needs, Gifted and Talented, and English Languages Learners, the Novastar team will participate in summer professional development provided by CLCS. In these sessions, teachers and leaders will develop their understanding of the laws that are in place to protect our diverse learners and strategies that will best serve their academic, social, emotional, adaptive, and executive functioning needs.

An example of the PD focus and topics is provided below.

Title	Description	Length
Leading Special Education	This session will ensure that leaders are equipped to best serve their school's special populations through an introduction to IDEA and how it is implemented at our school. This session will cover the following objectives: • Participants will be able to define IDEA and use it to identify what is legally required for Special Education students in the areas of Least Restrictive Environment. • Participants will read about LRE, and using an IEP of a student at their school, they will determine where and when a student's hours will be served to maintain a least restrictive environment. • Participants will be able to define FAPE and understand why it plays a critical role in special education. They will then learn how OSS/ISS limit students' access to FAPE and how to utilize the manifestation determination to protect students' rights.	4 hours Summer
Serving students with IEPs: Intro to Special Education	In this session, participants will be introduced to their legal requirements and expectations in serving their students with IEPs in compliance with IDEA. This session will cover the following objectives: • Participants will be introduced to IDEA, disability and eligibility criteria, and the special education process in order to understand their legal requirements in serving their students with IEPs and maintaining student confidentiality. • Participants will review their students' IEP snapshots and accommodation matrices and begin to consider how to plan for their students' needs.	2-3 hours Summer
Behavior Plans: Dos and Don'ts of supporting students exhibiting	What are ways to support student behaviors and what are the things that could get our schools into legal hot water? Session objectives include: • Participants will understand what tools they have available to support their students with behavioral needs. • Participants will receive copies of student behavior plans and	1.5 hours Beginning of School

challenging behavior	will receive further explanation on how best to support kids. • Participants will practice navigating challenging student behaviors that they will likely see in the classroom.	Year
Inclusive Practices: Supporting your diverse learners	Supporting students through Best First Instruction is truly the best way to prevent the achievement gap and create a strong foundation for MTSS and special education programming to be built upon. To ensure this takes place in our school, we will develop our teachers' skills to best support the diverse learners in their classrooms. This session's objectives include: • Participants will be able to understand and identify a student's preferred learning style and the importance of creating opportunities to learn and demonstrate mastery in a variety of ways. • Participants will increase their understanding and build their skills in the art of differentiation, strategic scaffolding, accommodations, & modifications with a Universal Design for Learning approach.	1.5 hours School Year
Trauma Informed Instruction	How does trauma affect the brain? And then what are potential results of trauma on our students' behavior and ability to learn? The objective for this session is: • Participants will understand how to best identify and support students who experience stress induced, situational, or chronic trauma.	2 hours School Year

Table. Professional Development Plan

A complete calendar of professional development is presented in Appendix E. Annual Academic Calendar and Schedules. Below is a snapshot of the first year PD plan.

June 2021							July 2021							August 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

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				

Project Based Learning: PBL 101 Training (3 days) (Support and coaching occurring throughout the year) (All teaching staff and Executive Director , BOD invited)

Career and Technical Training Bootcamp (3 days) (support and coaching occurring throughout the year) (CTE guides, BOD invited)

Personalized Learning Plan and Core Learning Exchange training (All teaching staff and Executive Director, BOD invited)

Mentorship Path (All teaching staff and Executive Director, BOD invited)

Half days: individual planning time

Individual Trainings: Wellness Curriculum (3 days), MTSS Coordinator, 504 Coordinator, ALP Coordinator, Health Plan Coordinator (Scattered throughout year as needed per staff member-provide sub, BOD invited)

District SPED, ELL, MTSS, 504, ALP, CPR, Data Team (Trainings at beginning of year and as needed per staff/BOD Invited) - TBD according to the charter contract, if a possibility

Team Building and Culture (All staff and DOB invited)

Assessment systems (All teaching staff, Executive Director , counselors, and BOD invited)

Visual. Novastar Academy Professional Development Calendar Draft

Collaborative inquiry-action cycle approach to PLCs

Militello, Rallis, and Goldring (2009, p. 43) noted, "…inquiry-action cycle can be used as a framework for real change in educational settings." Collaborative inquiry-action cycle (CIAC) is a combination of two elements: professional community of practice [also called PLC] and inquiry-action cycle. The process steps are the following: problem of practice - acceptance - theory of action - taking action - evaluation. Picture 9 presents a collaborative Inquiry-action cycle process."
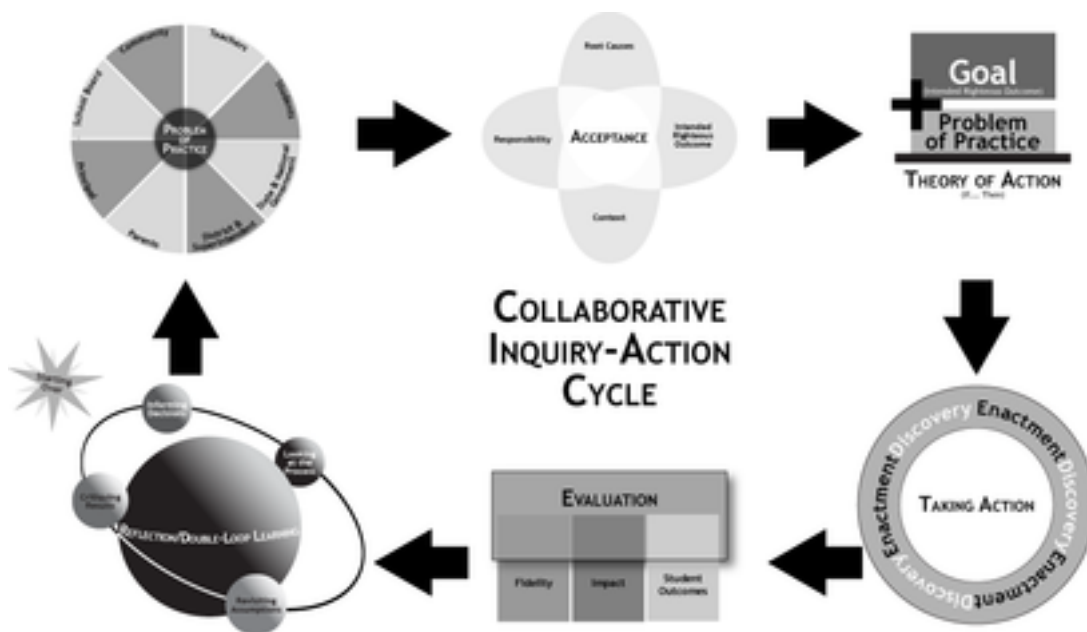
Picture 2. Collaborative Inquiry-action cycle

Collaboration in a professional learning community has to be characterized by joint enterprise, mutual engagement, and a shared repertoire. As the process of collaborative inquiry-action cycle engages teachers in transformative interaction of behavior and thought, a new framework will be set for changing the educational environment towards equity and high performance.

Novastar Academy will employ CIAC through collaborative planning blocks, data teams, and all

steps of the PD process. "Engaging in the cycle creates a school that dialogues and acts and reflectively modifies its action on a continual basis. Nothing remains static. As communities of practice believe in organizational learning, community members "accept a culture of change that believes that "change is the way we do things in our school, but we don't change just for the sake of changing." (Militello et al., 2009, p.43)

Teacher Induction

Teachers, like students, follow a personalized competency-based PD plan that begins with a baseline capabilities assessment to determine foundational skill and content gaps and uses this information to create a customized PD program. Teachers will be assessed in their respective content areas, and their knowledge of foundational educational practices including blended learning, competency-based learning, differentiation, project-based learning, and using authentic formative assessment. The Executive Director will work with each teacher to set goals and create a customized PD plan.

By providing every teacher with an opportunity to learn from a master-level mentor in a safe, risk-taking environment based on collegiality, the Novastar Academy team ensures that teachers are developing proficiency in curriculum, instruction, classroom management and student culture. Unique features of the school's induction program will include:

- New teacher personalized learning baseline skills technology assessment

- personalized Professional Growth paths (PGP) for mastering personalized teaching skills

- Blended learning environment that mirrors student interface of Core Learning Exchange platform

- Training for development and implementation of teacher-student co-created curriculum

- Training for development and implementation for culturally responsive curriculum and audits.

Teacher readiness will be measured by teacher self-evaluation, SMART goals reflection, and teacher induction program standards checklist.

Continuing and Advanced PD

According to research, student achievement growth depends on the quality of teaching. Aside from teacher qualifications and rigorous teacher preparation programs, quality professional development on average of 49 hours can increase student achievement 21 percent. Research report suggests that, "effective programs tend to have certain features in common, including: a strong emphasis on teacher learning specific subject content as well as pedagogical content, follow-up reinforcements of learning, assistance with implementation, and support for teachers from mentors and colleagues in their schools."

Militello et al. (2009) outlined the following five characteristics of meaningful professional development that Novastar Academy team leaders will consider in PD framework and plan:

- Centered in matters of instruction

- Collaboration

- Subject specificity

- Site specific

- Ongoing.

The Novastar Academy team is diverse, multicultural and multilingual; there are seven different nationalities and cultures represented within our founding team. The team will focus on continuing the trend of cultural diversity in hiring practices in order to truly represent our community. To help our teachers become highly effective, we will need to analyze how to provide insight about both the content and the manner of instruction to the staff coming from different educational and cultural backgrounds and perspectives. We will assume a cultural proficiency lens in developing our PD practices.

Working through the four steps of developmental approach to cross-cultural leadership and teacher development, the school staff will aim to achieve the following awarenesses of a culturally competent educator:

- Here and now stage of the change process: an educator is experienced as being in the moment in performing her professional practice in a manner that honors her students, their parents, their language, and their communities. She is building educational programs with students' cultures as the foundation of their learning and development

- Life-Long learning: and educator is committed to learning and understanding his reactions to people culturally different from himself in order to recognize his values in action and the assumptions embedded in his actions

- Advocacy: an educator has internalized advocacy as a means of social justice for those historically underserved in our schools

- Mentorship: an educator is a mentor to those underserved, and needing to be served differently, in our schools, and to fellow educators in their journey toward cross-cultural effectiveness

- Cultural proficiency tools: an educator uses the tools to address potential conflict between the cultures of our schools and our diverse communities as a model of practice and action.

Collaborative PD and Planning Blocks

Novastar Academy PD plan will have collaborative PD blocks scheduled for teacher teams collaboration and planning. Every week, teachers and leaders will have 2.66 hours to meet in teams working through CIAC and datateams cycles of collaboration. A rotation schedule will be created for all staff in order to allow teachers working though their personalized professional growth goals and to participate in a differentiated PD session. There are several key directions of PD identified by the school leadership, as shown in the table below. The list of focused PD areas is not inclusive, as we understand that a school community is a living organism and our goal foremost is in building human capital capacity. We will expect input from the teams on the PD themes and schedules and will adjust the plan accordingly.

Weekly sessions	Week 1	Week 2	Week 3	Week 4
60 minutes	Culturally responsive curriculum development	Cultural proficiency journeys	Open door - all hands-on Design Thinking cycle	Opportunity Hour projects development
60 minutes	Service learning projects development	Global competencies and curriculum alignment		SEL curriculum and instruction planning
30 minutes	Data Teams CIAC cycle	Data Teams CIAC cycle		Data Teams CIAC cycle

Table 2. Focused Professional Development

Seeking feedback and input from all community stakeholders, the school leadership will allot one day a month to in-depth conversations with all school stakeholders - every third Friday of the month will be an open door collaborative meeting cross-teams of students, parents, and community. Those meetings will be devoted to identifying a priority issue and working to a solution through the Design Thinking cycle.

Novastar Academy calendar will allow us to schedule five full days a year for the whole school PD. Those days are assigned to aligning all teams' work with school strategic goals. Whole school PD sessions will be conducted as a Living the Learning Model, an effective approach for leading adult PD.

Novastar Academy leadership will solicit and encourage teacher-driven PD presentations - we believe teacher expertise is one of the most valued assets. The team would like to mirror Tech Talks from Parker Performing Arts School ("PPAS ") expanding the purpose of talks to shared teacher expertise in developing multi-literacies and global competencies in staff and our students. PPAS envisioned tech talks as an additional PD activity to enrich teachers' informational literacy skills: "During these "tech talks" selected teachers will present a demonstration of their innovative and successful use of technology in the classroom. These presentations will be in Ted Talk format, lasting approximately 20 to 30 minutes. Following each Teach Tech Talk, other teachers will be encouraged to ask questions to gain further information and tips…" Talks will be recorded and added to the Core-LX PD library.

PD Evaluation

According to Thomas R. Guskey, effective professional development evaluations require the collection and analysis of the five critical levels of information, where all levels are important and influence each other:

- participant's reaction

- participant's learning

- organization support and change

- participant's use of new knowledge and skills

- student learning outcomes.

Backwards planning for any PD session or workshop is important as each level will affect students' learning. "By including systematic information gathering and analysis as a central component of all professional development activities, we can enhance the success of professional development efforts" and, as a result, improve learning. Novastar Academy will implement PD evaluations utilizing the tools of reflection on learnings, surveys, and learning self-evaluation, soliciting feedback on the effectiveness of the current year's PD as well as requesting feedback and suggestions for coming years. Executive Director and Instructional Coach will also utilize data from focused areas or work on RtI/MTSS, datateams, teacher observations, and information evaluations to construct adjusted and improved PD workshops and training. (A sample of the PD evaluation guide is provided in the appendix I. Employees)

Partnerships for Professional Learning

Novasstar team has partnered with the leading organization providing professional development for innovative learning and teaching. Please refer to Appendix D. Partners

iLearn Collborative provides a great number of PD learning programs at a very low cost (PD) or

free of charge (Leadership training). The courses and supports, Novastar will consider are:

- Culturally Responsive Educator PD course and workshops

- Social Emotional Learning Series, building a strong learning community

- Blended and Personalized learning courses and workshops with a focus on best instructional practices and student choice and agency

Novastar team is also planning to explore technical assistance iLearn offerings in:

- Educator and program evaluation processes and strategies

- Project management

- Strategic planning, design, and implementation support.

KED Global Network and Novastar Academy agreed to partner for teacher and leadership coaching in personalized learning implementation and develop a teacher exchange program for professional learning.

Colorad Education Initiative provides programs in specialized support:

- Personalized Learning

- Advanced Learning

- Leadership Coaching

- Community and Family Partnership.

International Teacher Exchange Program

A school can never exceed the quality of its teaching quality. Novastar will therefore place the professional development of the team as a key priority. It will ensure that its pedagogy and practice is research-informed, for instance by the meta-analysis from Professor John Hattie. However, this professional development will also be continuous and Novastar will work with other high-quality networks that have a proven record in personalized learning, global competence, and student agency.

Novastar believes that high-quality teaching and learning is maintained by building teaching efficacy – in other words, teachers working together to reflect on their practice and improve the impact of their work on student progress. To ensure that practice is world-class the school will lookout to be part of global learning networks so they can share their approach and school improvement strategies. In particular, Novastar will work in partnership with the Kunskapsskolan (KED) global network of schools and the International Centre Of Education Enhancement based in the UK and linked directly to the KED network.

When starting a new educational venture, it is essential that implementation is effective, consistent, and understanding. To this end, the school leaders will work with all the team to embed clear protocols for teaching and learning and draw upon the work of Prof. David Hopkins Curiosity and Powerful Learning. This ten-point approach provides the background to achieving

quality outcomes and is monitored by the team working together in peer groups to share and refine practice.
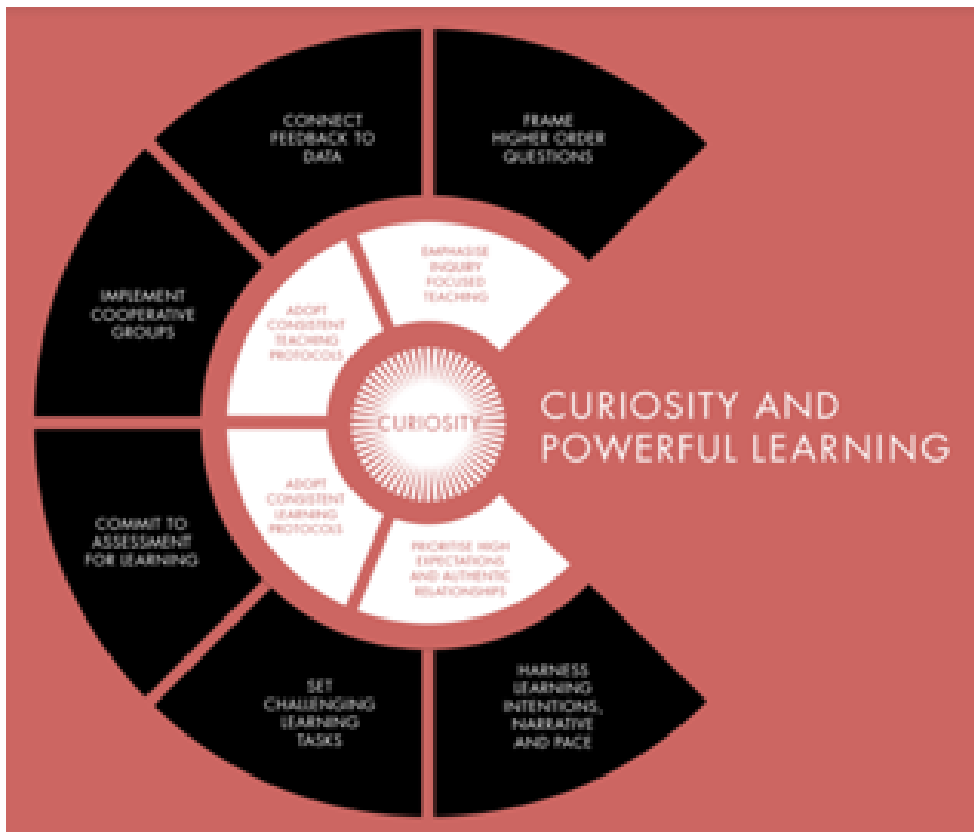
Visual. Curiosity and Powerful Learning.

This approach is used by the global network of schools and therefore gives a platform for wider discussion and creative progressive teaching strategies. Initially, teachers will be given the opportunity to take part in the international subject networks and peer with colleagues in UK and US schools. This will not only enable professional sharing but be the basis for building global links between their students. Although there is merit in buddying arrangements between teachers and students, it is when this becomes focused on working together and joint projects that there is a real impact on the core of the work of the school.

It is expected that the school will award two teacher scholarships after the first year so teachers can have exchange programs with other colleagues in the network. Teachers will be required to submit a set of goals they want to achieve in each exchange which will last 10 days and involve placement and joint working in the host schools.

Structure and Supplemental Programming

Calendars and Scheduling

Full Year Calendar

Our school will follow the conventional Douglas County School District school year calendar, observing the Fall, winter, and spring breaks and national holidays. By choosing to align with DCSD, the Novastar Academy parents and students will have a set standard to follow when

planning personal activities for the year. At the same time, Novastar staff will have an opportunity to participate in district-endorsed and /or provided professional development sessions. Novastar Academy will collaborate with the DCSD Choice Programming Department on requesting participation in district-planned professional learning offerings. Novastar's proposed calendar presents a 2021-2022 school year sample of an academic year calendar shown in Appendix E. Schedules.

A proposed calendar allows for six (6) Teacher Work Days where there are no students. These days can be used for staff development, grading and/or planning. In addition to the Teacher Work Days, there will be five (5) Induction Professional Development days dedicated to teacher and staff development at the beginning of the school year and four (4) days - at the end.

Weather / emergencies	Teacher PD	State Testing days
5	15	4

Students will be enrolled in learning sessions for 173 days, exceeding the required 160 contact days as set by the Colorado Department of Education requirement for 160 instructional days, 990 hours for elementary and 1080 hours for secondary grades per school year. This excess allows for Novastar Academy to make up for any lost days due to weather (five days), emergencies, and state testing (four days).

2021/22 Academic Calendar*

August 2021	September 2021	October 2021	November 2021
Su Mo Tu We Th Fr Sa	Su Mo Tu We Th Fr Sa	Su Mo Tu We Th Fr Sa	Su Mo Tu We Th Fr Sa

December 2021	January 2022	February 2022	March 2022

April 2022	May 2022	June 2022	July 2022

*Novastar Academy follows DCSD calendar

B Block (32 days)   C Block (32 days)   D Block (28 days)   E Block (28 days)   F Block (29.5 days)   Acceleration Weeks (14 days)

A Block: Culture, Field Trips, Mentorship Paths, and PLP co-planning (9.5 days)

Federal Holidays

Teacher/parent conference

First & Last Day (Half Days= 1 day)

Professional Development/In-Service Days (15 Days)

Thanksgiving, Winter, and Spring Break align to DCSD claendar

Make-Up Snow Days May 31, June 1

Min. 160 days of instruction (Calendar includes 173 days)
- School boards are required to approve a school year of at least 1080 hours for secondary grades of instruction (C.R.S. 22-32-109)

Visual. Yearly calendar

The proposed school's calendars are presented in the example of the 2021/22 school year. With the DCSD calendar for 2023/24 school year approved and posted, Novastar team will transfer the academic calendar to a projected year to open the 2023 calendar template.

Novastar academic team has designed the calendar with a thematic bock schedule mirroring the best practice of STEAD high school. Being a fairly new charter school in Commerce City, CO, STEAD has implemented a block schedule to support project-based learning inspired by the success of High Tech High in San Diego, CA, one of the leading PBL schools in the USA.

Projects Block:

- There are six project blocks throughout the course of the school year. Each project block theme will be co-created and developed by the Novastar Academic team before the opening in 2023. The projects and curriculum blueprint development are budgeted in the CCSP grant

- Each thematic block will culminate with the project presentation (evidence of learning) during the Opportunity Project time on Friday at the end of each block. (Please refer to the Opportunity Project subsection for the description). Parents and the community will be uninvited to Opportunity Project Friday's events to engage in the process of learning and participate in the celebration of their students' success

Acceleration Weeks:

- There are three acceleration weeks in the schedule. That time is set aside for a reset from project intensive. Accelerator weeks will be used for additional educational travel, advisement trips, and academic acceleration for core subjects of Math, Humanities, and Science. (Please refer to Supplemental Programming for more information on educational travel)

Culture and Advisement:

- Block A is proposed to build the culture of the Novastar Community at the beginning of each school year. Those exciting 9.5 days are devoted to field trips, culture-building activities. Students will also learn about and adjust to the unique Novastar academic schedules and routines, school values, and norms. Novastar team believes that the mental and social-emotional health and wellbeing of our students is our priority.

- Another important purpose of introductory to the school year block A is personalized learning paths development with the time allotted to students' academic, emotional, and wellness evaluation to identify the ability grouping and individual students' goal for their learning journey with Novastar.

Instructional Time

Novastar Academy will implement a daily schedule that revolves around personalized instruction and blended learning while incorporating specials and electives to carry out our STEAM integrated curriculum and student agency initiative. Students will rotate between core subjects and electives / CTE tracks, at about 50:50 ratio Mondays through Thursdays with Opportunity Project taking place on Fridays. An Opportunity Project is a special instructional time that can't be assigned to just one category as it has characteristics of both academic and elective subjects.

Please refer to the tables below for weekly and daily time distribution.

	MS:	MS:	HS:	HS:

Time allotment in minutes	Coretime	Labtime	Coretime	Labtime
Weekly	754	377	910	377
Opportunity Project	253		253	
Character Education		78		78
Learning Lab		40		40
CTE tracks		156		221
PE				30
Mentor Hour		213		213
Passing period	(95)		(95)	
Weekly total	1,007	862.5	1,163	959

* Coretime: Math, ELA, World Language block, Science, Social Studies

**Labtime: Electives, CTE, Character Education, Opportunity Project, Mentor Hour

Table. Weekly Time Distribution for MS/HS

Time allotment in minutes	Coretime	Labtime
Weekly	936	352
Opportunity Project	249	

Character Education		78
Learning Lab		40
CTE Specials		120
PE		30
Mentor Hour		213
Passing period	(90)	
Weekly total	1,185	833

Table. Weekly Time Distribution for ELE

Time allotment in minutes	Coretime: core subjects including World Language block	Lab time Electives, CTE, Character Education, Opportunity Project, Mentor Hour
Daily total: MS/HS	224	187
Daily total: ELE	196	156

Table. Daily Time Distribution.

Coretime instruction in Language Arts, World Language, and Math blocks will take place in a blended learning environment on a rotation schedule. During labtime, students will select between

an Arts that includes Visual and Musical Arts classes and a STEM-infused track that includes course options in basic engineering, coding, web design, etc. Fridays are devoted to Opportunity Project: a weekly, supervised time allotted for student-driven independent and group exploration of cross-curriculum projects and research. (Appendix E. Schedules)

Elements of Daily Schedule

Within the school organization of learning hybrid blended learning model, Novastar Academy has designed the three elements to support our mission and vision:

- Coretime: core subjects including Math, Science, Social Studies, English Language Art, World Language

- Labtime: Electives and CTE tracks, Opportunity Project, Mentor Hour, Character Education

- Opportunity Project: student-driven independent and group explorations (VIsual. Novastar Academy schedule elements).
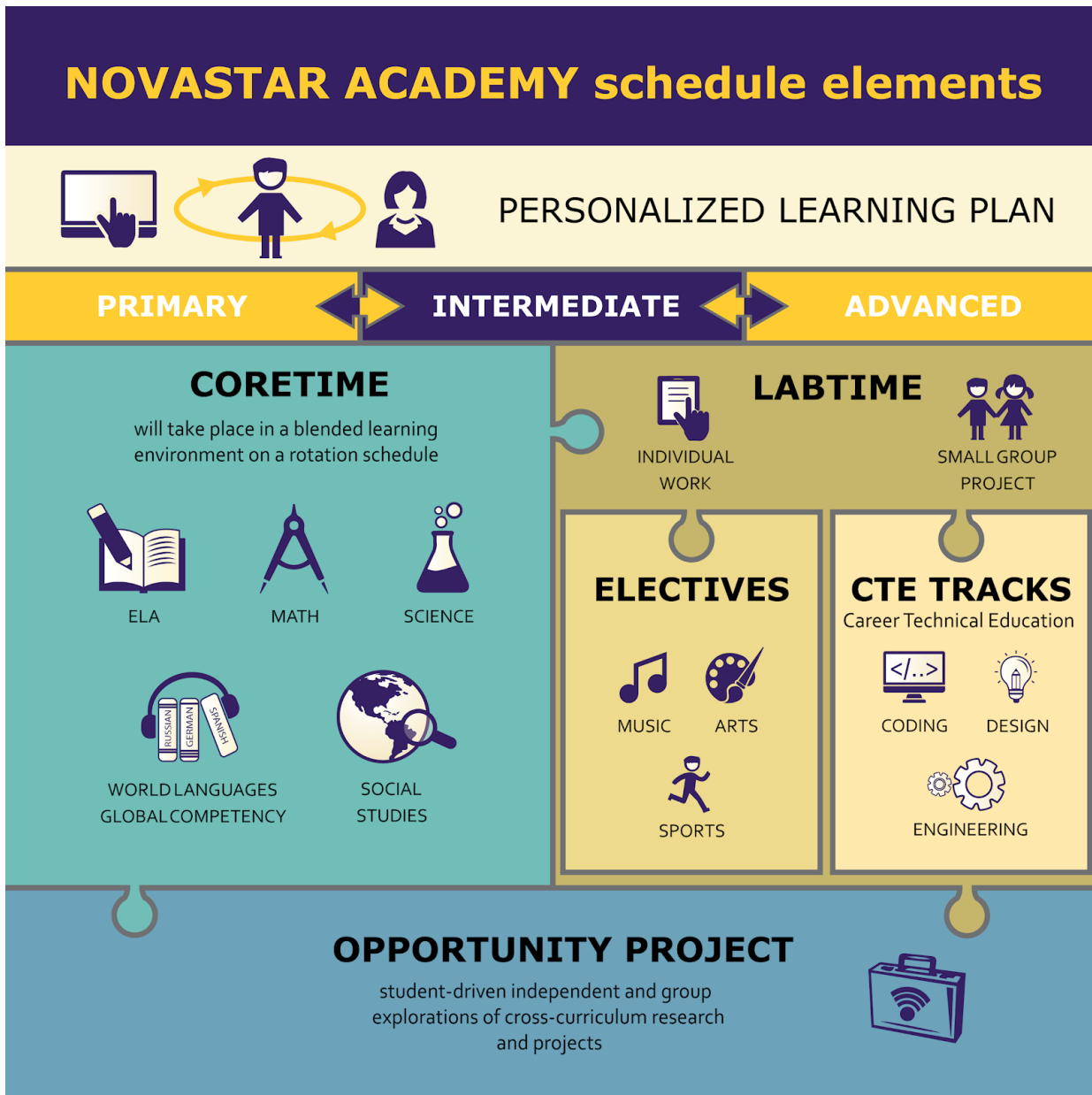
Visual. Novastar Academy schedule elements.

Coretime instruction will occur in a blended learning environment on a rotation schedule for all grade levels. After initial diagnostic skills and academic readiness testing, students will be divided by skill levels into heterogeneous groups instead of the traditional age or grade levels. Every student will have three mini-blocks of Language Arts, three mini-blocks of Math per week, and 40 minutes of World Language and Math blocks every day. Social Studies and Science will be instructed within the project blocks.

STEAM-infused Labtime. All middle and high school classes will be taught during 221 or 155-minute project blocks (A/B and C/D); all elementary classes - during 156 and 154-minute block blocks Students will have the opportunity to select between a choice of STEM courses such as basic engineering, coding, and web design to give a few examples. Students will also select

between Visual and Musical Arts courses for their Arts Electives. Opportunity Project, Mentorship Path, and Character Education are part of the Labtime instructional time category.

CTE tracks projects. In keeping with our philosophy of student agency, Novastar Academy created a special block in the schedule dedicated to a specialized CTE tracks choice. Students will select and pursue this elective for the whole semester or a learning block (B through F blocks) with the option to change topics/tracks during the next learning block. CTE tracks are taught on Fridays during the Opportunity Project block.

Mentorship Path. Mentorship Path is a 35 minute daily plus 40 minutes every Friday time allotted daily for peer or one-on-one mentoring, advising, and coaching. That special time is devoted to meeting any needs a child might have, from cognitive to socio-emotional development. Students will schedule appointments, or a teacher might create an appointment for a student. Mentorship Path is the time for targeted interventions per need. A detailed description of Mentorship Path processes is provided in the Mentorship Path subsection of the application and appendices.

Opportunity Project. Opportunity Project is a weekly time allotted to the exploration of cross-curriculum projects and research on the topics of students' interests. Teachers will provide the choice of themes and topics and guide student research through the experiential learning cycle.

Character Education is the time assigned for systematic work on soft skills and building up the core values necessary for success in future college and careers. Most service-learning projects will be managed during Character Education "hour". Character education courses will be built as cross-curricular projects and integrated into the daily curriculum with the goal of developing the attitudes and values of the globally competent individual. Character education components will also be integrated into the Core and Elective curricula. (Please refer to the Mentorship Path subsection for more information regarding attitudes and values blocks.)

Learning Lab is designed as a flex blended learning model. It is the time to provide an opportunity for expanding students' interests and studies on a selected subject. It could be the field, theme, or topic they would like to explore in addition to the Opportunity Project research and studies. For all students, that time slot is open for additional studies on the World Language selected for global competence credential or any tutoring / independent work needed.

Visual. A School Day Scenario.

Please review a school day scenario for a middle school student: Appendix E. Educational Program E. Schedules.

Daily and Weekly Schedules

Adapting the best practice of block schedules, the Novastar team designed a number of schedule samples to incorporate a learning zone rotation concept. Students and teaching staff daily and weekly schedules are outlined as learning clocks with the lesson breakdown presented in the learning zone rotation schedule. Instructional time or lessons occur within the learning block when the cohort of students is split into smaller groups (10-15 students) rotating between direct instruction zone, independent study, and a small group/project learning time slots. For elementary grade levels groups, every student cohort is assigned to a subject matter teacher and a teacher assistant with a total of six teacher assistants planning in staffing projections to support younger students. The next pages introduce the blended learning infographic presenting the learning zones identified for each student cohort, and the block schedules visuals presenting the proposed schedule samples with learning blocks and learning zones rotations.

INDEPENDENT WORK

DIRECT INSTRUCTION

FLOATING TEACHER

PEER LEARNING

COLLABORATIVE PROJECT

TEACHER   PARAPROFESSIONAL
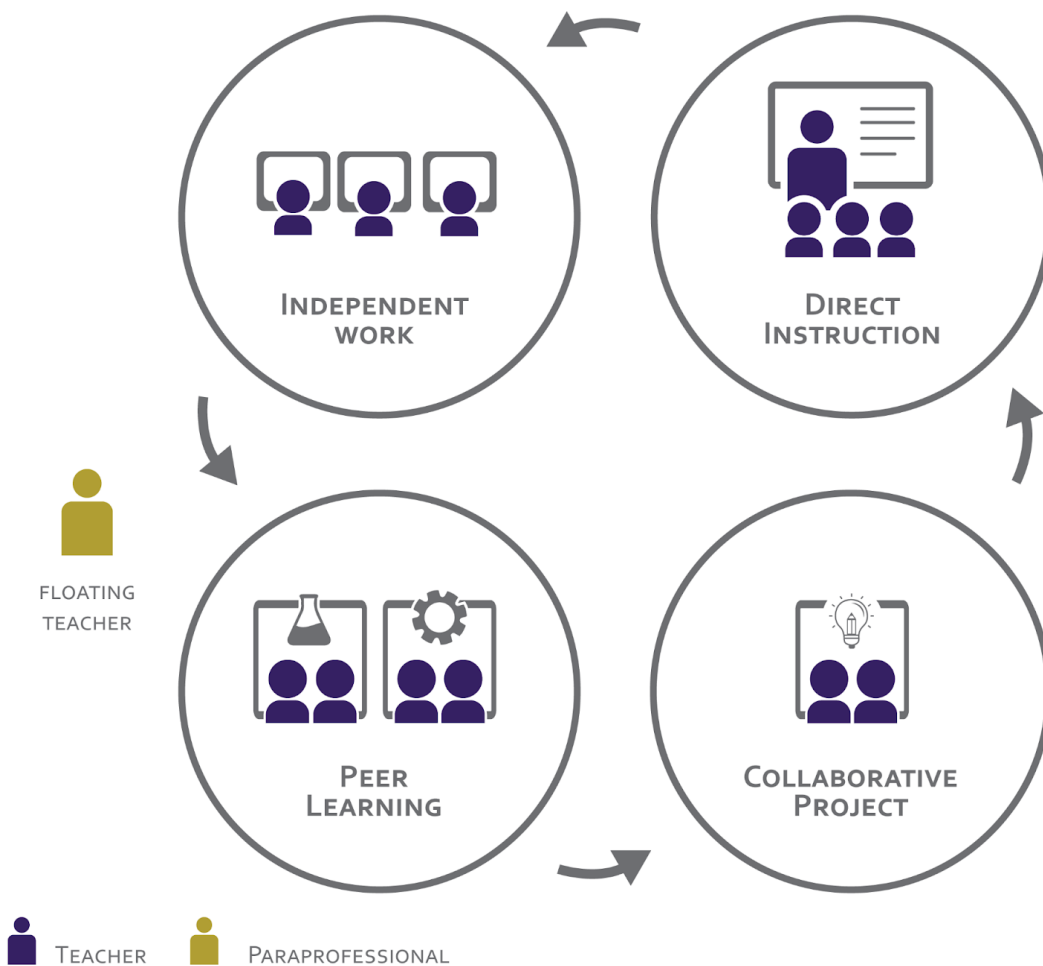
Visual. Blended learning: learning zones rotations

A sample of learning zones rotation for an elementary grade level student might look as follows (A full description is provided in Appendix E. Schedules)

CORETIME. Rotation independent work. After recess, Nate sees that he has a new math mission in our learning platform. If he gets stuck, the Learning Path helps with additional games in Elephant Learning program and then, if he is still struggling, his Math teacher is notified: she received a message from the program right on her computer screen. Rotation one-on-one direct instruction: Nate finishes with lessons and heads over to meet Mrs. Smith to check if he got his math lesson right. Then, the whole class learns about fractions multiplications. It is hard, but Nate thinks it is also interesting because he knows he will need to be able to multiply fractions if he wants to become an engineer. Rotation peer learning: To end the Coretime today, students work on math literacy skills. They choose from a menu of options and learning environments that work best for them. Nate accesses the learning platform to make his choice. This allows the teachers to see where every student is and what they are working on. Nate decides to use a math simulation to help him better understand algebraic relations in a fun way. There are four students working together on different problems and Nate has a partner, Jody, for his Math simulations assignment. He saves his work for the teacher to see a completed badge in his path for my e-portfolio.

Student Day-in-the-Life (Monday, Nate: 3rd Grade)			
8:00-8:35		Mentorship Path	LABTIME: Nate catches a Novastar school bus at 6:35 am with and his brother Daniel. He arrives to the school and meets his teacher to scan his QR-code for the daily attendance. His teacher assistant (TA) takes him to meet with his class cohort in the flex learning area and to have his breakfast in the cafe. Mentorship Path designed for his learning and growth journey will guide him through the milestones of his personal and academic goals. Nate is directed by the TA to check on his Personalized Learning Path as well to read new notes from his teachers. His mentor meets him after breakfast to check on his progress on basics of engineering CTE Elective goals.
8:40 - 9:18		World Language	CORETIME. Nate is on Track A and has **World Language** for his first block on Monday morning. The World Language he chose for Coretime studies is Spanish. Nate learns about Spanish speaking countries' history, economy, culture and more, not just the language. Today, the lesson topic is Spain.
8:40-9:58		Mini Block 1 (Math and ELA and World Language)	CORETIME: Rotation peer learning: Nate uses his tablet to work on his Learning Paths that move as fast as he learns. One of his literacy teachers has already posted a question on our discussion board, so he writes up my ideas and spend some time reading other answers. Nate and his friends answer the prompts and chat about the problems as we look for solutions. **Rotation independent work:** One of his assignment for independent study is a river bridge design because Nate's Opportunity Hour project is all about bridges. Mr. Mekau, his mentor, also shared a link to different bridges designs. **Rotation small group direct instruction:** This week Mrs. Zeltser added support lessons to his Path that have to be reviewed by my classmates, and I get to check their work.
10:00 - 10:18		RECESS	Nate is happy to run and play at the school's outdoor playground. It is a safe place for Nate and his friends to connect and enjoy the weather
10:18 - 11:20		Block 2 (Math and ELA)	CORETIME. Rotation independent work. After recess, Nate sees that he has a new math mission in our learning platform. If he gets stuck, the Learning Path helps with additional games in Elephant Learning program and then, if he is still struggling, his Math teacher teacher is notified: she received a message from the program right on her computer screen. **Rotation one-on-one direct instruction:** Nate finishes with lessons and heads over to meet Mrs. Minbaeva to check if he got his math lesson right. Then, the whole class learns about fractions multiplications. It is hard, but Nate thinks it is also interesting because he know he will need to be able to multiply fractions if he want to become an engineer. **Rotation peer learning:** To end the Coretime today, students work on math literacy skills. They choose from a menu of options and learning environments that work best for them. Nate access the learning platform to make his choice. This allows the teachers to see where every student is and what they are working on. Nate decides to use a math simulation to help him better understand the algebraic relations in a fun way. There are four students working together on different problems and Nate has a partner, Jody, for his Math simulations assignment. He saves his work for the teacher to see a completed badge in his path for my e-portfolio.
11:20 - 11:55		LUNCH	Nate has his lunch with his class and enjoys healthy and hearty warm soup and a sandwich.
11:55-12:15		RECESS	Nate can choose where to spend recess time after lunch: indoor or outdoor. As he decided for outdoors, hi TA takes him and his friends to the playground
12:20 - 1:28		STEAM infused Lessons	LABTIME. Rotation independent work: For independent work, Nate chooses NASA portal to learn more about planets. Just like his brother Daniel, Nate is excited to learn more about space exploration and planets. Actually, it was Daniel who inspired Nate and advised to check out NASA learning portal. Nate takes a picture of the Solar System diagram he drew on poster paper and saves it to his digital notebook so that the teachers can see his progress. **Rotation peer learning:** Today is an important day for Nate because he will be doing a presentation about Solar System to his peers. Nate is a little nervous, but his TA is always there to encourage him in his learning.
1:28 - 1:48		RECESS	Nate stays indoor for this recess because he got in trouble during lunch outdoor playtime and will need to visit with his mentor to discuss his bad choice during recess.
1:50 -2:18		Literacy	LABTIME: Because Nate has struggled in reading fluency, he is taking the next 30 minutes to work with the learning specialist. He is excited about this time as well as they are in the middle of space odyssey book. Right on! Nate thinks it will help him in his CTE Elective class on basics of engineering.
2:20 - 3:00		CTE Electives	LABTIME: Rotation **collaborative work on projects:** In the afternoon, Nate will work with his class studying the basics of engineering science. His big dream is to become and engineer one day and that's why his career goal path includes this Elective. Nate also needs to check in with his mentor teacher at the end of the day to set up a videoconference since he will have to take his next class remotely. His family, including Daniel are leaving to visit with their family a day earlier before the spring break.

Visual. Student Day-in-the-Life Scenario for a 3rd-grade student.

A sample of learning zones rotation for a middle school grade level student might look as follows:

Mini-block 2. CORETIME. Rotation independent work. After lunch and recess, Daniel sees that he has a new math mission in our learning platform. If he gets stuck, the Learning Path helps with additional videos in Khan Academy and then, if he is still struggling, Math teacher is notified. Rotation one-on-one direct instruction: Daniel finishes with lessons and heads over to meet Mrs. Garret to check if he got his math right in calculating how long it would take to fly to Mars. Rotation peer learning: To end the Coretime today, students work on math literacy skills. They choose from a menu of options and learning environments that work best for them. Daniel accesses the learning platform to make his choice. This allows the teachers to see where every student is and what they are working on. Daniel decides to use a math simulation to help him better understand algebraic relations in a fun way. There are four students working together on different problems. He saves his work for the teacher to see a completed badge in his path for my e-portfolio.

Rotation cross-discipline projects: In Daniel's astronomy research, he learned about G-force. His friend Alex is working on an experimental greenhouse in the school's community garden. All students have our own projects, and our teachers are there to support them.

Student Day-in-the-Life (Monday, Daniel: 6th Grade)				
	8:00-8:35		Mentorship Path	Daniel catches a HopSkipDrive carpool at 6:45 am. He arrives to the school and scans his QR-code to mark the attendance. He meets with his cohort in the flex learning area and grabs his breakfast to join his friends in the cafe. Mentorship Path designed for his learning and growth journey will guide him through the milestones of his personal and academic goals. Daniel checks on his Personalized Learning Path as well to read new notes from his teachers. His mentor meets him after breakfast to check on Daniel's progress on NASA pilot interview questions.
8:00-11:45=221 minutes	8:40-9:56		Mini Block 1 (Math and ELA)	CORETIME. Daniel is on Track A and has World Language for his first block on Monday morning. The **World Language** he chose for Coretime studies is Russian. His friend Jake is in Spanish class right now and Daniel will see him after. Daniel learns about Russia's history, economy, culture and more, not just the language. **Rotation peer learning:** Daniel uses his tablet to work on his Learning Paths that move as fast as he learns. One of his literacy teachers has already posted a question on our discussion board, so he writes up my ideas and spend some time reading other answers. Daniel and his friends answer the prompts and chat about the problems as we look for solutions. **Rotation independent work:** One of his readings this week is Apollo Flight Journal from NASA portal because Daniel's Opportunity Hour project is all about aerospace exploration. Mr. Jones, his mentor, also shared a link to NASA live transmission from the space station. **Rotation small group direct instruction:** This week Mrs. Zeltser added support lessons to his Path that have to be reviewed by my classmates, and I get to check their work.
	11:15-11:45		**EXERCISE**	Daniel has recess in a yoga along with his cohort.
	10:00-11:15		**Project Block C** (Project Based Learning Class: Team Teaching Science, Humanities, and PLP Curriculum)	LABTIME. **Rotation independent work:** For independent work, Daniel chooses Astronomy. He records his learning in a digital notebook so that the teachers can see how he is doing. He has an personal goal inMentoship Path for what he needs to learn in math and science to accomplish his dream. Daniel uses research to create questions for a NASA explorer pilot. **Rotation one-on-one direct instruction:** Once he comes up with a list of questions the plan is to connect with the pilot via videoconference. Daniel's teacher provides him with feedback regarding interview questions, sets up the camera to record their mock interview. The teacher and Daniel will watch it later together and discuss suggestions for improvement. **Rotation collaborative work on projects** : In the afternoon, Daniel needs to check in with his mentor teacher to set up a videoconference since he will have to take his next test remotely.
	11:45-12:15		**LUNCH/EXERCISE**	Daniel takes lunch in the classroom with his cohort
12:20-3:00=155 minutes	12:20-1:35		**Mini Block 2** (Math and ELA)	CORETIME. **Rotation independent work.** After lunch and recess, Daniel sees that he has a new math mission in our learning platform. If he gets stuck, the Learning Path helps with additional videos in Khan Academy and then, if he is still struggling, Math teacher is notified. **Rotation one-on-one direct instruction:** Daniel finishes with lessons and heads over to meet Mrs. Minbaeva to check if he got his math right in calculating how long it would take to fly to Mars. **Rotation peer learning:** To end the Coretime today, students work on math literacy skills. They choose from a menu of options and learning environments that work best for them. Daniel access the learning platform to make his choice. This allows the teachers to see where every student is and what they are working on. Daniel decides to use a math simulation to help him better understand the algebraic relations in a fun way. There are four students working together on different problems. He saves his work for the teacher to see a completed badge in his path for my e-portfolio. **Rotation cross-discipline projects:** In Daniel's astronomy research, he learned about G-force. His friend Alex is working on an experimental greenhouse in the school's community garden. All students have our own projects, and our teachers are there to support them.
	1:40-3:00		**Creative/Physical Expression and Internship Block** (Art, Music, Theater, and Internships)	LABTIME. **Rotation small group or independent work:** After working hard all day, students go to their electives classes for arts or music. They can work on something we are passionate about. Daniel chooses to compose music for his space mission. Mrs. Palamarchuk loves to challenge student's thinking beyond what they can imagine. Daniel uses a composition program to compose music for a pace exploration movie soundtrack. **Rotation small group or independent work:** Students can choose area of focus in CTE tracks. Daniel's track is in engineering. He learns how to apply my math, science, reading and writing skills to create a new design for rock climbing equipment. His goal is to write a persuasive argument about gravity forces and innovative engineering for his own Opportunity Project.

Visual. Student Day-in-the-Life Scenario for a 6th-grade student.

Student Weekly Schedule*

Instructional Hours/Minutes	Sample Weekly Schedule	Monday		Tuesday		Wednesday		Thursday		Friday**	
	8:00-8:35	Mentorship Paths									
	8:35-8:40	Transition									
		Track A: MS	Track B: HS	Track A: MS	Track B: HS	Track A: MS	Track B: HS	Track A: MS	Track B: HS	Track A - MS	Track B - HS
8:00-11:45=225 minutes (including 4 minutes of transitions between rotations)	8:40-11:15	Mini Block 1 (Math and ELA); Mini Block 2 or ELL lesson (Math and ELA or ELL)	Project Block A or B (Project Based Learning Class: Team Teaching Science, History/SS, and/or Pathways Curriculum)	Creative and Physical Expression (Art, Music, Sports, Theater); Creative and Physical Expression (Art, Music, Sports, Theater)	Creative and Physical Expression (Art, Music, Sports, Theater); Creative and Physical Expression (Art, Music, Sports, Theater)	Project Block C or D (Project Based Learning Class: Team Teaching Science, History/SS, PLP Curriculum)	Mini Block 3 (Math and ELA); Mini Block 4 or ELL (Math and ELA or ELL)	Project Block C or D (Project Based Learning Class: Team Teaching Science, History/SS, and PLP Curriculum)	Mini Block 3 (Math and ELA); Mini Block 4 or ELL (Math and ELA or ELL)	Mentorship Path; Opportunity Project (Project Based Learning Class: CTE Tracks and PLP Curriculum)	Opportunity Project (Project Based Learning Class: CTE Tracks and PLP Curriculum)
	11:15-11:45	EXERCISE									
	11:45-12:15	LUNCH									
	12:15-12:20	Transition									
12:20-3:00=160 minutes (including 5 minutes of transitions between rotations)	12:20-3:00	Project Block C or D (Project Based Learning Class: Team Teaching Science, History/SS, and Pathways Curriculum)	Mini Block 3 (Math and ELA); Mini Block 4 or ELL (Math and ELA or ELL)	Mini Block 1 (Math and ELA); Mini Block 2 or ELL lesson (Math and ELA or ELL)	Project Block A or B (Project Based Learning Class: Team Teaching Science, History/SS, and/or PLP Curriculum)	Creative/Physical Expression and Internship Block (Art, Music, Theater, and Internships)	Creative/Physical Expression and Internship Block (Art, Music, Theater, and Internships)	Mini Block 1 (Math and ELA); Mini Block 2 or ELL lesson (Math and ELA or ELL)	Project Block A or B (Project Based Learning Class: Team Teaching Science, History/SS, and/or Pathways Curriculum)	Opportunity Project (Project Based Learning Class: CTE Tracks and PLP Curriculum); Character Education Lessons; Learning Lab (Flex time: Math Support Lessons, ELL and Special Education Supports)	Opportunity Project (Project Based Learning Class: CTE Tracks and PLP Curriculum)

Visual. Secondary Student Block Schedule

Learning Zones Rotations Schedule — Student Daily Schedule

Instructional Hours/Minutes	Sample Weekly Schedule	Monday — Track A - MS: Primary group	Track A - MS: Intermediate group	Track A - MS: Advanced group	Monday — Track B - HS: Primary group	Track B - HS: Intermediate group	Track B - HS: Advanced group	Tuesday — Track A - MS: Primary group	Track A - MS: Intermediate group	Track A - MS: Advanced group	Tuesday — Track B - HS: Primary group	Track B - HS: Intermediate group	Track B - HS: Advanced group
	8:00-8:35	Mentorship Path			Mentorship Path			Mentorship Path			Mentorship Path		
	8:35-8:40												
8:00-11:45=225 minutes (including 4 minutes of transitions between rotations)	8:40-9:18	World Language Lessons	Math and ELA Lessons	Math and ELA Lessons / ELL block	CTE tracks / Internships	CTE tracks / Internships	CTE tracks / Internships	Art, Theater, Music, PE Lessons	Art, Theater, Music, PE Lessons	Art, Theater, Music, PE Lessons	Art, Theater, Music, PE Lessons	Art, Theater, Music, PE Lessons	Art, Theater, Music, PE Lessons
	9:18-9:56	Math and ELA Lessons	World Language Lessons	Math and ELA Lessons / ELL block	CTE tracks / Internships	CTE tracks / Internships	CTE tracks / Internships						
	10:00-10:38	Math and ELA Lessons / ELL block	Math and ELA Lessons / ELL block	World Language Lessons	CTE tracks / Internships	CTE tracks / Internships	CTE tracks / Internships	Art, Theater, Music, PE Lessons	Art, Theater, Music, PE Lessons	Art, Theater, Music, PE Lessons	Art, Theater, Music, PE Lessons	Art, Theater, Music, PE Lessons	Art, Theater, Music, PE Lessons
	10:38-11:15	Math and ELA Lessons / ELL block	Math and ELA Lessons / ELL block	Math and ELA Lessons	CTE tracks / Internships	CTE tracks / Internships	CTE tracks / Internships						
	11:15-11:45												
	11:45-12:15												
	12:15-12:20												
12:20-3:00=160 minutes ((including 5 minutes of transitions between rotations)	12:20-12:58	Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons	World Language Lessons	Math and ELA Lessons	Math and ELA Lessons / ELL block	World Language Lessons	Math and ELA Lessons	Math and ELA Lessons / ELL block	World Language Lessons	Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons
	12:58-1:35	Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons	Math and ELA Lessons	World Language Lessons	Math and ELA Lessons / ELL block	Math and ELA Lessons	World Language Lessons	Math and ELA Lessons / ELL block	Science, History/SS, PLP, and Project Lessons	World Language Lessons	Science, History/SS, PLP, and Project Lessons
	1:40-2:20	Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons	Math and ELA Lessons	Math and ELA Lessons / ELL block	World Language Lessons	Math and ELA Lessons	Math and ELA Lessons / ELL block	World Language Lessons	Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons	World Language Lessons
	2:20-3:00	Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons	Math and ELA Lessons / ELL block	Math and ELA Lessons / ELL block	Math and ELA Lessons	Math and ELA Lessons / ELL block	Math and ELA Lessons / ELL block	Math and ELA Lessons	Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons

Visual. A snapshot for Monday and Tuesday learning zone rotation

within a block schedule

To simplify the block schedule for all students, the Novastar team has designed a "student view" sample schedule shown below.

Student Day-in-the-Life (Monday, Daniel: 6th Grade)			
8:00-11:45= 221 minutes	8:00-8:35	MENTORSHIP PATH	Daniel catches a HopSkipDrive carpool at 6:45 am with his friend Jake and his brother. He arrives to the school and scans his QR-code to mark the attendance. He meets with his cohort in the flex learning area and grabs his breakfast to join his friends in the cafe. Mentorship Path designed for his learning and growth journey will guide him through the milestones of his personal and academic goals. Daniel checks on his Personalized Learning Path as well to read new notes from his teachers. His mentor meets him after breakfast to check on Daniel's progress on NASA pilot interview questions.
	8:40-11:15	MINI BLOCK 1 (Math and ELA)	**CORETIME.** Daniel is on Track A and has World Language for his first block on Monday morning. **THE WORLD LANGUAGE:** He chooses Russian. His friend Jake is in Spanish class right now and Daniel will see him after. Daniel learns about Russia's history, economy, culture and more, not just the language. **ROTATION PEER LEARNING:** Daniel uses his tablet to work on his Learning Paths that move as fast as he learns. One of his literacy teachers has already posted a question on our discussion board, so he writes up my ideas and spend some time reading other answers. Daniel and his friends answer the prompts and chat about the problems as we look for solutions. **ROTATION INDEPENDENT WORK:** One of his readings this week is Apollo Flight Journal from NASA portal because Daniel's Opportunity Hour project is all about aerospace exploration. Mr. Jones, his mentor, also shared a link to NASA live transmission from the space station. **ROTATION SMALL GROUP DIRECT INSTRUCTION:** This week Mrs. Zeltser added support lessons to his Path that have to be reviewed by my classmates, and I get to check their work.
		MINI BLOCK 2 (Math and ELA)	**CORETIME.** **ROTATION INDEPENDENT WORK:** After lunch and recess, Daniel sees that he has a new math mission in his learning platform. If he gets stuck, the Learning Path helps with additional videos in Khan Academy and then, if he is still struggling, Math teacher is notified. **ROTATION ONE-ON-ONE DIRECT INSTRUCTION:** Daniel finishes with lessons and heads over to meet Mrs. Minbaeva to check if he got his math right in calculating how long it would take to fly to Mars. **ROTATION PEER LEARNING:** To end the Coretime today, students work on math literacy skills. They choose from a menu of options and learning environments that work best for them. Daniel accesses the learning platform to make his choice. This allows the teachers to see where every student is and what they are working on. Daniel decides to use a math simulation to help him better understand the algebraic relations in a fun way. There are four students working together on different problems. He saves his work for the teacher to see a completed badge in his path for his e-portfolio. **ROTATION CROSS-DISCIPLINE PROJECTS:** In Daniel's astronomy research, he learned about G-force. His friend Alex is working on an experimental greenhouse in the school's community garden. All students have their own projects, and our teachers are there to support them.
11:15-12:15		LUNCH / EXERCISE	Daniel can choose where to spend recess time. The school has plenty of rooms and spaces to choose from.
12:20-3:00= 155 minutes	12:30-3:00	PROJECT BLOCK C or D (Project Based Learning Class: Team Teaching Science, Humanities, and PLP Curriculum)	**LABTIME.** **ROTATION INDEPENDENT WORK:** For independent work, Daniel chooses Astronomy. He records his learning in a digital notebook so that the teachers can see how he is doing. He has an personal goal in Mentorship Path for what he needs to learn in math and science to accomplish his dream. Daniel uses research to create questions for a NASA explorer pilot. **ROTATION PEER LEARNING:** Once he comes up with a list of questions the plan is to connect with the pilot via videoconference. Daniel's teacher provides him with feedback regarding interview questions, sets up the camera to record their mock interview. The teacher and Daniel will watch it later together and discuss suggestions for improvement. **ROTATION COLLABORATIVE WORK ON PROJECTS:** In the afternoon, Daniel needs to check in with his mentor teacher to set up a videoconference since he will have to take his next test remotely.

Visual. MS Block schedule: Student View

The teachers' weekly schedule is organized in blocks of time to match the main schedule. Below is a sample of a proposed teacher schedule with ample time for cross-team collaboration and planning.

Teacher Weekly Schedule

Instructional Hours/Minutes	Sample Weekly Schedule	Monday Track A: MS	Monday Track B: HS	Tuesday Track A: MS	Tuesday Track B: HS	Wednesday Track A: MS	Wednesday Track B: HS	Thursday Track A: MS	Thursday Track B: HS	Friday Track A - MS	Friday Track B - HS
	8:00-8:35	Mentorship Path									
	8:35-8:40	Transition									
8:00-11:45=225 minutes (including 4 minutes of transitions between rotations)	8:40-9:18	Math and ELA Lessons	Science, History/SS, PLP, and Project Lessons	Creative and Physical Expression (Art, Music, Sports, Theater)	Creative and Physical Expression (Art, Music, Sports, Theater)	Science, History/SS, PLP, and Project Lessons	Math and ELA Lessons	Science, History/SS, PLP, and Project Lessons	Math and ELA Lessons	Mentorship Path	
	9:18-9:56	Math and ELA Lessons	Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons		Science, History/SS, PLP, and Project Lessons	Math and ELA Lessons	Science, History/SS, PLP, and Project Lessons	Math and ELA Lessons	Project Based Learning Class: CTE Tracks and PLP Curriculum	Project Based Learning Class: CTE Tracks and PLP Curriculum
	10:00-10:38	Math and ELA Lessons	Science, History/SS, PLP, and Project Lessons	Creative and Physical Expression (Art, Music, Sports, Theater)	Creative and Physical Expression (Art, Music, Sports, Theater)	Science, History/SS, PLP, and Project Lessons	Math and ELA Lessons	Science, History/SS, PLP, and Project Lessons	Math and ELA Lessons		
	10:38-11:15	Math and ELA Lessons	Science, History/SS, PLP, and Project Lessons			Science, History/SS, PLP, and Project Lessons	Math and ELA Lessons	Science, History/SS, PLP, and Project Lessons	Math and ELA Lessons		
	11:15-11:45	EXERCISE									
	11:45-12:15	LUNCH									
	12:15-12:20	Transition									
12:20-3:00=160 minutes ((including 5 minutes of transitions between rotations)	12:20-12:58	Science, History/SS, PLP, and Project Lessons	Math and ELA Lessons	Math and ELA Lessons	Science, History/SS, PLP, and Project Lessons	Creative and Physical Expression (Art, Music, Sports, Theater)	Creative and Physical Expression (Art, Music, Sports, Theater)	Math and ELA Lessons	Science, History/SS, PLP, and Project Lessons	Project Based Learning Class: CTE Tracks and PLP Curriculum	Project Based Learning Class: CTE Tracks and PLP Curriculum
	12:58-1:35	Science, History/SS, PLP, and Project Lessons	Math and ELA Lessons	Math and ELA Lessons	Science, History/SS, PLP, and Project Lessons			Math and ELA Lessons	Science, History/SS, PLP, and Project Lessons		
	1:40-2:20	Science, History/SS, PLP, and Project Lessons	Math and ELA Lessons	Math and ELA Lessons	Science, History/SS, PLP, and Project Lessons	Creative and Physical Expression (Art, Music, Sports, Theater)	Creative and Physical Expression (Art, Music, Sports, Theater)	Math and ELA Lessons	Science, History/SS, PLP, and Project Lessons	Character Education Lessons	
	2:20-3:00	Science, History/SS, PLP, and Project Lessons	Math and ELA Lessons	Math and ELA Lessons	Science, History/SS, PLP, and Project Lessons			Math and ELA Lessons	Science, History/SS, PLP, and Project Lessons	Flex time: Math Support Lessons, ELL and Special Education Supports	

Visual. Secondary teacher block schedule.

Weekly Collaborative Planning and Professional Development

Instructional Hours/Minutes	Sample Weekly Schedule	Monday Track A: MS	Monday Track B: HS	Tuesday Track A: MS	Tuesday Track B: HS	Wednesday Track A: MS	Wednesday Track B: HS	Thursday Track A: MS	Thursday Track B: HS	Friday Track A - MS	Friday Track B - HS
	8:00-8:35	Mentorship Path									
	8:35-8:40	Transition									
8:00-11:45=225 minutes	8:40-11:15	Mini Block 1 (Math and ELA) / Mini Block 2 (Math and ELA)	Project Block A or B (Project Based Learning Class: Team Teaching Science, History/SS, and/or PLP Curriculum)	Individual Planning (225 min): Math Team, ELA Team, Project Teams	Creative and Physical Expression (Art, Music, Sports, Theater)	Project Block C or D (Project Based Learning Class: Team Teaching Science, History/SS, and PLP Curriculum)	Mini Block 3 (Math and ELA) / Mini Block 4 (Math and ELA)	Project Block C or D (Project Based Learning Class: Team Teaching Science, History/SS, and PLP Curriculum)	Mini Block 3 (Math and ELA) / Mini Block 4 (Math and ELA)	Mentorship Path → Project Based Learning Class: CTE Tracks and PLP Curriculum	Project Based Learning Class: CTE Tracks and PLP Curriculum
	11:15-12:15	LUNCH/EXERCISE									
	12:15-12:20	Transition									
12:20-3:00=160 minutes	12:20-3:00	Project Block C or D (Project Based Learning Class: Team Teaching Science, History/SS, and PLP Curriculum) / Mini Block 3 (Math and ELA)	Mini Block 4 (Math and ELA)	Mini Block 1 (Math and ELA) / Mini Block 2 (Math and ELA)	Project Block A or B (Project Based Learning Class: Team Teaching Science, History/SS, and/or PLP Curriculum)	Collaborative Planning (160 min)/Data Team Meeting: Math Team, ELA and Humanities Team, Science Team, PLP Team	Creative/Physical Expression and Internship Block (Art, Music, Theater, and Internships)	Mini Block 1 (Math and ELA) / Mini Block 2 (Math and ELA)	Project Block A or B (Project Based Learning Class: Team Teaching Science, History/SS, and/or PLP Curriculum)	Project Based Learning Class: CTE Tracks and PLP Curriculum; Character Education Lessons; Flex time: Math Support Lessons, ELL and Special Education Supports	Project Based Learning Class: CTE Tracks and PLP Curriculum
	3:15-5:00			Weekly Staff Meeting							

Approximate Planning and Collaboration Per Week: 385 minutes/6.4 hours (CTE, Creative Expression and Foreign Language Teachers are either parttime or Project Team Teachers with dual certification/endorsements - TBD)

Weekly Staff Meeting: Staff meeting will alternate between Professional Development and Logistics.

Visual. Secondary teacher collaborative planning schedule.

A teacher day scenario is provided below. Here is an example of a secondary grade level Opportunity Project instruction:

Project-Based Learning Class: CTE Tracks and PLP Curriculum. This is the last learning block of the school year. Mr. Nishanov works with his student cohort on finalizing the project presentation. He makes sure that every student completes the Experiential Learning Circle for their projects. For this block, Mr. Nishanov's students are checking in on their individual PLP goals completion and taking a self-evaluation survey for their projects. As Mr. Nishanov checks in with individual students, the other students are working independently and/or in small groups. For Mr. Nishanov's

second block of the morning, the students reviewed their peer's projects and shared feedback with each other. Now, they can work in small groups or individually.

Teacher Day-in-the-Life (Friday: 1st Year)				
8:00-11:45=221 minutes	8:00-8:35		Mentorship Path	Mr. Nishanov is a seasoned mentor at the NSA School. Mr. Nishanov's mentees cohort is getting ready for their end-of-year Opportunity Project presentation. Parents and BOD are invited. It is a milestone in students' learning and evidence of achieved mastery. The presentation will be shared with our school partner KED Network across the globe. There is a lot of work to prepare the technology and presentation materials. Students are engaged in the process along with the mentor.
	8:40-9:18		Mentorship Path	Additional 40 minutes of one-on-one mentoring, advising and coaching time is distributed according to scheduled appointments.
	9:18-9:56		Project Based Learning Class: CTE Tracks and PLP Curriculum	This is the last learning block of the school year. Mr. Nishanov works with his student cohort on finalizing the project presentation. He makes sure that every student completes the Experiential Learning Circle for their projects. For this block, Mr. Nishanov's students are checking in on their individual PLP goals completion and and take self-evaluation survey for their projects. As Mr. Nishanov checks in with individual students, the other students are working independently and/or in small groups. For Mr. Nishanov's second block of the morning, the students reviewing thier peer's projects and sharing feedback with each other. They can work in small groups or individually.
	10:00-10:38			
	10:38-11:15			
12:20-3:00=155 minutes	11:15-11:45		Lunch and Recess	Mr. Nishanov has lunch during this time and decides to take some of his students to outdoor picnic area.
	11:45-12:15			
	12:20-12:58		Project Based Learning Class: CTE Tracks and PLP Curriculum	There is plenty of time for every student to receive peer feedback and implement changes / improvements to their projects' presentations. Mr. Nishanov and the rest of the PBL team are meeting today to check in on the details of the final Opportunity Projects presentations.
	12:58-1:35			
	1:40-2:20		Character Education	Mr. Nishanov attends the last community meeting in this year with his mentorship cohort of students and listens as the students run the meeting and make announcements. There is a set agenda for the meeting and students share successes for the year and celebrations in their work.
	2:20-3:00		Learning lab	Mr. Nishanov's checks in every student in his cohort for any learning needs or any last minutes requests / accommodations for the projects livestream presentation.

Visual. Middle school teacher Day-in-the-Life Scenario.

Supplemental Programming

All school's supplemental and extra-curricular programs are aligned with Novastar's mission and vision. As the student-teacher teams co-create personalized learning paths, our students are intrinsically motivated to participate in goal setting for their leadership development, personal growth, and social engagement. To provide every outlet possible for students to develop and achieve these personal goals, Novastar will provide supplemental academic, career development, and cultural experiences to students.

With a unique approach to an educational program grounded in project-based and experiential learning, the Novastar team will design and develop learning paths for each student incorporating

opportunities for creative arts, wellness and mindfulness, sports, and academic intensive courses. Along with CTE tracks in middle and high school and CTE Electives in elementary school, we will incorporate themes and projects cross-curricula that our students are excited to explore. Sharing agency in what to learn with our students will fortify the school culture and community relationships.

Novastar's mission is to foster global competence in our students. With that, we plan to engage our students in global collaboration with students from our partner KED Global Network. Within that network, Novastar students will gain access to collaborative projects that engage students from the five continents in hundreds of KED-affiliated schools.

Examples of interdisciplinary global projects might include:

- High school level: Geopolitical and economical global shift in the early 90s and its impact on US foreign policy (Humanities, Economics, World Languages, ELA, Digital Media)

- Elementary school level: What are cultural values and how are they different in other countries? (Humanities, World Languages, ELA, Character Development)

At Novastar Academy, we have a clear vision around developing students who are competitive in today's high-tech, multilingual and global economy. To better accomplish these outcomes, we prioritize the importance of developing a global perspective in all of our students. One simple and accessible way to expand minds and help our students gain empathy and appreciation of new people, places, and cultures is to create a purposeful, comprehensive, and diverse educational travel program.

Aside from academic supplemental programming, the Novastar team has planned to invite our upper-grade level students to engage in the Educational Travel program. A proposed partnership with EF Educational Tours for a few reasons: with 55 years of experience, the company has developed and tested structures and systems to provide a safe and quality experience. EF is a local Colorado company with a Denver-based office. EF is an accredited educational organization, just like our schools, so students and educators can earn credit on tour. Lastly, on every tour, they strive to help students expand their knowledge of the world around them, discover more about themselves, and grow more confident, independent, and self-aware. We are confident that partnering with EF will provide a life-changing experience for our students. (Intent to Partner Letter is provided in Appendix. D. Partners)

Novastar incorporates a robust wellness program in the school's design to supplement our academic programming. Though Novastar will not have the capability to offer team sports from a leased facility, our students will be able to play on a home school or other charter team.

After School and Summer Programming

After-school programming will be provided through a partner. As of 2022, the Novastar team has received a variety of proposals for organizations offering enrichment, after-/before-school programs and supports, and academic enrichment.

After-/before-school programs:

- Innovation Learning with the mission to "create tomorrow's innovators today." The programs are based upon the premise that Innovation as a "set of skills," can be nurtured, taught and practiced. These skills which include curiosity, collaboration, associative and integrative thinking and a bias toward action and experimentation, contribute to an "innovative mindset" which improves social, emotional and academic outcomes for children. Children who master these skills are far better prepared than their peers and live a more successful, healthy and fulfilled life.

- Apollo with the mission to offer an extracurricular enrichment program, providing an affordable, safe and reliable option for parents who need quality childcare outside of regular school hours. Apollo offers a dedicated before and after school enrichment and day-care program for elementary school children. They reinforce our students' elementary school experiences while also preparing them for academic success, offering a variety of fun and educational activities that integrate the physical, emotional, intellectual, and social needs of our students.

- Imaginative Land (ILP) with the mission of providing a unique S.T.E.A.M. multilingual (English, Russian, Spanish) cultural diversity curriculum, which was inspired by several international approaches, such as TRIZ, Montessori, Propp's cards, Finnish educational system, J Rodari, B. Sher, T. Chernigovskaya, Cradle to Career, etc. ILP provides a comfortable and emotionally friendly environment and academic knowledge that meets international standards.

Summer school learning will be provided through Novastar Academy as an optional program for students to: 1. gain deeper knowledge and skills on a certain subject or; 2. close any learning and knowledge gaps. Novastar Academy will work in close collaboration with the school's partners and community to design a program that would be reflective of the community's needs and design.

Attachments

Section 5: E. Educational Program

5.1	E. Curriculum Scope and Sequence Development	Hegenbarth, Larisa, 3/17/22 6:59 PM	PDF / 62.545 KB
5.2	E. Digital Citizenship and Competence	Hegenbarth, Larisa, 3/17/22 6:45 PM	DOCX / 1.019 MB
5.3	E. Innovative Pedagogies	Hegenbarth, Larisa, 3/17/22 6:44 PM	DOCX / 286.966 KB
5.4	E. Portrait of Novastar Graduate	Hegenbarth, Larisa, 3/17/22 6:44 PM	DOCX / 325.804 KB
5.5	E. Curriculum Blueprints Development Framework	Hegenbarth, Larisa, 3/17/22 6:43 PM	DOCX / 1.125 MB
5.6	E. Common Sense Media - Digital Classroom Starter Kit	Hegenbarth, Larisa, 3/17/22 5:11 PM	PDF / 963.475 KB
5.7	E. Common Sense Media - App Starter Kit	Hegenbarth, Larisa, 3/17/22 5:11 PM	PDF / 1.467 MB
5.8	E. Math Scope and Sequence sample	Hegenbarth, Larisa, 3/17/22 5:10 PM	XLSX / 260.371 KB
5.9	E. Language Learner Path© methodology	Hegenbarth, Larisa, 3/17/22 5:10 PM	PDF / 81.732 KB
5.10	E. Interdisciplinary Humanities Scope and Sequence sample	Hegenbarth, Larisa, 3/17/22 5:10 PM	XLSX / 224.403 KB
5.11	E. Cultural Proficiency Professional Development Rubric	Hegenbarth, Larisa, 3/17/22 5:08 PM	PDF / 113.831 KB
5.12	E. Cultural Proficiency Parent Communication and Community Outreach Rubric	Hegenbarth, Larisa, 3/17/22 5:08 PM	PDF / 112.418 KB
5.13	E. Cultural Proficiency Curriculum and Instruction Rubric	Hegenbarth, Larisa, 3/17/22 5:07 PM	PDF / 114.946 KB
5.14	E. Cultural Proficiency Assessment and Accountability Rubric	Hegenbarth, Larisa, 3/17/22 5:07 PM	PDF / 120.508 KB
5.15	E. Curriculum Items	Hegenbarth, Larisa, 3/17/22 5:07 PM	PPTX / 2.379 MB
5.16	E. Core Collection Top 100 Publishers. Science	Hegenbarth, Larisa, 3/17/22 5:06 PM	PDF / 448.26 KB
5.17	E. Core Collection Top 100 Publishers. Mathematics	Hegenbarth, Larisa, 3/17/22 5:06 PM	PDF / 448.942 KB
5.18	E. Core Collection Top 100 Publishers.Language Arts	Hegenbarth, Larisa, 3/17/22 5:06 PM	PDF / 449.585 KB
	E. Core Collection Top 100		

5.19	Publishers.CTE	Hegenbarth, Larisa, 3/17/22 5:05 PM	PDF / 447.58 KB
5.20	E. Opportunity Project Sample_English 12	Hegenbarth, Larisa, 3/17/22 5:05 PM	DOCX / 1.222 MB
5.21	E. Learning Systems and Learning Evidence Overview	Hegenbarth, Larisa, 3/17/22 5:05 PM	DOCX / 21.581 KB
5.22	E. Core Learning Exchange Product Description	Hegenbarth, Larisa, 3/17/22 5:02 PM	DOCX / 9.78 MB
5.23	E. School to Career Program Sample	Hegenbarth, Larisa, 3/17/22 4:59 PM	DOCX / 1.244 MB
5.24	E. Requirement for high school graduation class 2024+	Hegenbarth, Larisa, 3/17/22 4:58 PM	PDF / 66.733 KB
5.25	E. Pathway Handbook Sample	Hegenbarth, Larisa, 3/17/22 4:58 PM	DOCX / 3.555 MB
5.26	E. Graduation Pathways_College and Career Ready Demonstrations	Hegenbarth, Larisa, 3/17/22 4:57 PM	DOCX / 218.745 KB
5.27	E. Colorado Career Clusters Chart	Hegenbarth, Larisa, 3/17/22 4:57 PM	PPTX / 778.14 KB
5.28	E. The Four Dimensions of Global Competency	Hegenbarth, Larisa, 3/17/22 4:54 PM	DOCX / 268.996 KB
5.29	E. PISA Global Competency for Inclusive World	Hegenbarth, Larisa, 3/17/22 4:53 PM	PDF / 3.437 MB
5.30	E. One-Web Implementation SAMR and TRACK model	Hegenbarth, Larisa, 3/17/22 4:51 PM	DOCX / 581.023 KB
5.31	E. Individualization f Instruction	Hegenbarth, Larisa, 3/17/22 4:51 PM	DOCX / 249.131 KB
5.32	E. Golden Standard PBL	Hegenbarth, Larisa, 3/17/22 4:50 PM	DOCX / 654.361 KB
5.33	E. Evidence of Need for CTE Tracks	Hegenbarth, Larisa, 3/17/22 4:50 PM	DOCX / 215.074 KB
5.34	E. Big History Project Summary	Hegenbarth, Larisa, 3/17/22 4:49 PM	PDF / 5.071 MB
5.35	E. Benefits of the Blended Learning Modal	Hegenbarth, Larisa, 3/17/22 4:48 PM	DOCX / 214.304 KB
5.36	E. Block Schedule Student View	Hegenbarth, Larisa, 3/17/22 4:45 PM	PDF / 1.004 MB
5.37	E. MS/HS - Annual Academic Calendar and Weekly Schedules	Hegenbarth, Larisa, 3/17/22 4:45 PM	XLSX / 169.078 KB
5.38	E. Schedule Elements	Hegenbarth, Larisa, 3/17/22 4:44 PM	PNG / 224.86 KB
5.39	E. Research: OECD LEARNING COMPASS 2030	Hegenbarth, Larisa, 3/15/22 9:50 PM	PDF / 10.362 MB
5.40	E. Research: PISA 2018 Assessment and Analytical Framework	Hegenbarth, Larisa, 3/15/22 9:50 PM	PDF / 5.797 MB
	E. The KED approach to		

5.41	Personalised Learning	Hegenbarth, Larisa, 3/15/22 9:50 PM	PDF / 474.169 KB
5.42	E. Research: Leadership of Personalized Learning	Hegenbarth, Larisa, 3/15/22 9:50 PM	PDF / 938.179 KB
5.43	E. Student Mentorship Path Curriculum	Hegenbarth, Larisa, 3/15/22 9:47 PM	DOCX / 1.591 MB
5.44	E. Social Awareness and Interpersonal Skills Rubric Sample	Hegenbarth, Larisa, 3/15/22 9:47 PM	DOCX / 9.568 KB
5.45	E. Mentorship Paths Summary	Hegenbarth, Larisa, 3/15/22 9:47 PM	DOCX / 1.106 MB
5.46	E. Core Collection Social Studies	Hegenbarth, Larisa, 3/15/22 9:46 PM	PDF / 448.27 KB
5.47	E. Capstone Project Samples	Hegenbarth, Larisa, 3/15/22 9:46 PM	DOCX / 572.207 KB
5.48	E. Graduation Pathways Course Sequence Sample	Hegenbarth, Larisa, 3/15/22 9:46 PM	PDF / 845.968 KB
5.49	E. Career Cluster Offerings Sample	Hegenbarth, Larisa, 3/15/22 9:46 PM	DOCX / 12.087 KB
5.50	E. Digital Portfolio Samples	Hegenbarth, Larisa, 3/15/22 9:45 PM	DOCX / 216.719 KB
5.51	E. Math Scope and Sequence sample	Hegenbarth, Larisa, 3/15/22 9:45 PM	XLSX / 260.371 KB
5.52	E. Language Learner Path methodology	Hegenbarth, Larisa, 3/15/22 9:45 PM	PDF / 81.732 KB
5.53	E. Table of Specifications. Unpacking NGSS	Hegenbarth, Larisa, 3/15/22 9:40 PM	XLSX / 52.089 KB
5.54	E. Integrated Table of Specifications. Unpacking CO Science Standards MS	Hegenbarth, Larisa, 3/15/22 9:40 PM	XLSX / 44.45 KB
5.55	E. Colorado Essential Skills	Hegenbarth, Larisa, 3/15/22 9:39 PM	PDF / 286.95 KB
5.56	E. A day in the life of a Novastar student.jpg	Hegenbarth, Larisa, 3/15/22 9:37 PM	JPEG / 4.134 MB
5.57	E. Hybrid Blended Learning Approach	Hegenbarth, Larisa, 3/15/22 9:37 PM	DOCX / 989.641 KB
5.58	E. ELE - Academic Daily Schedules Sample	Hegenbarth, Larisa, 3/15/22 9:37 PM	XLSX / 250.639 KB
5.59	E. ELE - Annual Academic Calendar and Weekly Schedules	Hegenbarth, Larisa, 3/15/22 9:37 PM	XLSX / 293.128 KB
5.60	E. Educational Program	Hegenbarth, Larisa, 3/15/22 9:34 PM	PDF / 13.116 MB

6.F. Plan for Evaluating Pupil Performance

F. Plan for Evaluating Pupil Performance

Progress monitoring and assessment

Novastar Academy's educational philosophy outlines the importance of measuring holistically both academic and non-academic student performance. Progress monitoring and assessment plan will include:

- 360° diagnostic assessment (Core-LX, Key Data Systems, and Learnosity systems)

- formative and interim performance assessment (NWEA MAP, Core-LX, Key Data Systems, and Learnosity systems)

- summative assessment aligned with the mastery criteria (Core-LX mastery milestones, e-portfolio, student performance and presentations reports)

- standardized and required assessments (CMAS, PSAT, SAT)

- data management and reporting systems.

With the understanding of the purpose of assessment within different formats, we will design systems to educate all stakeholders with the main goal of improving learning and teaching. The following chart identifies assessment "of", "for", and "as".

ASSESSMENT "OF", "FOR" and "AS" LEARNING	
Assessment OF LEARNING is summative and performance based.	Used this way, assessment judges results against established standards and benchmarks. This most traditional use of assessment can reveal how the learner and the system are performing over time.
Assessment FOR LEARNING is formative, real-time, and diagnostic.	Used this way, assessment provides immediate feedback both to the learner and to adults on developing knowledge, skills, and dispositions while learning is actually happening.
Assessment AS LEARNING is self-examination by the learner.	Used this way, assessment supports the development of metacognition, the understanding of how learners learn and who the learners know themselves to be. This use of assessment provides the kind of self-awareness needed to become a better learner and to develop higher order skills and dispositions.

Visual. Assessment format

Novastar Academy's philosophy of measuring student performance is aligned with KED Global network personalized education approach: transparency of learning and assessment. To teach and measure mastery levels of knowledge, skills, values, and attitudes, the academic team will develop a systematic and streamlined progress monitoring and assessment framework unique to

the school's educational program. To measure student learning outcomes, the team of master teachers will create a framework with a variety of formative, summative, and interim assessments for transparent learning targets aligned with New Generation Science Standards (NGSS), Colorado Academic Standards (CAS), Colorado Essentials Skills (CES) and International standards of Programme for International Student Assessment (PISA). Please refer to the table below for an overview of the grading framework within the Novastar assessment plan.

Grading scheme	Purpose	Alignment	Functionality
Standards-based grading	Student progress in relation to an identified standard in a progression of a given long-term learning target in an identified content area	New Generation Science Standards Colorado Academic Standards	Formative Summative Growth markers Milestones
Formative assessments	Learner progress feedback to report a proficiency level based on standards-aligned or mastery-based rubrics	New Generation Science Standards Colorado Academic Standards International Academic Standards (OECD Education 2023 Framework) Colorado Essentials Skills and Dispositions Framework	Formative Interim Growth markers Milestones
Mastery-based assessment	Student achieving mastery in knowledge, skills, values and attitudes	Common Core standards New Generation Science Standards Colorado Academic Standards International Academic Standards	Formative Summative Growth markers Content milestones

		(OECD Education 2023 Framework) Colorado Essentials Skills and DIspositions Framework	CTE badges e-Portfolios e-Transcripts
Holistic feedback	Student progress in mastery in knowledge, skills, values and attitudes towards global competence	Common Core standards New Generation Science Standards Colorado Academic Standards International Academic Standards (OECD Education 2023 Framework) Colorado Essentials Skills and DIspositions Framework	Formative Growth markers Milestones CTE badges e-Portfolios e-Transcripts Global Competence Badges
Reflective assessment	Student self-assessment, peer feedback	International Academic Standards (OECD Education 2023 Framework) Colorado Essentials Skills and DIspositions Framework	Formative Growth markers Milestones Global Competence Badges e-Portfolios e-Transcripts Global competence

Table. Novastar Grading Framework

Novastar Academy will utilize the grading framework described above within the two grading scales used simultaneously and in accordance:

- Completion scale (complete/incomplete). A progress measure on a 100% scale will identify the completion of the task.

- Mastery milestones scale. All assignments and tasks will be graded on a 4 point mastery rubric. Each level of mastery will hold a numeric value from 4 to 1 (Table below).

Competent	Expert	The student consistently and independently demonstrate knowledge, skills, values, and attitudes above mastery level in a new task	4
	Master	The student consistently and independently demonstrate the ability to apply and transfer knowledge, skills, values, and attitudes in a new task	3
	Emerging master	The student independently demonstrate the ability to apply knowledge, skills, values, and attitudes in task	2
Not competent	Beginner	The student is learning to demonstrate knowledge, skills, values, and attitudes in a task	1

Table. Mastery Milestones Grading Scale

Novastar Academy will employ assessment databases of Learnosity and Key Data Systems incorporated in the Core-LX platform along with teacher-authored formative and summative assessments, rubrics, and performance/learning outcomes samples. Our guiding assessment framework development principle is transparency in creating an evaluative and reflective approach in assessment. A complete list of planned assessments and timeframes is provided in the appendix F. Novastar Academy Assessment Inventory. Below is a summary of the school's assessment plan, including grade level, content area, purpose, type, and frequency.

Assessment name	Grade level	Content area	Purpose	Type	Frequen-cy

Daily tasks					
Mentorship Path milestones (personal goals)					
Checks for understanding			Daily assessments, in their variety, are purposed for informal checking for student progress towards learning targets. They are designed to immediately identify a learning need/gap and adjust instruction. With immediate and transparent feedback, our learners are motivated and engaged in the learning process. Teachers and mentors are facilitators of learning opportunities and experts in the content matter, coaching and guiding the students through their personalized learning paths		
Checks for completion					
Checks for mastery					
Design thinking protocol	K-12	All		Mastery goals	Daily
Micro-badges in knowledge, skills, values/attitudes					
Core-LX menu					
Socratic seminar protocol					
Teacher review / Peer review protocol					
Self-reflection protocol					
Meta-cognitive					

Mentorship Path menu (essential skills and dispositions, global competence, and etc.)					
Formative					
Core-LX menu (quizzes, voice recordings, written responses/journals, simulations recordings, inactive worksheets, etc.)	K-12	All	Formative assessments are developed to monitor students' growth towards mastery goals, providing needed feedback and opportunities for remediation and improvements. Daily tasks and Formative assessments data are used by teachers and mentors in adjusting personalized learning paths and implementation of interventions when needed.	Formative/ Mastery /Global competence /Growth Marker / Badges / Milestones	Units of study / projects
Close reading reports					
Formal discussions/debates					
Writing assignments					
Web-based presentations					
Oral presentations					
Presentations of a learning product (a piece of art, model, design, etc.)					
Interim					
Core-LX menu					

(quizzes, voice recordings, written responses/journals.)			Interim assessments are used to measure progress towards academic standards and summative assessment of mastery. They provide growth data to the teachers/mentors and students	Formative/ Mastery /Global competence /Growth Marker / Badges / Milestones	Thematic Block / Projects
Formal discussions/debates	K-12	All			
Writing assignments					
Web-based presentations					
Oral presentations					
Summative					
Core-LX menu (test, exams, presentations)			Summative assessments are used to measure progress towards academic standards and mastery. They provide standards-based performance data	Formative/ Mastery /Global competence /Growth Marker / Badges / Milestones	Thematic Block / Projects
Writing assignments	K-12	All			
Web-based presentations					
Oral presentations					
Portfolios (mastery-based assessment)					
Badges			Portfolios are the		

(micro-badges, badges stacks, CTE badges)			collection of the mastery level student work in a variety of formats and mostly recorded digitally (e-portfolio, projects, papers, web-based presentations, badges, and etc.) Mastery is measured with a performance-based rubric. Portfolios will become a holistic measurement of students' achievements through milestones and mastery in knowledge, skills, values, and attitudes. It will be the marker of students' readiness for college and careers. Novastar will be using CAS/CMAS/PISA goals in building the scope and sequence across grades, providing targeted results in mastery of knowledge and skills, values, and attitudes.	Formative/ Mastery /Global competence /Growth Marker / Badges / Milestones / e-Portfolio / e-Transcript	Units of study / projects / thematic block
Web-based presentations					
Oral presentations					
Opportunity Project	K-12	All			
PSAT/SAT					
PSAT - April for Freshman and Sophomore year			Academic: a measure of college readiness*. Meta-cognitive: life skills (test taking		
SAT and writing -					

April for Junior year	9, 10, 11	Mathematics, English	skills require a number of developed soft skills such as time management, understanding directions, ability to focus on a task, managing anxiety, etc.)	Standard-ized	bi-annual
SAT Subject Tests (optional for students who are applying to colleges that request SAT subject test scores) - spring or summer after Junior year					
CMAS/ CoAlt (updated to 2021)					
CMAS:			State standardized tests provide a base-line data to understand student performance growth compared to the district, states, and national scores. The tests are benchmarks in entry-level, college courses, and technical courses. Novastar will be using CAS/CMAS/PISA goals in building the scope and sequence across grades, providing targeted results in mastery of knowledge and skills, values, and attitudes.	Standardized	annual
English Languages Arts	3, 5, 7	Mathematics, Science, English, Social Studies			
Mathematics	4, 6, 8				
Science	8				
Social Studies	na				
CoAlt - Alternative CMAS Assessment	(see CMAS)				
			Provides multiple measures of the current level of		

ACCESS	K-12	English	English proficiency, to determine students' preparedness to exit ELL program, to inform and improve instruction	Standardized	annual
PISA- based test for schools	15 year old students	Reading, Mathematics, Science	The test is administered every three years: 2024 with focus on Science. PISA assesses how well students mastered key knowledge, skills, values, and attitudes to be well prepared for life and future careers	Norm-referenced (PISA) / Formative (PISA for schools)	annual
CogAT	K-12	Ability and Aptitude	Provided multiple measures for GT identification		annual
Early Access / TS GOLD	preK - K /		Provided multiple measures for identifying early access to kindergarten 1st grade and school readiness		annual
MAP	K-12	ELA, Math	Iterim assessment to track student progress and growth	Standards-based	tri-annual
i-Ready	K-5	ELA	Interim and diagnostic assessment to	Standards-based	tri-annual

			track student progress and growth		
	* Novastar Academy will utilize a national test approved by CDE				

Table 3. Assessment Inventory Summary.

Student, Parent, and Alumni Surveys

The School Accountability Committee (SAC), composed of school leadership, parents, community members, and teachers will co-create an annual survey to gather feedback and comments f4om students, parents, and the community. With age-appropriate questions, the survey will measure to what degree students and parents are satisfied with the academic rigor, learning environment, program offerings, career and college preparedness, and more. Based on the survey results analysis, recommendations will be made to the school leadership for ways of improving innovative instruction, meaningful engagement, and school climate. Novastar expectation that at least 85% of the student and parents respond to the survey.

Focus on Literacy

As discussed above, the Novastar team will employ a comprehensive plan for student assessment. With the focus on literacy and in compliance with READ Act, academic staff will design personalized learning paths for each student to achieve their literacy milestones. Teachers, learning specialists, and parents will collaborate in writing READ plans when necessary, identifying deficiencies, interventions, curriculum and instruction differentiation. The plan will be evaluated at least annually. To meet Colorado READ Act requirements, the school teams will implement i-Ready assessment and monitoring tools, and scientifically and evidence-based curriculum and instruction. As the academic teams work through the curriculum blueprints; consideration will be made for a CDE approved and DCSD endorsed and piloted in 2021) reading curriculum selection. Novastar will also incorporate the required K-3 Evidence-based Reading Teacher Training in the professional development plan.

Student Performance Targets

Novastar Academy's mission is to educate students is to deliver rigorous and personalized

instruction preparing students for their future career and college. The foundation of our academic program is in meeting our students where they are and coaching them to become self-directed learners acquiring the knowledge, skills, values, and attitudes they will need to become successful in life. To meet our school's goals, we will use a variety of academic and non-academic measures, including those that would connect with the School Performance Framework (SPF) criteria. Novastar's ultimate goal is to reach a "distinguished" level on the SPF scale for every year of operation.

A number of interim measures will be implemented by the school's academic teams to measure academic achievement and growth, graduation rates, and more. Novastar's performance targets are summarized in section C. Goals, Objectives, and Pupil Performance Standards. Please refer to appendix F. Student Performance Targets for the detailed review of the student performance targets.

Corrective Actions

Our core belief is by providing a unique and personalized educational experience to every student equity can be ensured. Our long-range goal is preparing students for a meaningful career in college and industries globally. Creating learning opportunities of high rigor in academics and genuine engagement in building the ecosystems of new life and work skills, Novastar Academy will utilize a custom system of academic knowledge and skills assessments along with the mandated statewide assessments.

Novastar Academy will use internal and external assessments to monitor student academic growth and achievement, and every student will receive a personalized Learning Path (PLP). Personalized performance plans will include both internal and external assessments for all grades. Teacher teams will also create custom assessments to track students longitudinally as they progress through learning milestones. The results of all assessments will be used for the adaptation of instruction and curricula configuration. Data will also be collected from classroom informal assessments, national and international tests, stakeholders' surveys, all formative and informal assessments conducted throughout the school year.

Please refer to subsection Response to Intervention and section Q. Serving Students with Special Needs subsection RtI and MTSS for detailed information on academic and behavioral interventions.
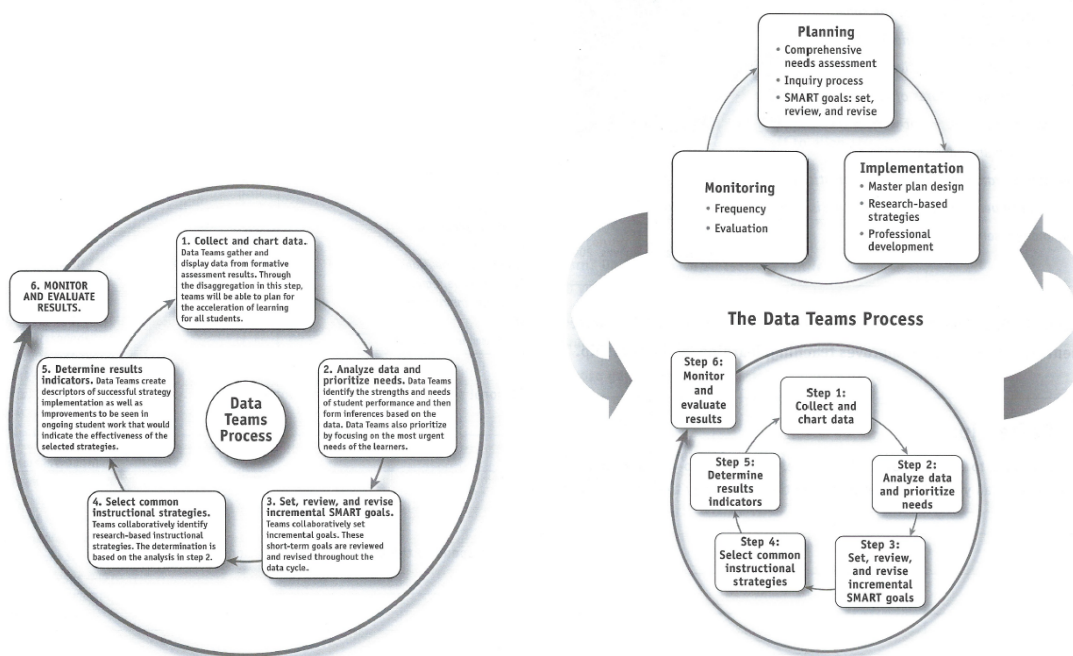
Data-Driven Instruction: Data Teams

It is our belief that data should be at the center of all decision-making. To ensure that data is being

reviewed by our instructional staff, all teachers will be part of data teams to allow for ongoing collaboration and analysis of disaggregated assessment data and other data pertaining to student learning and social-emotional development. Underperforming student groups will be prioritized for instruction adaptation and interventions. Exploiting the Core Learning Exchange reporting system, teachers will be able to retrieve multiple point data at any moment and any standards or subject. Data teams will be grouped by lower/upper grades in ELE and MS and by mixed subjects and learning tracks (refer to Educational Programming for more information) in HS. It will be important that General Education teachers are looking at data to help them strategize to best support their diverse learners in their classrooms through preteaches, reteaches, and providing access points throughout all grade level activities. Teachers will receive ongoing coaching and thought partnership as they work to respond to the data of their diverse learners. To ensure that they are provided support and resources to best plan for individual student needs, special education, GT, and ELD teacher schedules will be developed in a way that will prioritize coplanning opportunities to ensure that collaboration takes place.

We will utilize Bambrick-Santoyo's Data Driven Instruction (DDI) Framework consisting of four key components (2012.):

- Assessment. Define the roadmap for rigor.

- Analysis. Determine where students are struggling and why.

    - RtI and MTSS data analysis.

- Action. Implement new teaching plans and adjust instruction.

    - RtI and MTSS action plans.

- Systems. Create systems and procedures to ensure continual data-driven improvement.

Visual. Data team process.

Novastar Academy leadership will create efficient systems to ensure continual data-driven conversations and instruction improvement. Data Teams is the most powerful professional development that has been experienced. The primary purpose of a Data Team is to improve student learning. The six-step process as presented in Picture 7 allows teachers to have evidence-based conversations on teaching and learning. Data Teams will meet at curriculum tier level and by content weekly and once a quarter - as a school-wide team. Below is an example of the data team process.

1. Collect and chart data. Data collection for all assessments results, starting from CMAS and schools formative assessments and ending with anecdotal evidence.

2. Analyze data and prioritize needs. To lay a foundation for deeper analysis and to facilitate efficient instructional planning, the leadership team will disassemble CMAS results by CMAS evidence statement and Colorado Academic Standards item. An example of a grade level analysis is presented in Picture 8 .

On /Close to State			BELOW STATE AVERAGE		
CMASS EVIDENCE STATEMENT	ITEM #	COLORADO ACADEMIC STANDARDS	CMAS EVIDENCE STATEMENT	ITEM #	COLORADO ACADEMIC STANDARDS
Determine the main idea of a text and explain how it is supported by key details; summarize the text.	10-RI 4.2.1	Reading for All Purposes: Comprehension and fluency matter when reading informational and persuasive texts in a fluent way	Provides an explanation of how an author uses reasons to support particular points in a text.	1-RI 4.8.2	Provides an explanation of how an author uses evidence to support particular points in a text.
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	11-RL 4.1.1	Readers think about the tone and message of the text. They use the expression to make reading clear.			
Determine a theme of a story, drama, or poem from details in the text; summarize the text.	12-RL4.3.3	Comprehension and fluency matter when reading literary texts in a fluent way			

Visual. Desegregated CMAS data analysis

3. Set, review, and revise incremental SMART goals. Data Teams works through the CMAS data analysis and sets the goals.

4. Select common instructional strategies. Teams collaboratively identify research-based instructional strategies. The determination is based on the analysis in step 2. Below is an example for Language Arts reading interventions.

Picture 9. Identifying Interventions

5. Determine results indicators. Data Teams create descriptors for successful strategy implementation. That work is completed in smaller teams by subject content. Below is an example of a Data Team meeting agenda.

Team		

Date		
Time of Meeting		
Location		
Items to Bring	• Curriculum materials that may be used to create a pre-assessment • Priority Standard that will be addressed	
Agenda	Action	Timeframe
	Step 1: Review which priority standard will be addressed through Data Teams first	2 min
	Step 2: Unwrap standard	10 min
	Step 3: Create Pre-assessment	30 min
	Step 4: Identify the date to administer the pre-assessment	2 min
	Step 5: Identify when all data must be inputted into template	2 min
	Step 6: Dismissal and any housekeeping issues	

 6. Monitor and evaluate results. As noted by Allison at. el. (2010), "Data Teams need strong school-based leadership to provide guidance, direction, vision, support, and feedback during the Data Teams journey". Sixth step of the Data Team process includes communication of results to stakeholders, monitoring and guidance of the process, success celebrations, long-term action planning.

Data Management and State Reporting

The Core-LX Mastery Learning Platform is the primary application Novastar Academy will use for data management. Core-LX is a comprehensive system with a data dashboard where data can be compiled, aggregated and analyzed for a variety of academic and reporting needs. The school teams will utilize Coe-LX for online record keeping and data management. Core-LX platform afford to following options in a user friendly format:

- allow teachers to retrieve, compile, analyse and create reports on data from multiple sources (every learning object in a playlist will be tagged with standards, mastery levels)

- allow data to be sorted by standards, mastery level, completion, subject, project, badge, class, student cohort, proficiency level and more

- allow administrators to retrieve, compile, analyse and create reports to compare data from cohorts by the categories outlined above

- adapt data dashboards to the school's unique grading systems/schemes

- adapt data dashboards to the teacher's specifications

- create reports ("Roll-up reports") by summaries and specification (e.g., a cohort report by standard tag/teacher created rubric criteria tag/learning task completion/learning target/correct or incorrect response to a test question/and more)

- provide systematic data reporting for data teams and collaborative planning

- create reports for all stakeholders (teacher, parents, BOD, authorizer)

- provide sorted and interactive data to inform instruction and professional development decisions.

(Please refer to the appendix F. Core Learning Exchange Product Description page 48-53)

The team will "plug-in" the Student Information System (SIS) utilized or suggested by the authorizing school district. Core-LX has capabilities to integrate any SIS type of system into the school's Core-LX account. Novastar Academy will ensure systems' compatibility with the CCSD districts' SIS, BlackBoard, PowerBoard, and others.

Core Learning Exchange will remotely manage the Novastar Academy technical infrastructure. All software distribution and updates to students and teachers will be automated via cloud technologies. The school's technical infrastructure will be completely Software as a Service (SaaS) and all personal data will adhere to FERPA privacy rules. No data collected from the students will ever be sold or shared without user consent. Novastar Academy will contract with the Core-LX for the first year of operations for live agent support service provided via a chat-bot. A chat-bot will be available for extended hours to provide any technical support and resolve user

issues in real-time in collaboration with a teacher/mentor. Professional development on all systems will be provided during the Induction / Pre-service program (Please refer to appendix E. Schedules). With the enrollment growth, the school's administration will plan to hire an on-site IT assistant/coordinator. The school's budget will be adjusted for the service cost when the hiring decision is made according to the school's needs. The school's IT coordinator will be trained by Core-LX specialists for the use of the Core-LX platform and other integrated components and technical support.

Novastar Academy will be flexible in its use of technology and intends to integrate innovative products as they become available or are needed. To reduce integration risk, we will require that our vendors adhere to IMS Global technical standards for OneRoster (roster data), Learning Tools Interoperability (for content to tool integration), Competency and Standards Exchange (for standards and rubrics), Comprehensive Learner Record (e-transcript and portfolio), and IMS Open Badges (securely issued micro-credentials). (Please refer to E. Educational Program for more information about Comprehensive Learner Record).

Performance Standards

Promotion

Novastar Academy will implement competency-based pedagogy where instruction and assessment are based on students' demonstrated mastery and, as a result, every student will have a complete digital portfolio evidencing their knowledge, skills, values, and attitudes. Promotion in a traditional understanding is presented by completion of personalized learning paths and earning digital badge stacks in Core-LX. Each badge will represent a unit of study built within the four blocks of knowledge, skills, attitudes, and values and aligned with Colorado Academic Standards graduate statements (competencies).

Digital badges organized in stacks represent courses of study, for example, Digital Design, Basics of Coding, American Literature, and etc. Curriculum constructed into badges and badge stacks reflects the knowledge and skills students need to master at each grade level. Through CAS and NGSS alignment, the Novastar curriculum has an established system with curriculum vertical and horizontal alignment, where students move through learning grade-level milestones by achieving mastery in their learning progressions and recording evidence in their e-portfolios. Aligned with CAS mastery milestones of content and skills, students' progress is measured by competency-based rubrics. To expand and deepen their learning and mastery, students will transfer and apply their knowledge and skills, developing their attitudes and values in collaborative and independent work during Opportunity Project weekly rotation, workplace learning, internships, and global collaborative projects. Provided those opportunities, our students are able to reach their goals outlined in their ICAP and personal goals plan.

Novastar is dedicated to providing a nurturing environment and preparing every student to the

rigor of academic instuction and high expectations. Through assessment observations, and interviews, the school's staff will b able to determine the capabilities, abilities, needs, and passions of each student to effectively differentiate instruction. To be promoted next grade level, a student will need to achieve a set performance requirement. All student performance requirements will be communicated to student and parents in a transparent and clear form at the beginning of the school year to ensure both student and parent engagement in the educational process. Likewise, students' progress and performance will be communicated at the end of the school year to ensure the student is ready for a grade-level promotion. Novastar teams will follow CDE recommended guidelines for grade-level promotion and exit. In addition, the following standards will set for each grade level:

- K-2: meets the CDE curriculum grade-level standards for academics; meets age-appropriate social and cognitive development

- 3-7: meets the CDE curriculum grade-level standards for academics; meets age-appropriate social and cognitive development; meets a minimum proficiency on standardized tests

- 8: meets the CDE curriculum grade-level standards for academics; meets age-appropriate social and cognitive development; meets a minimum proficiency on standardized tests; completes e-portfolio and Opportunity Projects; creates a meaningful ICAP plan identifying the career goals and pathways.

- 9-12: meets the CDE curriculum grade-level standards for academics; meets age-appropriate social and cognitive development; meets a minimum proficiency on standardized tests; completes e-portfolio and Opportunity Projects; completes CTE certification and earns a required CTE credential; earns a Seal of Biliteracy; finalizes a career pathway plan.

Novastar promotion criteria for all courses/subjects:

- Students must complete their personalized learning path plan

- Students must complete a blended learning playlist to pass the class/course; if the student's playlist completion is below 80%, he/she receives an incomplete grade (IG). To change IG, a student will need to work with the assigned mentor and classroom teacher to the class/course completion.

- Students will achieve mastery in knowledge, skills, values, and attitudes if they reach level "3" on the mastery rubric (Please refer to the grading scale table)

- Students who have not reached mastery level and have class completion below 80% will receive services within MTSS interventions, individual tutoring during Mentorship Path time and Learning Lab (Fridays)

- If a senior student has not completed the graduation requirements, he/she will have an opportunity to receive extended learning time during the summer following the graduation year or transfer to Novastar Academy Summer / Homeschool program online option.

A Novastar Graduate Portrait is presented in the appendix.

Stakeholders Communication Schedule

Novastar Academy will adopt a communication plan with various stakeholders. Below is the snapshot of the communication plan draft.

Stakeholder	Method of Communication	Frequency	Intended Uses
District/Authorizer	Annual school data report and Unified School Improvement Plan	Once per year, more frequently if requested	Assure that Novastar Academy is adequately meeting student achievement requirements to maintain authorization as a charter school
Board of Directors	Data report at the time of the annual report to parents	Once per year, more frequently if requested	Maintain oversight of the academic status "big picture." Enable governing board to make informed decisions and speak with authority about the school's academic progress
Instructional Staff	School-wide: school data team meetings	Quarterly / per need	Provide feedback on the school's academic success. Guide school-wide discussion on areas of focus and next steps.
Instructional Staff	Classroom: Copies of formative/summativee assessment data	Weekly (team-based) during teacher data team meetings both vertical and horizontal	Inform individual classroom instruction, vertical and horizontal alignment among teams
Students: Student Level	Progress reports	Quarterly / Per need through	Hold students accountable for their own learning and engage them as partners in education. Help students learn to make informed

Data		Student Portal	choices about how to improve academic success.
Students: Student Level Data	Informal student-teacher conferences	Weekly (Mentorship Path time on Fridays)	Hold students accountable for their own learning and engage them as partners in education. Help students learn to make informed choices about how to improve academic success.
Students: School Level Data	Annual school report card	Once per year	Engage students at an age-appropriate level as key members of the school and its progress.
Parents: Student Level Data	Progress reports	Quarterly / Per need through Parent Portal	Provide feedback about student academic progress and how each parent may support it.
Parents: Student Level Data	Formal parent-teacher conferences	Biannually	Provide feedback about student academic progress and how each parent may support it.
Parents: School Level Data	Annual school report card	Once per year	Engage parents as a partner in the school's academic process. Allow parents to make informed decisions about the quality of their student's education

Graduation requirements

The first Novastar Academy class will graduate in the year of 2024. The school will honor CDE graduation requirements. Novastar students will have a unique opportunity to take ownership of their learning by co-constructing personalized learning paths and authentic curriculum based on the four blocks of world standard excellence: gaining knowledge, skills, attitudes, and values in Core and Electives subjects, wellness, collaborative projects, concurrent enrollment courses, industry certificates (digital badges), work-study session, and internships. To elevate learning to a global level, we incorporate partnerships, projects, and study abroad in the Novastar academic program. With our CTE tracks partners, we create a comprehensive and flexible graduation

guideline for our students. With the goal of meeting the Colorado graduation requirements, the school's academic team has reviewed the Menu of Options and outlined the Novastar graduation menu starting with the implementation of Individual Career and Academic Plans (ICAP) and Mentorship Paths in the program.

A digital portfolio (e-portfolio) will be created for every student to include extended evidence of demonstrated competencies in CAS in all content areas and CO Essential Skills. The flexibility of e-portfolio allows students to accumulate performance and competencies evidence necessary not only for graduation with a high school diploma but also for acquiring internship positions and future jobs. An e-portfolio has become a showcase of capabilities and abilities many employers are expecting their potential employees to present during a hiring process. According to The Global Focus Magazine employers "also indicated that ePortfolios have the potential to reveal the following about applicants that traditional interview processes cannot:

- Personalised body of learning evidence against generic skills

- Learning style and preferences

- The lens through which they view the world/life

- Communication tool"

 (A sample of e-portfolio can be found in the appendix E. Education Program E. Curriculum)

Following the best practices of other successful school districts, the Novastar team has created the template of graduation pathways. Please review the complete Novastar outline in appendix E. Education Program E. Graduation guidelines. Our students will co-create their personalized graduation pathways to include:

- future career plan development (ICAP)

- 24 academic credits

    - English 4 credits

    - Math 4 credits

    - Science 3 credits

    - Social Studies 3 credits

    - Physical Education 1 credit

    - Arts or eligible CTE courses 1 credit

    - Approved Electives 8 credits

- demonstrated competencies showcased in e-portfolio (a combination of motion from the menu).

Novastar Academy will provide personalized graduation plans to our students matched to their focus of study. Per Colorado Department of Education, students can select from a menu of College and Career Ready Demonstrations for graduation. Students will work with their teachers and counselors to select the most appropriate option for the pathway they choose.

Because our personalized competency-based learning program includes large projects, we predict that many Novastar students will opt for the District Capstone or a Performance Assessment. Wherever possible, Novastar Academy intends to offer concurrent credit and industry credential programs that our students will use for graduation readiness demonstrations. Career Readiness is central to our mission, some of our students will opt for the ACT WorkKeys exam or Work Based Learning portfolios, while our college bound students will have the option to use either ACT or SAT exams. For students with IEPs who opt to participate in the Capstone or Performance assessment, General Education teachers and Special Educators will work collaboratively to ensure that there is alignment between the student's activities and their transition programming outlined in their IEPs. Students will complete career exploration activities as part of their Transition IEPs and these Career or Work-based options will create opportunities for robust transition programming for these students.

Attachments
Section 6: F. Plan for Evaluating Pupil Performance

6.1	F. Assessment Inventory grades K-5	Hegenbarth, Larisa, 3/17/22 5:18 PM	XLSX / 8.802 KB
6.2	F. Assessment Inventory grades 6-8	Hegenbarth, Larisa, 3/17/22 5:18 PM	XLSX / 8.311 KB
6.3	F. Student Performance Targets Projections for grades 6-12	Hegenbarth, Larisa, 3/17/22 5:18 PM	XLSX / 50.8 KB
6.4	F. Assessment Inventory grades 9-12	Hegenbarth, Larisa, 3/15/22 9:51 PM	XLSX / 9.063 KB
6.5	F. Plan for Evaluating Pupil Performance	Hegenbarth, Larisa, 3/15/22 9:51 PM	DOCX / 1.052 MB

7.G. Budget and Finance

G. Budget and Finance

Establishing Business Operations

Financial Code of Ethics

The following statement will be signed by all Governing Board members and employees of Novastar: Financial Code of Ethics (Appendix G. IFAC Ethics Code)

All Governing Board members and employees of Novastar Academy Charter School shall:

- Act with honesty and integrity, including handling actual or apparent conflicts of interest between personal and professional relationships in an ethical manner;

- Sign an ethical behavior Conflict of Interest Disclosure Statement annually;

- File complete, accurate, timely, and understandable disclosure statements as required by applicable laws, rules, or policies;

- Comply with applicable federal and state laws, authorizer policies, and with other applicable rules;

- Act in good faith, responsibly, and with due care, competence and diligence, without misrepresenting material facts or allowing one's independence of judgment to be subordinated;

- Share knowledge and maintain skills important and relevant to job requirements;

- Respect the confidentiality of information acquired in the course of work and made confidential by law; and

- Proactively promote ethical behavior in all financial dealings and other activities within Novastar Academy Charter School.

Fiscal Management Goals

The School's financial management shall be the responsibility of the Board of Directors (Board) and the agents the Board designates (i.e. the Executive Director, other school staff, and the Business Services Provider contracted by the Board). The Executive Director and the Business Services Provider shall administer the budget for the school, making expenditures and commitments with Board approval. The ultimate responsibility for the financial operations of the School falls upon the Board of Directors. The Business Services Provider shall report to the Board of Directors, or its designated subcommittee, and act in an advisory capacity with regard to financial matters.

The Board designees, in conjunction with the Board of Directors, shall be responsible for the installation and supervision of proper internal control systems to include, but not limited to:

- Receipt and deposits of moneys

- Payment of salaries and wages, as adopted by the Board of Directors

- Timely payment of bills

- Accurate posting of transactions and reconciliation of accounts

- Responsible administration of employee benefits

- Procurement of assets

- Timely generation of monthly financial statements and reports for the Finance Committee's review and board approval.

In order to ensure the School's financial integrity, the Board of Directors shall set aside operational and capital reserves, as well as the required TABOR reserves of 3% of expenditures, for the School as contingency reserves to be included in each general fund budget to avoid borrowing money to conduct operations. The Board of Directors has set a goal to maintain a minimum of 60 days cash on hand to ensure adequate cash flow and a minimum of $250,000 in unrestricted operating reserves from its first year of operation to ensure sufficient contingency.

Novastar Academy Charter School annually manages government and private sums of money. The Board of Directors (the Board), the Executive Director, Director of Operations, and other members of staff each have roles and accountabilities in the exercise of fiscal due diligence and prudence in operating and managing the schools. This document sets out these responsibilities in more explicit terms, to ensure that all involved understand the scope (and limitations) of their individual and collective responsibilities.

Novastar Academy has developed procedures and controls to establish a system of checks and balances for daily financial operations and reporting. In addition to those already outlined above and below within this section, Appendix G. Financial Policies and Procedures outlines a comprehensive list of financial operations and internal controls that include but are not limited to the following:

- Separation of responsibilities for processing daily financial operations at school and for approval financial decisions

- Treasurer oversight of monthly and year-end accounting books

- Bonded Employees and Officers

- Property/Asset Inventory

- Record Keeping

- Internal Controls

- Bank Accounts

- Loans and Financing

- Cash Receipts (Cash and Checks)

- Deposit of Funds

- Grants and Gifts from Private Sources

- Financial Emergencies

- Budget Transfers

- General Accounting Procedures and Policies

- Attendance Accounting

- Capitalization and Depreciation

- Disposal of Surplus Property and Donations

- Asset Protection Policies

- Purchasing and Purchasing Authority

- Authorization of Expenditures

- Contracts

- Bidding Requirements

- Vendor Relations

- Accounts Payable

- Use of Cash

- Credit/Purchasing Card: Purchases up to $5,000

- Contractor Payments

- Accounting and Reporting

- Payroll Procedures

- Expense Reimbursement

Fiscal Management Principles

Novastar Academy Charter School will maintain in effect the following principles in its ongoing fiscal management practices to ensure that,

1. Expenditures are authorized by and in accord with amounts specified in the board adopted budget,

1. The school will operate in a manner which insures its long-term financial strength:

1. The school will operate with a positive net income each year.

2. Cash will be managed in a way that ensures maximum liquidity and safety.

3. Restricted contributions will be used only for the reason the donations were given.

4. Restricted fund balances will not be used for operations.

5. Payroll and other debt obligations will be paid in a timely manner.

2. the school's funds are managed and held in a manner that provides a high degree of protection of the school's assets, and all transactions are recorded and documented using fund accounting and government accounting standards in accordance with the state's public school chart of accounts.

Segregation of Duties

Novastar Academy Charter School will develop and maintain simple check request and purchase order forms to document the authorization of all non-payroll expenditures. All proposed expenditures must be approved by the Executive Director who will review the proposed expenditure to determine whether it is consistent with the Board adopted budget and sign the check request form. The Governing Board must appoint and approve all individuals authorized to sign checks or warrants in accord with these policies. All check request and purchase orders over $200 must be signed by two authorized signatories (cosigned by the Executive Director and countersigned by one Board member, preferably the Treasurer) to ensure separation of expenditure authorization and check signing functions.

Annual Independent Financial Audit

Novastar Academy will maintain appropriate financial records in accordance with all applicable federal, state, and local laws, rules and regulations. Novastar Academy will maintain comparisons reports for projected and actual expenses. Revenue and expenditures will be consistent with the Colorado Department of Education's Financial Policies and Procedures Handbook and Chart of Accounts. The school will maintain appropriate controls to ensure the protection of the school's financial resources.

These financial records will be made available for an annual independent financial audit. Details on compliance with state and federal audit requirements are outlined in Appendix G. Financial Policies and Procedures.

Governmental Accounting Standards Board (GASB)

Novastar Academy shall comply with required GASB provisions and will use the CDE Uniform Chart of Accounts. The school will maintain an accounting system that ensures fund accounting for federal and other restricted funding streams, and will follow all budgeting, accounting, and reporting requirements as detailed in the CDE Financial Policies and Procedures Manual.

Daily Financial Operations & Internal Controls

Novastar Academy's business office functions will be set up and managed by the Director of Operations with the support Business Service Provider, G&G Consulting. In subsequent years as enrollment grows, additional administrative support may be added to the Director of Operations' team. Duties of the Director of Operations with respect to the school's fiscal and asset management are outlined in Appendix G: Financial Policies and Procedures document. These duties include:

1. Assist in budget development and administration in conjunction with the Executive Director and Business Services Provider

2. Assist in the installation and supervision of internal controls in conjunction with the Executive Director and Business Services Provider

3. Asset inventory

4. Check and cash deposits

5. Originate and track purchase orders

6. Make payments

7. Maintain documentation of financial transactions, including proof of purchase, delivery, and payment

8. Contract administration for independent contractors

9. Secure bids for large purchases

10. Assist with payroll procedures

G&G Consulting will serve as Business Services Provider and deliver accounting and financial reporting services, including budget adjustments and cash flow projections to ensure compliance with the Governmental Accounting Standards Board ("GASB"). G&G Consulting was selected as the Business Services Provider for a range of financial service (Details provided in the service contract in Appendix G. G&G Consulting Service Proposal), including accounting (reviewing of current financials and reports), set-up and support with accounting software, budgeting support, and assistance with financial transparency web page management.

Novastar Academy has developed procedures and controls to establish a system of checks and balances for daily financial operations and reporting. In addition to those already outlined above and below within this section, Appendix G: Financial Policies and Procedures outlines a comprehensive list of financial operations and internal controls.

Novastar Academy governing board will review quarterly reports including monthly bank

statements, all expenditures, comparison analysis of expenditures and budget. Supplemental reports on cash accounts and other funds can be furnished per request. G&G Consulting staff will be available for consulting and participating in BOD meetings for support in financial information. The School Executive Director will notify the BOD in case of any unforeseen expenditures or deviations from the school budget. As mentioned above an independent consulting firm will be hired to conduct annual financial audits.

Board Oversight and Financial Reporting

Novastar Academy's Board will be responsible for the fiscal health of the school: there will be no spending approved without being reasonably expected to be a real income of the school. A draft Financial Policies and Procedures document is included in this application and will be reviewed by the Director of Operations and approved by the Board following charter application approval.

Novastar Academy's Business Services Provider, G&G Consulting, will reconcile the School's ledgers with its bank accounts on a monthly basis and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement (per request). The Executive Director and Finance Committee of the Board will review these statements and report their findings to the board on a monthly basis. The school will deposit all funds received as soon as practical upon receipt. A petty cash fund, not to exceed $100, may be established with an appropriate ledger to be reconciled twice monthly by the school site secretary, who shall not be authorized to expend petty cash.

Ryan Brodsky has been appointed by the board to serve as its Treasurer. Ryan has experience in financial management acquired by serving as Assembly Campus Director. He is also continuing his education with Colorado University MBA program. The Board has directed the Executive Director to hire a Director of Operations upon charter approval who will oversee personnel and finance and be the primary contact with the Business Services Provider, G&G Consulting. Under the direction of the Executive Director, the Director of Operations will prepare checks, orders, and other financial documents supporting daily school operations. The Director of Operations will also have the responsibility of working with G&G Consulting to ensure adequate accounts are kept and maintained for property and business transactions, including the school's assets, liabilities, receipts, disbursements, gains and losses. All accounts and records will be available to the board for inspection at any time. The Treasurer will coordinate communication and reports preparation between the school personnel, G&G Consulting, and the board, utilizing monthly Finance Committee meetings to assist with this purpose.

The Board will be responsible for approving all contracts with the budget of more than $10,000 per year. Neither the Board nor the Executive Director shall operate outside the school's budget and financial policies or cause or allow fiscal shortcomings that jeopardize school operations. Accordingly, Board and school staff shall not:

- Allow purchases that are not consistent with the school goals, tenets, mission statement and core virtues.

- Fail to inform and seek the approval of the Board where required by board policy.

- Expend more funds than are available and within budget.

- Indebt the organization in an amount greater than can be repaid by certain, otherwise unencumbered revenues within ninety days.

- Borrow any money without Board approval.

- Use any long-term reserves without Board approval.

- Expend money outside an approved budget line item without prior Board approval.

- Fail to settle payroll and debts in a timely manner and according to applicable law.

- Allow payroll tax payments or other government ordered payments or filings to be overdue or inaccurately filed.

- Acquire, encumber, or dispose of real property without the Board approval.

- Fail to pursue receivables after a reasonable grace period.

- Fail to properly accrue income and expenses in the proper fiscal year.

- Develop and enact procedures that are not compatible with a successful audit.

Budget Development & Board Oversight

The annual budget is the financial plan for the operation of the school. It provides the framework for both expenditures and revenues for the year and translates into financial terms the educational programs and priorities of the School.

The Board of Directors assigns to the Executive Director overall responsibility for budget preparation, budget presentation and budget administration, but portions of this responsibility may be delegated to other staff and/or the Business Services Provider. Insofar as is possible, the budgets adopted by the Board of Directors shall be sufficient to implement all programs and policies that have had Board approval.

Any administrative request for an increase in expenditures or policies which will result in a budgetary expenditure increase greater than $10,000 or 10% on a single budgetary line item requires board approval before being enacted. Under $10,000 may be approved by the Executive Director as long as the total budget for the fiscal year is still within the total expenditures approved in the budget by the Board of Directors.

Asset Protection

The Board or Executive Director shall not allow school assets to be unprotected, inadequately maintained, or unnecessarily risked. Accordingly, they may not:

1. Fail to insure against theft and casualty losses and against liability losses to board members, staff or the organization itself to beyond the minimally acceptable prudent level.

2. Allow un-bonded personnel access to material amounts of funds.

3. Subject facilities and equipment to improper wear and tear caused by insufficient maintenance.

4. Unnecessarily expose the organization, its board or staff to claims of liability.

5. Make any purchase without consideration being given to securing a competitive price.

6. Make any purchase wherein normally prudent protection has not been given against conflict of interest.

7. Make any purchase in excess of $5,000 without obtaining a minimum of three (3) bids unless specifically waived by the Executive Director and Director of Operations. Exceptions may be granted in the case of required curriculum that is only available through one vendor. Generally, the term of any contractual relationships shall not exceed one (1) year, at which time it will be re-bid.

8. Make any purchase of $10,000 without Board approval unless it is specifically included in the current budget.

The Executive Director shall ensure that the school retains appropriate property and liability insurance coverage.

Statutory Requirements

Novastar Academy will provide Public Employees' Retirement Association (PERA) Contributions for all staff as required by Colorado law. Novastar Academy will maintain the required TABOR reserve of 3% of revenues each year. Additional statutory references to demonstrate compliance with state laws are found throughout this section and as outlined in Appendix G. Financial Policies and Procedures.

Financial Transparency Act Policy

The Novastar Academy Charter School Board of Directors shall comply with the Colorado Financial Transparency Act (C.R.S. §22-44-301 et seq.) by posting all required documents on the school's website in a timely manner (must be posted no more than 60 days after board approval). This includes posting the following according to the state's prescribed template order:

- An informational summary outlining details about the school such as size, location, and assets

- The Charter School's Adopted Budget - Including Uniform Budget Summary (current and prior two years)

- The Charter School's Financial Audit (current and prior two years)

- The Charter School's Salary Schedules &/or compensation policies (current and prior two years)

- List of automatic and non-automatic waivers received by the Charter School (with rationale & replacement plans for non-automatic waivers)

- Federal Form 990, 990-EZ, or 990-PF and any associated schedules

- Other Charter School specific financial information, such as quarterly financial statements, accounts payable check register, credit/debit/purchase card statements, and "investment performance report(s)" (for any school investments) in a downloadable format, such as a searchable PDF

- A link to Authorizer's Financial Transparency webpage

- A link to the state's Public Financial Transparency website (https://coloradok12financialtransparency.com)

The school shall also include a disclaimer to the financial transparency section of its website that reminds reviewers that financial information should not be taken out of context and that questions can be directed to the school, with contact name and information included for the Executive Director. The Board directs the Director of Operations to ensure that updated versions of the above documents are posted, when possible, within one week of approval.

Budget Narrative

Novastar Academy created a budget that is mission and vision aligned and in compliance with Federal Laws and Colorado Statutes. Our goal is to create a safe and nurturing environment by building up our communities and meeting their needs through a competent global academic program. Building a conservative and frugal budget will allow us to direct maximum resources to instruction and academic programs. A planning budget has been included in Appendix G that outlines projected revenues and expenses from charter approval through Year 5 of operation. This file includes details on all revenue, expense, and reserve assumptions. Summary assumptions follow.

Year 0

The planning budget includes detail on the school's Year 0 (FY21). Spending this year will be dedicated to start-up operations using the anticipated federal start-up grant. Expenses include limited administrative staffing, consultant services, advertising, supplies, furniture and fixtures, and non-capital equipment. See Contingency Plans, below, for more information.

Revenue Assumptions

The five-year planning budget incorporates the following revenue assumptions:

1. Per Pupil Revenue: FY23 is estimated at recommended funding - $9,110.74, per the FY22 School Finance Act (HB 20-1418), assuming a 2% annual increases.

2. Student Activity Revenue: Student activity revenue is estimated at $150 per non-FRL student each year (fees for students who qualify for free or reduced lunch are waived). This revenue is expected to cover field trips for non-FRL students. The school will cover the cost for FRL students.

3. Mill Levy Override: FY23 MLO is estimated at flat $1,184.00 per funded pupil. The FY23 estimate was recommended by DCSD Choice Programming Unit.

4. Charter School Capital Construction: FY23 capital construction revenue is estimated at $300.98 per funded pupil. This amount is recommended by DCSD Choice Programming Unit. The FY23 amount per funded pupil is held flat through the forecast period.

5. Colorado Charter School Program Grant (CCSP): Novastar was pre-aprived for a three-year federal start-up grant in 2020 and conservatively approximates $330,000 in FY22 through FY24 to help cover start-up costs such as staffing in Year 0, consultant services, marketing, supplies, and equipment, for example.

6. Other potential local revenue sources that are not included in the budget include private donations, fundraising, and rental income via numerous planned partnerships with educational organizations ans service providers (Please refer to the Appendix Partnerships).

7. To be conservative, Novastar has not included any federal entitlement funding, such as ESSA funding. However, note that the school does anticipate a 50% FRL population and plans to only collect fees from 50% of students.

Expense Assumptions

The five-year planning budget incorporates the following expense assumptions:

1. Staffing (0100): Novastar plans to staff a total of 3 non-instructional FTE and 13.6 instructional FTE in Year 1, growing to 7 non-instructional FTE and 28.2 instructional FTE in Year 5. See the "Salaries" tab in the five-year planning budget for more details. In light of limited PPR, the budget includes annual compensation increases in Year 2 through Year 5 at only 2.0%. However, the budget does account for bonuses/stipends that may be adjusted for increased or decreased PPR and will be used to retain teachers and/or compensate duly certified teachers as needed. In the first year, bonuses average 1% of salaries. Salaries also include substitutes at $130/day and 10 day per teacher.

2. Benefits (0200): Staff benefits are made up of Medicare (1.45% of salaries each year), PERA (22.4% of salaries in Year 1 and increasing by 0.5% each year through Year 5), and health, dental, vision, and life insurance benefits. Health benefits are budgeted at $7,000 per employee assuming 80% participation. This number was derived based on a comparison with other charter schools' spending and increases each year by 5%. Other benefits are budgeted at another $400 per employee assuming 100% participation. Vision and dental also increase by 5% each year. Note that the school is aware of the GASB 68 PERA On Behalf of Payment that will need to be accounted for in revenue and expenses; however,

these amounts have been excluded from the planning budget since they do not impact the school's annual change in fund balance.

3. Professional Educational Services (0320): Professional educational services are made up of a Core-LX curriculum subscription ($120/student in Year 1, as well as a placeholder for additional costs associated with the CTE program as necessary ($5,000 starting in Year 4), although the school doesn't expect significant CTE costs based on partnerships that are currently being negotiated.

4. Consultant Services (0334): Consultant services are made up of instructional support such as KED network partnership for coaching support in personalized learning and teaching implementation ($10,000 per year), Core-LX professional development in Year 1 ($400 per teacher), professional development ($250 paff member per year), and full-service contracted business, accounting, and HR services.

5. Student Support (0339): Student support services are made up of contracted nursing, psych/social worker, speech, and OT/PT services each year. The following are planned contracted FTE by year:

	Year 1	Year 2	Year 3	Year 4	Year 5
Nurse	0.20	0.40	0.40	0.60	0.60
Psych/SW	0.60	0.80	1.00	1.00	1.20
Speech	0.20	0.40	0.40	0.60	0.60
OT/PT	0.20	0.40	0.40	0.60	0.60

1. Technical Support (0340): School-wide tech support is budgeted at $50 per student in FY22.

2. Other Purchased Professional and Technical Services (other 0300): Other purchased professional and technical services include banking fees, legal services, and audit services.

3. Utility Services (0410): Total utility services (including water, disposal services, gas, and electric) are estimated at $9.88 per square foot in FY23 and increase by 3% per square foot each year. This estimate comes from a quote on the rented facility currently under consideration.

4. Custodial Services (0423): Estimating cleaning costs in FY23 are projected at $50/per student.

5. Facility Rental (0441): The cost of facility rental is based on the cost to lease 19,859 square feet at 369 Inverness Pkwy in Englewood, CO at $13.00 per square foot (plus NNN included in utilities, above). The planning budget assumes a 3% increase only for NNN amounts each year. As outlined in Section N. Facilities of the application, the school's hybrid learning model results in only 25-30% of the school's enrollment in high school grade to be in the facility at any given time. Therefore this relatively small space will be sufficient through the forecast period (about 55 square feet per student in Year 5 with 440 students enrolled in grades K-12).

6. Other Purchased Property Services (other 0400): Other purchased property services include electricity custodial costs.

7. Student Transportation (0511): Novastar plans to contract with HopSkipDrive, Inc. for student transportation services, as outlined in Section M. Transportation and Food Services. The budgeted cost is based on an estimate from HopSkipDrive, Inc. Annual fees consist of a $19 base fee and $2.99 per mile, assuming very low % participation provided for students with special needs. A bus purchase is budgeted with the CCSP grant allowance, and bus maintenance, fuel, and contracted driver expense at $50,000 annually.

8. Contracted Field Trips (0513): Contracted field trips are budgeted at $150 per student each year. The school plans to collect student activity fees from non-FRL students and will cover the cost for FRL students.

9. Study Abroad Scholarships (0513): Novastar plans to offer study abroad programs to its students and has budgeted to begin offering scholarships for these programs in Year 4. The planning budget includes $5,000 for this purpose, increasing to $10,000 in Year 5.

10. Insurance (0520): Insurance costs estmate was provided by EPIC and will start at $26,000 in Y1, growing to $47,500 in Y5. (see Section J. Insurance Coverage for details)

11. District Fees (0594 and 0595): The planning budget accounts for district administrative fees and optional services equal to 5% of PPR in Years 1 through 5. Novastar received feedback from the district that the admin fee is roughly 3% of PPR, leaving 2% of PPR for optional purchased services. The school hopes to contract with the district for ELD professional development. The budget also accounts for annual district special education fees, starting at $198 per funded pupil in Year 1 and growing by 5% per funded pupil each year through Year 5 (even as PPR does not keep pace). Total district costs are estimated based on Douglas County Academy's online budget documents.

12. Food Services (0596 - note: this is a district purchased services code but the school plans to contract with a third party): As noted in Section M. Transportation and Food Services, Novastar plans to partner with Healthy School Food Collaborative (HSFC) to provide student meals. The budgeted food services cost is based on an estimate from HSFC ($1,500 annual fee + $2.50 per average student per month with a $500 minimum per month). The budget also assumes a 2% annual inflation factor on the food service cost.

13. Other Purchased Services (other 0500): Other purchased services include phone, postage, internet services, advertising, and travel, registration, and entrance.

14. Supplies (0600): The supplies budget accounts for instructional supplies between $265 and $365 per student for the duration of the budgeted period, which includes $50 for custodial

and $15 for clinic supplies per student expense, as well as food, and office supplies for monthly teacher/student/parent meetings ($100/per student),

15. Furniture and Fixtures (0733): Furniture and fixtures costs are included in CCSP budget at about $125 per student with additional expenses for teacher and common area furniture.

16. Technology Equipment (0734): Technology and equipment account for a number of costs and are provided in CCSP budget tab.

17. Non-Capital Equipment (0735): Novastar plans to enter purchase technology other equipment such as high-tech white boards and televisions, Maker-space labs, art workshops, chemistry and physics science labs. A complete list is provided in CCSP budget and summary

18. Other (0800): Other budgeted costs includes dues and fees ($50 per student), a placeholder for miscellaneous expenditures including background checks ($1,000), board training ($4,000), and costs associated with getting internships established and for international collaboration ($5,000), and an annual contingency equal to 3% of prior year PPR with current year students (equivalent to a 3% reduction in PPR).

Reserve Assumptions

1. TABOR: Novastar Academy will maintain an annual TABOR reserve in compliance with the state law, equal to 3% of non-federal revenue.

2. Unassigned Fund Balance: The school's hybrid model allows for relatively low costs compared to other charter schools. As such, Novastar is expected to more quickly grow its unrestricted reserves (unassigned fund balance). By Year 2 the school plans to meet its goal of having a 3% or $250,000 reserve on hand (in addition to the TABOR reserve), per the draft Financial Policies and Procedures included in Appendix G. By Year 3 the planning budget includes more than two months of unassigned fund balance on hand, one common metric of financial health.

Cash Flow

The 5 year planning budget provided in Appendix G also includes an illustration of Year 1 cash flow (see the tab labeled "Year 1 Cash Flow" in the planning budget) that demonstrates positive cash at the end of each month.

Budget Metrics and Ratios

Because of Novastar Academy's proposed hybrid model, its financial metrics and ratios look different than a traditional start-up charter school. For example, the school's operating margin and reserves strengthen more quickly and the projected facility costs are at about 15% on average. (a commonly used benchmark is 15-20%). Further, the school is able to deliver its educational model with relatively higher student to teacher and student-to-staff ratios compared to traditional schools, resulting in lower-than-usual salaries and benefits (S&B) as a % of the budget (50-70% is a commonly used metric).

Operating Margin	0%	7%	1%	4%	3%	10%
Facility Costs as % of Rev	2%	17%	17%	14%	14%	12%
Rental Exp as % of Rev	0%	6%	8%	7%	7%	6%
S&B as % of Revenue	14%	41%	49%	49%	53%	48%
Student: Staff Ratio		13.25	11.39	12.12	11.45	12.50
Student: Instructional Staff Ratio		16.18	13.37	14.29	13.72	15.60
Months of Unassigned Fund Balance	-	0.51	0.50	0.85	1.06	2.21

The hybrid learning model, which utilizes in-person and remote learning, and which capitalizes on multi-use lab space, not only results in lower facility and staffing costs compared to a traditional school, but will allow the school to respond more easily to the adverse economic impacts of state budget cuts and lower-than-expected enrollment, for example.

Contingency Budgets

Appendix G contains a contingency budget that demonstrates the impacts of 85% enrollment scenario.

 Although the school is confident in its enrollment assumptions, the team has included a budget scenario that accounts for 85% enrollment or 190 students in Year 1. Compared to the original budget, the following changes will be made in the event of significantly less-than-expected enrollment and corresponding decreases in PPR, student activity, Mill Levy Override, Charter School Capital Construction, ELPA and GT revenues:

1. Delay the start for MS to Y5 and HS to later yeras.

2. Hire a CTE director only in Year 5, rather than Year 2.

3. Reduce teaching staff by 6.6 FTE in Year 2, 6.7 FTE in Years 3, 7.2 FTE in Year 4, and 2.5 in Year 5.

1. Reduce benefits and staff bonuses correspondingly.

2. Reduce variable costs tied to number of students and staff, such as business services, field trips, insurance, concurrent enrollment, district fees, and supplies in Year 1-5.

3. Eliminate the placeholder for additional CTE costs, which was included as a contingency and very likely will not be needed given the school's current conversations with prospective CTE partners, in Year 1.

4. Adjust contract student support for lower enrollment.

5. Reduce instructional, general, and office supplies.

6. Reduce the budget for technology equipment by shifting the high-tech equipment to after Year 5.

7. Eliminating physics, chemistry labs equipment expenses.

8. Reduce the budget for student computers in Year 1-4 in half. Again, because the planned facility includes computers in classrooms and it does not necessarily need to purchase a Chromebook for each student.

9. Reduce the placeholder for costs associated with getting internships established and international collaboration located in miscellaneous expenditures in Year 1.

Attachments
Section 7: G. Budget and Finance

7.1	G. Core Learning Exchange Budget	Hegenbarth, Larisa, 3/15/22 9:54 PM	XLSX / 50.995 KB
7.2	G. Proposal G&G Consulting	Hegenbarth, Larisa, 3/15/22 9:54 PM	PDF / 12.048 MB
7.3	G. Financial Controls	Hegenbarth, Larisa, 3/15/22 9:53 PM	DOCX / 23.533 KB
7.4	G. Board Guide for Reviewing Financial Documents	Hegenbarth, Larisa, 3/15/22 9:53 PM	DOC / 368 KB
7.5	G. Novastar Academy Consultants	Hegenbarth, Larisa, 3/15/22 9:53 PM	DOCX / 214.94 KB
7.6	G. Novastar Academy Y0-6 Staffing Plan	Hegenbarth, Larisa, 3/15/22 9:53 PM	XLSX / 92.429 KB
7.7	G. Financial Oversight	Hegenbarth, Larisa, 3/15/22 9:52 PM	DOC / 126 KB
7.8	G. CODE OF ETHICS FOR PROFESSIONAL	Hegenbarth, Larisa, 3/15/22 9:52 PM	PDF / 497.955 KB

	ACCOUNTANTS		
7.9	G. Novastar Academy Financial Policies and Procedures draft (G_G Conslting)	Hegenbarth, Larisa, 3/15/22 9:52 PM	DOCX / 247.308 KB
7.10	5 Years Charter Budget 85__LH_031522	Hegenbarth, Larisa, 3/15/22 9:51 PM	XLSX / 272.711 KB
7.11	5 Years Charter Budget BASELINE_LH_031522	Hegenbarth, Larisa, 3/15/22 9:51 PM	XLSX / 832.622 KB
7.12	G. Budget and Finance	Hegenbarth, Larisa, 3/15/22 9:51 PM	DOCX / 1,000.889 KB

8.H. Governance

H. Governance

Founding Team

All founding team members are committed to continuous professional learning and have completed the Colorado League of Charter Schools' Governance training and are working through CDE's Charter School Board Training Modules at eNetLearning.

Members of the founding team have visited a number of high-performing and / or blended learning model charter schools in order to learn more about school management and governance, as well as successful and unique educational programs. These include:

Academy Charter School (Castle Rock, CO)	Rocky Mountain Prep Fletcher (Aurora, CO)
APS Avenues (Aurora, CO)	Parker Performing Arts school (Parker, CO)
AXL Academy (Aurora, CO)	Biddeford School District (Biddeford, MN)
Primavera Technical Learning Center district (Chandler, AZ)	Highline Academy Southeast and Northeast (Denver, CO)

Along with the evaluation of successful charter schools, the founding team has been conducting extensive research in innovative educational programs and management:

- Academy Charter School's organizational and education program diagnosis

- CORE Learning Exchange research findings and summaries, conducted under SBIR grant

Latest research in innovative educational programming and practices published by OECD PISA Consortium, Center for Education Reform, Colorado Education Initiative, Advance CTE, NEXT GenEd, CACTE, and other organizations.

Novastar Academy's founding team is diverse and represented by teachers, parents, and community members. Novastar Academy's founding team has five (5) members with diverse expertise and experience in education management, curriculum writing, business, marketing, community outreach, and advocacy. The team has continued board recruitment efforts searching for two additional members with expertise in legal and financial fields. The resumes of the founding board can be found in Appendix H. BOD Resumes.

Board member	Area of expertise
Leah Peters	BS, MS, Chief Academic Officer at KIPP Colorado schools. With over 13 years of experience in educational leadership across 2 Broad-winning charter networks and a diverse set of education environments, Leah is passionate about building and supporting organizations that create a more just world. She is excited about building on her professional and educational experiences devoted to the fight for educational equity, and expanding opportunities for innovative educational models for ALL students.
Mark Manners	BS, Account Executive at Zoom, co-founder Classifier Education. Mark Manners brings 14 years of experience being an educator and has a diverse background. He taught K-12 Visual Arts, Career and Technical Education (CTE), English Language Acquisition (ELA), and Advanced Placement (AP) courses in Colorado at Aurora Public Schools (APS). He was also an adjunct professor through the Community College of Aurora (CCA) which allowed him to teach concurrent enrollment courses to high school students. Mark helped create innovation plans for a network of turnaround schools which paved the way to what is now known as the APS Action Zone. He is now currently supporting educators across the country by utilizing software as a learning management and communication tool. His post-teaching skills range from digital/content marketing, social media management, strategic and new partnership development, SaaS, UCaaS and K12 operations/IT.
	MEd, Curriculum Director at DSST Colorado schools. Angelica Gibbs has spent a

Angelica Biggs	total of 17 years as a teacher leader at two different high-performing charter schools in Boston and Denver. . In addition to teaching, she has led curriculum and assessment development for Spanish programming from beginner level through AP and Heritage Speaker Spanish. She has a passion for language learning and wants to continue promoting the study of World Languages and language acquisition in general. She is currently the Director of Curriculum and Instruction at DSST: College View High School where she coaches and develops teachers of math, science, and Spanish.
Ryan Brodsky	MA, General Assembly Campus Director. Ryan is an innovative curriculum manager involved in designing new solutions to the eternal problems of education. With the focus on making careers in technology more accessible to learners of all backgrounds, he develops responsive, customizable learning programs. He is also an incoming MBA student at CU Boulder, with the goal of supporting ambitious educational programs and companies with the financial and business acumen required to keep them solvent and expand their reach in sustainable ways.
Larisa Hegenbarth	MA, MBA, EdD candidate; KlassGlobal LLC owner. Larisa Hegenbarth completed the Educational Leadership and Policy Studies program at Denver University in spring 2019 and received her Principal License. She continues her education at Bolton University doctorate program, UK, under prof. David Hopkins leadership. Her previous career encompasses teaching, an international business start-up, and community advocacy. Larisa is a licensed teacher and coach with versatile experience an instructional design, personalized competency-based learning, academic research, entrepreneurism, and business management. She has been teaching in the classroom for the last two decades and creating an innovative curriculum for blended learning schools. With the servant's heart, Larisa has brought several community initiatives to Denver and the metro area. She also volunteered as a Court Appointed Advocate serving children placed in foster care and as an interpreter for Latimer House serving battered women and families. Larisa continues to volunteer numerous hours serving the needs of Denver families in translations, interpreting, and educational consulting. Her passion is in serving families and children of our vibrant multicultural community.

Governing board

Board meetings must be held within the State of Colorado. As the Board determines, physical and online meetings are conducted as deemed necessary to fortify the charter development process, and monthly meetings will be held in a regular fashion following approval of the charter application and the board's transition from founding to a governing board. In an effort to create a transparent space for effective decision-making, the team has been utilizing new technologies of collaborative work via Google applications and video-conferencing to expedite school development. After the charter is authorized, all notices of Board meetings and agendas shall be provided more than 24 hours in advance via its website (and onsite at the school once open), and meetings open to the

public and recorded via minutes in accordance with the Colorado Open Meetings Act. The Board will name a designated location for physical meetings within the authorizing school district boundaries.

No action of the Board is considered legal or binding unless approved by the vote of the majority of a quorum at a Board meeting. Said action shall be recorded in the official minutes of the Board. We aim to create an efficient task delegation and accountability process for the founding team operations and to abide by open record laws. The procedure to make records available will be created to follow the requirement of a three-working-day response for any record request. The teams will abide by the state and federal privacy laws and the Family Education Rights and Privacy Act.

Novastar Academy has a founding team and an advisory board for the Novastar Academy development project. Our founding team represents a diversity of knowledge, languages, and expertise. Advisory Board and Advisory Committee members' lists are provided in Appendix H. of this application.

An Advisory Board has been assisting with the conception and development of Novastar Academy's educational program. The group provides guidance and advice to the founding team of Novastar Academy. Novastar Academy has also been recruiting parents and other stakeholders to participate on an advisory board with the goal to provide guidance and feedback as the school develops.

Board Procedures

Novastar Academy founding team represents our diverse multicultural community. Board will be formed to reflect our community in diversity of expertise including legal, business, education, and policy fields. Board will be committed to the school vision and mission and will support the development of a culturally responsive, equitable, and highly performing school. Board will consist of five to nine members and will form the following standing committees: academic (School Accountability Committee) and finance (Finance Committee). The founding team will actively recruit Board members from our community, parents, and local businesses. Founding Board members will volunteer in the charter development process and oversee school governance from school conception into the first year of operations. The board will transition some founding members off and transition to a governing board with four elected parent board members once the school becomes operational.

The purpose of the Board is to provide Novastar Academy with strategic leadership, and uphold the School's vision, mission, and values. To fulfill the purpose, The Board may exercise all powers of the School as provided by State and Federal laws, (the authorizing district regulations), Board of Education policy, and the Board Bylaws.

As outlined in the Governance Policies and Bylaws (Appendix H), the Board's duties and responsibilities are in governance, support, planning, and advocacy. Accordingly, the Board's objectives include, but not limited to, the following:

- To ensure that the Vision and Mission Statements are adhered to in all aspects of school operations and decisions of the Board, the daily activities of the staff, students, parents, Board Committees and School support organizations and partners.

- To serve as the final authority in matters affecting staff, budget, curriculum, calendar decisions, and School concerns, and to ensure that these are consistent with and promote the educational goals of the Vision and Mission Statements and official School policy.

- To act as the official voice of the School with regard to public information, media contracts, and public relations.

Articles of Incorporation

Novastar Academy is a non-profit organization. The charter contract will be held by the Board of Directors of Novastar Academy. The Articles of Incorporation are provided in Appendix H. Amended Articles of Incorporation.

Bylaws

According to the Board Bylaws, the Board will be responsible for policy-setting decisions. The Executive Director will be responsible for overseeing daily school operations. The Parent, Teacher and Student Councils have an advisory role within the school organization structure. The Board scale of responsibilities are (Appendix H. Novastar Academy BOD Bylaws):

- implementation of the policies consistent with the school's mission and vision

- hiring and evaluation of Executive Director (s)

- reviewing and monitoring Unified Improvement Plan (UIP) and school performance against state and authorizer expectations

- financial oversight of schools operations

- new board members recruitment

- evaluation of Board performance.

Board members number

The School shall have a Board consisting of a minimum of five (5) and a maximum of seven (7) members, the majority of whom shall be parents.

Board of Director Meetings

The Governing Board will meet monthly unless the Board determines that a meeting is not necessary. Content and conduct of the meeting is governed by the Board's Governance Policies and Robert's Rules of Order. There shall be regular meetings at least annually for the purpose of receiving a report from the Board and committees and other information exchange, and transaction of other business as may properly come before the meeting. The annual meeting shall be held in April of each year. Special meetings of the Board may be called by or at the request of the president or any two Directors.

Board Election

The founding Board will consist of seven voting directors and shall have staggered terms. The classification of the directors will be made by dividing them into three classes:

- the term of the first class shall expire at the end of the first annual meeting

- the term of the second class shall expire at the end of the second annual meeting

- the term of the third class shall expire at the end of the third annual meeting.

Terms

The Board members shall hold office until their successors are elected or until their early deaths, resignations or removal at which time their successor will be appointed according to the procedures under Section 3 of the Bylaws. The Board members will be elected by the eligible voters as specified in Bylaws for three years of service with the limitation of serving no more than three consecutive terms. After the election, the term of a director may not be reduced, except for the causes specified in the Bylaws

Resignations

A Board member may resign at any time by giving written notice to the President or Secretary of the Board, either by letter or email. Such resignation shall take effect at the time specified therein; and, unless otherwise stated, the acceptance of such resignation shall not be necessary to make it effective.

Deemed resignation

Attendance at Board meetings is mandatory. Missing three meetings in a school Board year is considered to be a resignation from the Board as is stated in the Board Policy on this subject. The resigned member may ask for reinstatement and be reinstated by a majority vote of the other Board members.

Removal by Board of Directors

Directors may be removed as provided in the Colorado Nonprofit Corporation Act.

Vacancies

In the event of dismissal or resignation from the Board, volunteers to serve the remainder of the term for any particular seat will be asked to apply. Should resignation or dismissal of Board members leave the Board with a minimum of five members, then the board may decide for the elected member to not be replaced.

Officers

The Officers of the Board shall consist of a President, Vice President, Treasurer, and Secretary. Officers of the Board shall be elected at the first meeting of the Governing Board after an election and shall serve until the meeting following the next election of the Board and until their successors are elected and qualified or until their early death, resignation or removal.

The President supervises the Executive Director. He/she shall preside at all meetings of the Board, or as otherwise appointed. The President shall execute contracts, except where required or permitted by law to be otherwise signed and executed and except where the signing and execution thereof shall be expressly delegated by the Board to some other Officer or agent of the School. In general, the President shall perform all duties and may exercise all rights as are incident to the Office of the President of the Board.

The Vice-President shall perform all the duties of the President in the absence or disability of the President. The Vice-President shall perform such other duties as from time-to-time may be assigned to him/ her by the President of the Board.

The Secretary shall keep the minutes of all meetings of the Board. The Secretary shall attend the meetings of the Board and shall act as clerk thereof and record all the acts and votes and the minutes. The Secretary shall see that all notices are duly given in accordance with the provisions of these bylaws or as required by State and Federal law and shall perform such other duties as may be assigned by the President or by the Board. The Secretary shall sign any and all legal documents in regard to the fiduciary and physical needs of the School, as required.

The Treasurer shall advise the Board on financial matters. The Treasurer shall assist the Director(s) in preparing the annual budget and assisting in the annual audits. The Treasurer shall perform such other duties as may be assigned by the President or by the Board.

Any officer may resign at any time by giving written notice to the President or Secretary of the Governing Board. Such resignation shall take effect at the time specified therein and, unless otherwise stated therein, the acceptance of such resignation shall not be necessary to make it effective. Board Members may be removed as provided in the Colorado Non-Profit Corporation Act.

Quorum

The majority of all votes shall constitute a quorum at any meeting of the members. At any meeting at which a quorum is present, the affirmative vote of the majority of the votes represented at the meeting and entitled to vote on the subject matter shall be the affirmative act of the members, unless the vote of the greater proportion or number is required by these bylaws or the Act.

Legal Compliance

Compliance with Open Meeting Law

Whereas, the provisions of the Colorado Sunshine Act of 1972, C.R.S. 24-6-401 et seq., as amended by the Colorado General Assembly of April 29, 1991, require that full and timely notice to the public be given of meetings of the Board; and Whereas, in addition to any other means of giving full and timely notice, the Act provides that the Board shall be deemed to have given the requisite notice if the notice of the meeting is posted in a designated public place within the boundaries of the School District property no less than 24 hours prior to a meeting; therefore, be it resolved, by the Board of the School that notice, including specific agenda information where possible, of any meeting of the Board must be posted 24 hours in advance on the door of the School. The posting of such notice shall be one means of providing full and timely notice to the public of such meetings and that the location for the posting of notice as approved in the Resolution shall continue in effect until changed by subsequent official action by the Board.

Compliance with Open Record Laws

The Board will abide by Open Record Laws by creating a procedure to make records available per request within three working days unless the request violates privacy protected by State and / or Federal laws and including but not limited to the Family Educational Rights and Privacy Act.

School Accountability Committee

An Accountability Committee (SAC) will be formed with the purpose of facilitating policies implementation in accountability, evaluation, or any other school operations aspect. Members of an advisory committee will be elected from students, teachers, parents, and other representatives

of our diverse community by councils and confirmed by BOD. No more than one member of BOD can serve in an advisory committee, except for the School Accountability Committee which will be composed of the director, teachers, parents, and community members.

The School Accountability Committee ("SAC") shall be composed of the Executive Director, teachers, parents, community members. Any advisory committee formed shall elect a chairperson. The BOD is in charge of all committees, possessing legal and governing power over the school operations. The committee will report to the BOD, hold public meetings, and post meeting notices and minutes to the school website as required by Colorado Open Meeting Law.

Board Policies and Training Plan

Directors are required to attend all Board meetings, strategy sessions, and conferences. These include, but are not limited to, the following:

- Regular Board meetings - the Board meetings are held once a month and work sessions are held one a month through the calendar year

- The Colorado League of Charter Schools ("CLCS")' annual conferences, online trainings and webinars (101 Governance)

- Colorado Department of Education - The Board is working through Charter School Board Training Modules at eNetLearning CDE. All future members are required to complete that training

- All of the Board members are required to attend training sessions organized by CDE in partnership with CLCS and CSI. The Board Fundamentals training happens twice a year, Board continuing development training is held four times a year via workshops and webinars.

- Customized governance training by CLCS - Upon charter approval, Novastar Academy founding team plans to apply for CLCS and CDE grants to support customized governance training workshops and the first annual retreat

- Annual retreat - The Board is planning to hold the first retreat pending application approval to develop the school strategic plan. During the retreat, the Board members will receive a four-hour training

- Understanding the importance of communication and building relationships with the school stakeholders, the Board will participate in the special events and workshops facilitated for all stakeholders during the Opportunity Project hours (every Friday) and an open door collaborative Design Thinking cycle meetings cross-teams of students, parents, and community (third Friday of every month, refer to Schedules section)

The Novastar Academy has developed the following Governance and Policy Development Timeline for the board to outline a calendar of activities, actions, and training of the board from inception through Year 2 of operation. Novastar Academy has allocated a budget of $4,000.00 for

the Board training plan that will be used for the board training and retreats outlined in the appendix H. BOD Training Timeline.

Internal and External Evaluations

The Board will evaluate its effectiveness through an annual self-evaluation and an external evaluation by the Charter School Support Initiative (CSSI) in Year 2 of operation. These assessments will measure:

- Board operations

- Adherence to vision and mission of the school

- Effectiveness of strategic plan

- Policy development and implementation

- Legal issues

- Accountability and accreditation

- Financial oversight

A Board of Directors Self-Assessment Sample is presented in appendix H. Based on the results of these assessments and feedback, additional training or an improvement plan will be developed and implemented for the Board. External assessment will include feedback from parents, staff, administration, and students regarding the boards' function.

Relationship with the school administrator and staff

The Executive Director shall serve as chief administrator for the day-to-day operations of the school as well as the school's personnel administrator and shall perform such other services and duties as shall be assigned by the Governing Board. The Executive Director shall have the authority both to offer and to terminate employment, subject to prior Board approval of all termination decisions and of annual teacher retention decisions. Except as otherwise provided in these Bylaws or by resolution of the Board, the Executive Director shall have the authority to act for the school in any matter and the action of the Executive Director shall be the action of the school. The Executive Director may request direction with respect to any matter from the Board or from the President. The Executive Director shall be an ex officio member of the Governing Board and shall attend all meetings of the Board except as otherwise directed by the Board but shall not be entitled to vote. The Executive Director shall be hired by the Governing Board, shall account to and serve at the direction of the Board, and may be removed at any time, with or without cause, by an affirmative vote of the Board. The Board shall vote annually, no later than at its regular meeting in February, on whether to retain or remove the Executive Director for the succeeding school year.

Leadership Team

The School Executive Director will report to the board and oversee the team leaders. The director will lead school performance evaluation and reporting, also s/he will supervise non-instructional staff. Team leaders will share the responsibilities of advising on curriculum and instruction decisions, overseeing professional development, and teacher mentorship.

Team leaders and directors will be evaluated on, but not limited to, the following:

- student achievement outcomes

- achievement of school strategic goals

- teacher effectiveness

- adherence to the school's mission and vision

- school culture

- school safety

- finances and operations.

Attachments
Section 8: H. Governance

8.1	H. Resume Ryan Brodsky	Hegenbarth, Larisa, 3/17/22 5:34 PM	PDF / 61.033 KB
8.2	H. Resume Leah Peters	Hegenbarth, Larisa, 3/17/22 5:34 PM	PDF / 934.853 KB
8.3	H. Novastar Academy Advisory Board and Committee	Hegenbarth, Larisa, 3/17/22 5:33 PM	PDF / 95.317 KB
8.4	H. Amended Articles of Incorporation	Hegenbarth, Larisa, 3/15/22 9:56 PM	PDF / 226.591 KB
8.5	H. BOD Training Timeline	Hegenbarth, Larisa, 3/15/22 9:56 PM	PDF / 153.578 KB
8.6	H. Conflict of Interest Policy	Hegenbarth, Larisa, 3/15/22 9:55 PM	PDF / 105.627 KB
8.7	H. BYLAWS OF NOVASTAR ACADEMY	Hegenbarth, Larisa, 3/15/22 9:55 PM	PDF / 111.996 KB
8.8	H. Resume Angelica Gibbs	Hegenbarth, Larisa, 3/15/22 9:55 PM	PDF / 96.489 KB
8.9	H. Resuma Larisa Hegenbarth	Hegenbarth, Larisa, 3/15/22 9:55 PM	PDF / 52.812 KB
8.10	H. Resume Mark Andrew Manners	Hegenbarth, Larisa, 3/15/22 9:55 PM	PDF / 84.639 KB
8.11	H. Grievance Policy draft	Hegenbarth, Larisa, 3/15/22 9:55 PM	PDF / 74.027 KB
8.12	H. Board Member Agreement	Hegenbarth, Larisa, 3/15/22 9:55 PM	PDF / 88.644 KB

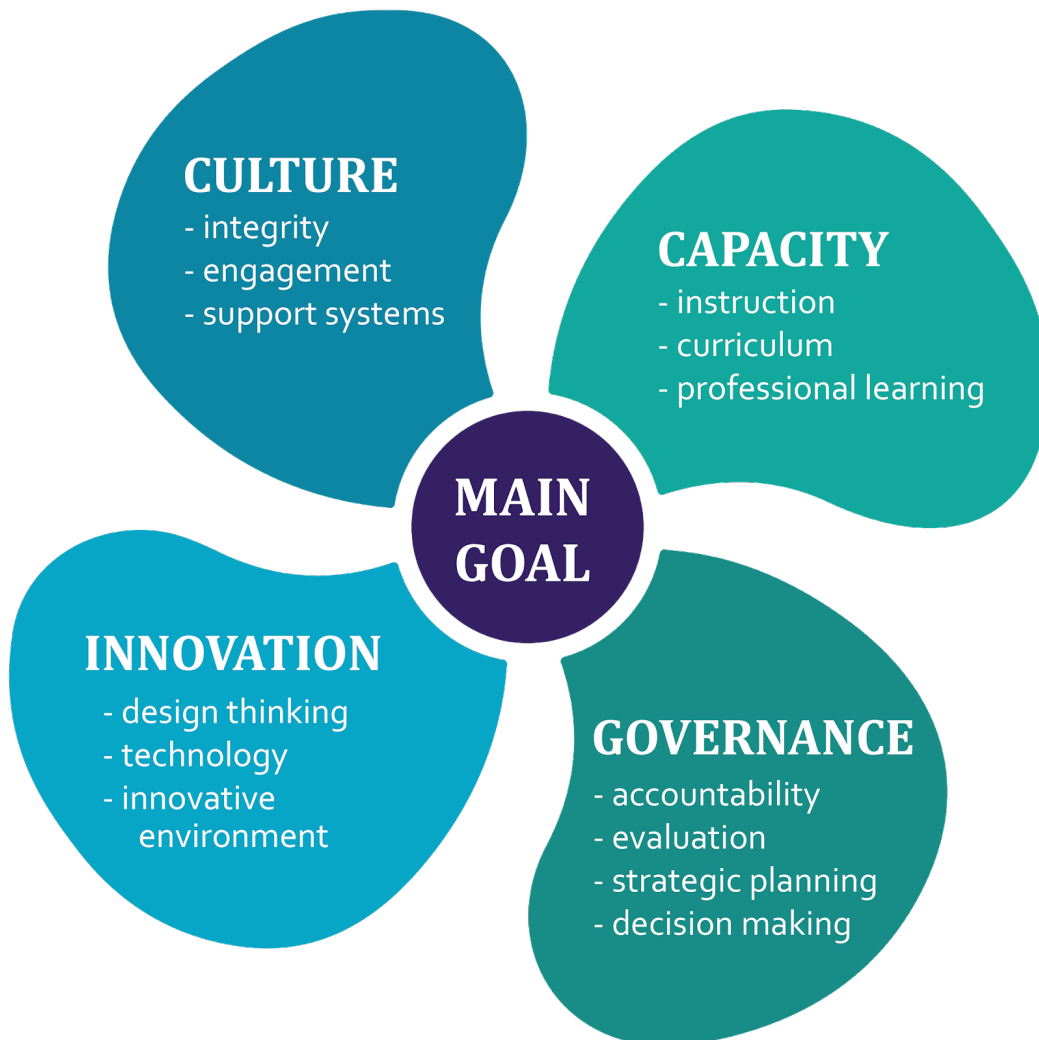|			
8.13	H. Board of Directors Self-Assessment Sample	Hegenbarth, Larisa, 3/15/22 9:55 PM	PDF / 38.253 KB
8.14	H. Governance	Hegenbarth, Larisa, 3/15/22 9:55 PM	DOCX / 993.793 KB

9.I. Employees

I. Employees

Leadership Structure

The philosophy of Novastar Academy leadership in teaching and learning has four propelling forces of transformative leadership: capacity, culture, governance, and innovation. (Visual. The Four Propelling Forces for Leadership) The school's leadership main goal is in creating a strong foundation for interdependent and cohesive school leadership foundation, building the four propelling forces of:

- capacity by:

    - providing the instructional staff with guidance and resources for culturally responsive, standards-aligned curriculum

    - engaging and guiding teachers and students in co-creation of curriculum items and learning experiences

    - providing instructional staff with material and technology tools for effective instruction

    - leading collaborative efforts for improving instruction

    - creating meaningful professional learning opportunities for staff.

- culture through:

    - adhering to the school's vision, mission, and core values, ensuring the integrity and fidelity of its implementation in all aspects of the school management and leadership

    - students, parents, and community engagement by building the culture of interdependency and interrelations between all stakeholders

    - creating social-emotional support systems for students and staff

    - advocacy for social justice and equitable educational opportunities for all students.

- governance by:

    - accountability and transparency in all aspects of school operations, management, and leadership

    - teacher and staff shared ownership spirit, effective teacher mentoring and coaching for professional growth

    - strategic planning and data informed decision making

- transformative change through servant leadership.

- innovation by:

  - implementing of disrupting technologies in curriculum and instruction to create innovative learning experiences for a new generation

  - implementing design thinking process in all processes of decision making

  - creating an innovative learning environment for students and teachers.

CULTURE
- integrity
- engagement
- support systems

CAPACITY
- instruction
- curriculum
- professional learning

MAIN GOAL

INNOVATION
- design thinking
- technology
- innovative environment

GOVERNANCE
- accountability
- evaluation
- strategic planning
- decision making

Visual. The Four Propelling Forces for Leadership

The school leadership team is charged with ensuring teacher efficacy and building capacity in professional learning, implementation of disruptive technologies, improving educational practices, and advancing governance to social justice advocacy.

Equity Leadership

Novastar Academy will embrace inclusive core values derived from Guiding Principles of Cultural Proficiency grounded in the belief that every student can achieve and all cultures are valued. Our goal is to build a systematic culture that takes into account all aspects of the school's educational processes and is guided by "inside-out processes of reflection and dialogue that leads to personal and organizational change". "Our schools are microcosms of the larger society" and everyone in a school community is affected by socio economics, local and national politics and district policies.

Just like freedom and choice, equity is a fundamental value that drives Novastar Academy teams' commitment to transformative change within our community. We will ask ourselves the following questions:

- What are the cultural needs of the ethnic groups present in the school community?

- How does diversity within cultural groups affect the school's community, instruction, and operations?

- How responsive is the curriculum to the different cultures of the students?

- How can data be utilized for the purpose of meeting the cultural needs of the sub-groups?

- How do we discuss student academic performance and needs with equitable opportunity as a goal?

- What does cross-cultural communication look like at our school?

- How are the families engaged in creating support systems for their students?

The school leadership will create a plan with the intention to grow cultural proficiency in our communities of teachers, students, and all school stakeholders. Team leaders will facilitate professional development with incorporated coaching sessions aligned with the Essential Elements of Cultural Proficiency Leadership.

To venture on a transformative change journey, the school leadership will focus first of all on building a strong staff culture utilizing the five strategies outlined by Bambrick-Santoyo (2012):

- Set the vision. Wisely design a clear and palpable vision for the work environment in your school

- Get the right people on the bus. Ensure that vision drives hiring practice

- Put a stake in the ground. Commit to prioritizing strong culture from the beginning

- Keep an ear to the rail. Listen and predict negativity that can interfere with the school culture

- Lather, rinse, repeat. Be intentional in maintaining the culture.

Healthy student culture is of utmost importance. As Bambrick-Santoyo (2012) stated, "in schools with strong cultures, students receive a continual message that nothing is as important - or as engaging - as learning". Strong student culture will create an environment conducive to learning and growth. Being intentional and building a vision and systems for learning culture will move students from aspirations to mastery. The four keys to student culture are:

- Establish a vision. Identify what students and adults are doing in school

- Turn vision into minute-by-minute systems. Build routines that make the vision a reality

- Practice. Provide multiple opportunities to practice

- Monitor and maintain. Evaluate progress with a measurable tool.

The Novastar team has allotted the first block of the school year to building culture and developing relationships (Block A). The time will be devoted to designing and implementing the unique Novastar academic schedules and routines, school values, and norms. The Novastar team believes that by creating the right environment, our students and community will thrive in their mental, social-emotional health, and wellbeing. (PLease refer to E. Educational Programming sections > Calendars and Scheduling)

Equity and cultural proficiency sustainability of student and staff culture will be measured by Essential Elements of Cultural Proficiency rubrics (Appendix E. Cultural Proficiency Rubrics) in four leverage points of 1) curriculum and instruction; 2) assessment and accountability; 3) parent and community communication and outreach; 4) and professional development. The school leadership will model and lead the journey in setting the vision and goals for personal growth and professional learning communities. Building culturally proficient communities is our overarching goal in creating an equitable and high-performing school. It is also an ongoing process that will be reflected in every aspect of the school.

Leadership Structure

Novastar Academy's intent is to provide all students with equitable and meaningful learning experiences. With that overarching goal, we will utilize the "big three" principles in guiding the school's resources strategies design, implementation, and evaluation:

- invest in teaching quality through hiring, professional development, job structure, and common planning

- create individual attention and a personal learning environment

- use student time strategically, emphasizing core academics and literacy.

To reach our strategic goals, Novastar Academy teams will implement Teacher Leadership and

Collaboration Model (TLC) to cultivate a culture of systems thinking, open collaboration, and shared leadership. Denver Public Schools district pioneered TLC in Colorado and had developed an implementation guide for the four phases:

- building collective leadership capacity

- planning and rollout

- driving instructional improvement

- reflecting and making adjustments.

TLC model will be fitting Novastar Academy's organizational structure to accelerate human capital capacity development by:

- leveraging teacher expertise in curriculum development and subject matter

- engaging multi-literacies skills and cross-cultural knowledge and perspectives

- fostering a culture of collaboration, shared leadership, and ownership spirit

- engaging all stakeholders in the Design Thinking process of solving problems

- creating effective feedback loops.

The strongest component of Novastar Academy's TLC model is its symbiosis with the Teacher Mentorship Paths (TMP). TLC model implementation guide is provided in Appendix I. Employees. Mirroring the Student Mentorship Paths system, TMPs include opportunities for the staff to be mentored and to become a mentor as part of our leadership collaborative model. With the school's development and growth, the teacher team will foster teacher mentors within our team. As a new school, we will partner with teacher leadership at KED Network, CEI, iLearn Collaborative, CLCS, and CDE to provide leadership training and coaching to our faculty. Aside from teacher mentorship and team leadership, there are other prominent opportunities for professional growth in leading at Novastar Academy including but not limited to:

- KED Teacher Exchange Program

- Good Neighbor Initiative (a Novastar Academy initiative)

- Teacher-driven professional development: Tech Talks as presented by PPAS

- CTE collaborative

- Community engagement projects (Service-learning and Opportunity projects)

- Curriculum development and audits for cultural responsiveness; and alignment with standards (CAS, PISA).

With consideration to Novastar Academy's ambitious strategic goals, the founding team outlined the following priorities of managerial leadership for the first year of school operations:

- People: developing a culture of shared leadership by developing cohesive teams and effective team leaders

- Time: maximizing instructional time by adjusting the schedules and rotations, allocating time to mentorship hour and Opportunity Project for facilitating SEL and CTE classes

- Money: allocating funding to developing teacher quality (through PD, coaching, teacher exchange program)

Organizational Structure

In Novastar Academy's organizational structure, the governing board has ultimate decision-making authority.

Presented in Visual. Organizational Structure Chart, Novastar Academy school's leadership team composed of:

- Schools Executive Director

- Building Resource Teacher / Instructional Coach

- Director of Operations

- Career and Technical Education Director

- Teacher Council as the steward of professional development and teacher mentorship

- Parent Council

- Student Council.
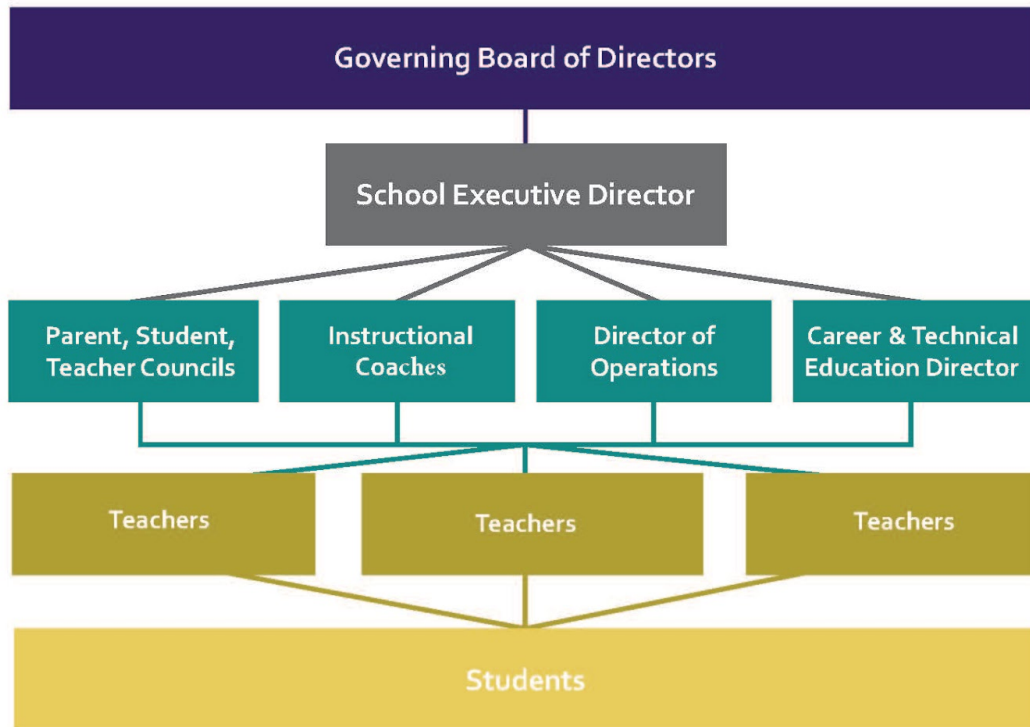
Visual. Organizational Structure.

Parent, student, and teacher councils are represented by three persons elected by the respective communities. The purpose of the Teacher Council is in the stewardship of professional development and teacher mentorship. Student and Parent Councils are responsible for the stewardship of parent and student engagement and will provide feedback in instruction and curriculum effectiveness.

Team leaders and directors will be evaluated on, but not limited to, the following:

- student achievement outcomes

- achievement of school strategic goals

- teacher effectiveness

- adherence to the school's mission and vision

- school culture

- school safety

- finances and operations.

Executive Director

Novastar Academy will seek to hire an Executive Director who is passionate about the school's vision and will work in collaboration with the BOD on developing an action plan to fulfill our school's mission. The School Executive Director will oversee daily school operations, and will report directly to the BOD. The Director shall have the following, but not limited to, responsibilities during the initial stages of school development:

- Culturally responsive curriculum development

- Advocacy for social justice and equitable educational opportunities

- Implementation of innovative educational technologies

- Professional development for academic rigor and intercultural competencies

- Building and sustaining the working relationship with the local businesses and organization

- Hiring and training instructional staff.

A copy of the job description for the Executive Director can be found in Appendix H. Job Descriptions.

The Director will have minimum qualifications of:

- Master's Degree in Education, Education Administration or MBA

- Administrator/Executive Director license

- Administrative or leadership experience in an educational environment

- Effective communication, organizational, and delegation skills

- Colorado First Aid and CPR training certification

- Demonstrated knowledge of Colorado Academic Standards (CAS)

- Successful experience with staff supervision and budget management

- Strong written and verbal communication skills

- Experience in hybrid/blended/online educational programs.

The preferred qualifications for the Executive Director are:

- Experience with implementing a one-to-web technology initiative

- Experience in creating an organization and maintaining sustainability

- Experience in creating and implementing of culturally responsive curriculum

- Experience in charter schools environment

- A passion for equity in education and community advocacy.

Leadership Recruitment

Eighteen to twelve months to the school opening date, the BOD will start a thorough process of the School Executive Director selection. Novastar Academy's Executive Director shall be a qualified school leader who is committed to the school's vision, mission, and core values. The Board will seek to hire a leader locally from our school community and will post the open position for the Director on various websites such as the school website, Colorado League of Charter Schools, Colorado Charter Institute, National Alliance for Public Charter Schools, TeachinCO.org, and numerous other local and national websites.

School Leader Evaluation Process

The Board will be responsible for evaluating the performance of the Executive Director on an annual basis. Following the passage of Senate Bill 10-19154, Novastar Academy and its Board of Directors will utilize the comprehensive educator evaluation process, and the model system developed by the CDE when evaluating the school leadership and staff. A school leader evaluation rubric and Quality Standards can be found at the CDE website on the State Model Evaluation System page.

The Executive Director will be evaluated on, but not limited to, the following:

- School culture and equity

- Achievement of goals

- Teacher effectiveness

- Instructional Leadership

- Leadership actions

- Adherence to vision and mission

- Finances and operations

- School safety.

The Executive Director's evaluations will be used to recommend performance improvement. The evaluations measure the Executive Director's effectiveness and are intended to inform them of successes as well as opportunities for growth, improvement, and professional development.

Professional Development Evaluation

The Novastar team believes that quality of education can only be achieved in a high-quality professional culture of life-long learning and shared leadership. With that, building teacher capacity is the leadership priority, which includes learning and growing with the employees. The school design includes high-quality and cutting-edge innovative professional development content, systems, and coaching support. (Please refer to E. Professional Development section). To support the quality and agility for the professional development offerings, evaluation of PD programs and delivery will be co-developed by the leadership team and faculty. The sample of a PD evaluation system development is shown in the appendix on the example of the Missouri Department of Education.

Staffing

To accommodate a rotation block schedule and World Languages instruction on a daily basis, Novastar Academy is planning to hire teachers and instructors with dual endorsement or certification on their credentials and teacher license in core subjects and electives. As of the charter application submission, we have received a number of inquiries and resumes from teachers and educators who carry dual certification. (Please refer to Appendix. I. Employees) We project that about 40-50% of our staff will have multiple subjects endorsement/certification. The CTE program will be taught by industry experts in collaboration with our community partners. Our plan is to attract multiple business partners to join our CTE instructor/mentor network. By utilizing the best practices of professional orientation and training, Novastar will implement online/offline job integrated training for our highschoolers and hands-on experience for middle schoolers.

All school staff will be classified as at-will, which means their employment can be terminated with or without cause, and with or without notice, at any time, with the decision of the BOD or Executive Director, except otherwise provided by law. All employee related decisions will be made at the school level. All employees will sign a Memorandum of Understanding (MOU) each year. CTE instructors/mentors will be employees of the companies and organization Novastar will partner with to provide support and instruction in industry-specific subjects and programs.

The process of employment renewal will begin every January with the Executive Director reviewing the performance evaluation and the body of evidence. At the end of January the intent to return form will be distributed and collected. Through the month of February the leadership team, including the Executive and Director of Operations, discuss performance reviews with the staff. Prior to Spring break, MOUs are extended to the returning employees. Please review the five-year Staffing chart below and in Appendix G.

G. Y0-5 Staffing Plan						
	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
# of ELE students		220	230	280	280	280
ELE STAFF						
Teacher - ELA		2	2	2	2	2
Teacher - Humanities		1	1	1	1	1
Teacher - Math		2	2	2	2	2
Teacher - Science		1	1	1	1	1
Teacher - Electives		0.6	0.6	0.6	0.6	0.6
Teacher - World Languages		2	2	2	2	2
Teacher - SPED | GT		0.5	0.5	1	1	1
Teacher - Instructional Coach		0.5	0.5	0.5	0.5	0.5
Teacher - ELL		1	1	2	2	2
Teacher assistant		3	3	6	6	6
Total Instructional Staff ELE		13.6	13.6	18.1	18.1	18.1
# of MS/HS students		0	40	80	100	160
MS | HS STAFF						
Teacher - ELA			1	1	1	1
Teacher - ELA HS					1	1
Teacher - Humanities			1	1	1	1
Teacher - Math			1	1	1	1
Teacher - Math HS					1	1
Teacher - Science			1	1	1	1
Teacher - Electives			0.6	0.6	0.6	0.6
Teacher - World Languages			2	2	2	2
Teacher - SPED | GT						
Teacher - Instructional Coach					0.5	0.5
Teacher - ELL				0.5	0.5	1
Total Instructional Staff MS | HS	0	0	6.6	7.1	9.6	10.1
ADMIN & SUPPORT STAFF						
School Executive Director (initial	0.37	1	1	1	1	1
Administrative Assistant	0	0.5	0.5	1	1	1
Administrative Assistant	0	0	0	0	0.5	1
Counselor	0	0.5	0.5	0.5	1	2
CTE Director	0	0	0.5	1	1	1
Director of Operations		1	1	1	1	1
Total Admin & Support	1	3	3.5	4.5	5.5	7
Total Instructional Staff	0	13.6	20.2	25.2	27.7	28.2
Total staff	1	16.6	23.7	29.7	33.2	35.2
Total students		220	270	340	380	440
Assumed 10% SPED population		22	27	34	38	44

Table. Staffing Plan

Employment Policies

Teacher Recruitment

Being a grassroots effort, we can affirm that we are our community and our goal is to serve our multicultural families to the best of our ability. With that goal, Novastar Academy will set a high bar for school staff hiring, training, and professional growth. Our philosophy of teacher recruitment and on-boarding echoes the school's core values of respect, integrity, and leadership. With respect to our community and students, we value cultures and languages and will recruit staff representative of our diverse community. The school hiring, onboarding, and professional development policies and procedures will be carried out with integrity to the school mission and vision. The school principle of shared leadership top to bottom will be proposed to develop a culturally proficient leader in every teacher and student. Teacher job descriptions for vacancies postings will be created during the planning year.

Novastar Academy will comply with the Every Student Succeeds Act ("ESSA"), Colorado Department of Education ("CDE"), and the authorizing district requirements of hiring processes. All staff at Novastar Academy will be considered "at-will" employees. The governing board will delegate hiring and terminating authority to the team leaders. The team leaders will be in charge of hiring qualified and capable staff for the school utilizing the tools and procedures approved by the governing board. To become a successful team member at our school, the candidate must:

- Believe that every child can succeed

- Understand that every decision should be made with the child's wellbeing as the primary concern

- Be committed to the school's core values

- Believe in the school's vision and mission

- Be passionate about whole child education and equity pedagogy

- Be a lifelong learner

- Have an ownership spirit towards employment, school facilities, and resources.

As mandated by ESSA and predicted by numerous researchers, teacher excellence is essential to student performance growth. In that regard, Novastar Academy sets the goal to recruit highly qualified staff. The school team leaders will follow the understanding and definitions of highly qualified teachers at high school levels provided by CDE guidelines. In order to attract quality and diverse candidates, we plan to utilize a wide network of recruitment resources: district and charter schools organizations, job boards, teacher preparation programs liaisons, social media, and business networks of the local and international communities.

Selection Process

Novastar Academy governing board will implement a procedure for rigorous interview and selection process. Potential candidates will undergo the following process:

- A complete application with resume, CV, cover letter, references, portfolio of expertise

- Initial phone screening

- Orientation session for school's educational philosophy, mission, and vision

- Classroom presentation of a lesson or project with follow up feedback and conference

- Classroom observation with the debrief

- A Portfolio item presentation (for teachers and instructors)

- A data team collaborative session with school team leaders and debrief (for leadership positions)

- Formal interview with the team leaders and councils' representatives

- References and background checks.

Retainment Strategy

Novastar Academy's strategic goals prerogative is 90% teacher retention and personalized teacher professional development. Two specialized programs will be created and prioritized in budgeting to support teacher retention and development: continuing teacher education tuition reimbursement and an international teacher exchange program.

Supervision and Evaluation

In order to achieve our school's strategic goals, Novastar Academy will invest heavily in teacher development and healthy professional culture. Novastar Academy's supervising evaluation model has two major elements: Individual Professional Growth Paths (PGP) for professional development journey and teacher mentorship (TMP) for effective coaching.

To cultivate a strong growth culture of the school faculty, all staff will be assigned a mentor teacher who is an expert in the subject matter. If Novastar Academy doesn't have a mentor teacher on staff to partner with a specialist or subject matter teacher, KED network and teacher exchange will be an option for a mentor search. Seven norms of collaboration, cognitive caching, and peer feedback protocols are some of the tools at teacher-coach disposal. Along with mini-observations, a coach will utilize a full class period and block visits to collect valid data for conferencing with an observed teacher. Every teacher will receive two formal evaluations during a school year completed by team leaders.

Each teacher PGP will be completed within one month before school opening, for continuing teachers - during the summer pre-service session. Teachers will collaborate with their mentors and the team leaders on identifying personal professional learning goals and action plan. Goals will be completed in a SMART goal format and aligned with the school strategic plan or UIP. An individual teacher annual allowance of $250 will be allotted to support personal professional growth goals and/or purchase of instructional resources or materials. If a teacher participates in a

teacher exchange program, a special arrangement for days of release will be made by the team leader. PPG goals will be reviewed every quarter during the formative evaluation with the teacher mentor / coach.

The progress of all school staff will be tracked throughout each academic year. Teachers will be formally observed twice each year, once by the Executive Director and once by the Instructional Coach in the spring. Staff at Novastar Academy will receive two formal performance reviews each year: a mid-year performance review and an end-of-year performance review. The Board of Directors will evaluate the Executive Director annually.

Leadership and teacher evaluation frameworks will be drafted during the planning year. Some of the documents that will be used for the school leader evaluation design are the CDE Principal rubric and the school head evaluation toolkit including the guidance from DPS LEAD Framework, culture rubrics. Some of the documents that will be used for the teacher evaluation are CDE Teacher rubric, culture rubrics, CTE program evaluation standards Project-based Learning rubrics, etc. Please refer to appendix I. Leader Evaluation and I. Teacher Evaluation for samples of the evaluative documentation). Novastar Academy will seek a waiver for SB-191 (C.R.S. § 22-9-106) with the rationale of the school's model requiring a unique and innovative evaluation system to be aligned with the school program design and to be developed during the planning year by the Novastar team.

Formal staff evaluations will include such items as performance reviews, areas of strength, areas for improvement, additional training needed, and goals for the following year. A crucial element of the annual evaluation for all teachers will be an assessment of the test scores achieved by students in each teacher's classroom, consideration of the Family Satisfaction Survey and success toward achieving the school's goals. Teachers will be encouraged to use the review to shape their PGP goals for the following year, targeting any areas on their evaluation rubric in need of improvement.

The Executive Director will use the data gathered in the formal evaluations to inform next steps for the subsequent school year in order to improve the educational program and organizational structure to support academic progress and school goals.

Novastar intends to lean on the CDE State Model Evaluation System, which includes detailed rubrics designed to assess teacher and administration effectiveness. Teachers will be rated on four Quality Standards that measure professional practice and student learning over time.

These Quality Standards include that all teachers:

- Demonstrate mastery of and pedagogical expertise in the content they teach

- Teachers establish a safe, inclusive and respectful learning environment for a diverse

population of students

- Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students

- Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

This system will ensure compliance with SB 19140 such that at least 50% of the evaluation is based on student academic performance. Novastar teacher evaluation rubrics and evaluation procedures will be reevaluated regularly to ensure their authenticity, effectiveness, and adherence to future changes in educational laws and regulations.

Conflict and Resolution Management

Novastar Academy will align its HR policies and procedure to CDE and district guidelines. Following those guidelines will ensure competent and ethical conflict and resolution management. All Novastar Academy policies will intend to facilitate a safe and positive classroom environment and provide all students with quality educational choices and the staff - with a quality work environment. Student culture is as important as staff culture for a healthy community of learners. Novastar Academy governing documents will outline clear and cohesive student procedures that will be facilitated in every classroom with consistency and integrity. The Teacher Handbook will outline ethical hiring, HR management and conflict resolution procedures and teacher Code of Ethics. We strive to create an environment where learning is the means, the goal, and the result.

Novastar Academy will develop the processes for all stakeholders to participate and provide feedback on the school's policies and procedures. Just as students will have a voice in their educational choices, staff will have a voice in school governance. With the goal of building a collaborative culture, Novastar Academy leadership will provide opportunities to students, teachers, families and all stakeholders to contribute to a healthy community development. Understanding the seven principles of the community will guide our conversations in engaging and embracing the conflict with special tools: restorative practices, difficult conversations, collaborative norms, and strategies of systems thinking. Drafts of employment, grievances, and evaluation policies are provided in appendix I. The Novastar Academy team will work closely with the legal counsel to develop and finalize all employment policies, including the Employee Handbook by the proposed school opening.

Employee Staff Handbook

Novastar Academy will not utilize a contract and tenure systems in the teacher employment process. If a teacher doesn't use his or her best effort in promoting the school goals, there will be no foundation to continue such employment.

Employee Staff Handbook, being developed during the planning year, will reflect the following school procedures and policies:

- Building control and safety

- Student pick-up and calling procedures

- Media and internet safety

- Student information confidentiality

- Emergency protocols

- Child abuse reporting

- Employee Code of Ethics and Conduct including core values, ethical decisions, commitments and expectations

- Teacher responsibilities related to the classroom, instruction, student behavior and conduct

- Teacher duties related to absences, substitute teacher requests and planning.

- Antidiscrimination policies for both students, families, and staff based on age, race, disability, gender, sexual orientation, etc.

Employee Code of Ethics and Conduct

Employee Code of Ethics and Conduct is intended to set common expectations and increase trust, commitment, and teamwork.

The Core Principles of the Code are:

- Commitment to Excellence

- Personal Integrity

- Responsibility

With the goal stated in the Employee Code of Ethics and Conduct, leadership will build a culture based on integrity and trust, commitment, and responsibility. Novastar Academy will become a place where mistakes are part of learning, where the leadership doors are always open, where students take responsibility for their learning and where all staff are committed to the school's mission.

Though the Code is a general guideline, all teachers are expected to make ethical decisions to fulfill the spirit as well as the letter of the Code. Teacher's commitment and expectations list includes the following:

1. Set the example

2. Create an environment of trust

3. Provide honest, accurate and timely information

4. Identify problems to help create solutions

5. Keep policies, procedures and rules

6. Report improper conduct

7. Keep colleagues safe from retaliation

8. Avoid conflict of interest and improper outside income

9. Decline gifts

10. Abstain from improper influence of family members and associates

11. Maintain appropriate relationship with students

12. Commit to proper use of public position

13. Uphold confidentiality.

Being part of the employee handbook Novastar Academy staff communication procedures are inclusive, but not limited to:

- conflict resolution protocol

- teacher satisfaction surveys

- peer review and feedback protocol

- curriculum surveys

- parent surveys.

Attachments
Section 9: I. Employees

9.1	I. Teacher Evaluation Toolbox: Teacher Classroom Observation Template draft	Hegenbarth, Larisa, 3/17/22 5:43 PM	XLSX / 62.018 KB
9.2	I. Teacher Evaluation Toolbox: Instruction Differentiation Teacher Self-Reflection Survey	Hegenbarth, Larisa, 3/17/22 5:42 PM	PDF / 65.363 KB
9.3	I. Teacher Evaluation Toolbox: Course Design Teacher	Hegenbarth, Larisa, 3/17/22 5:40 PM	PDF / 64.71 KB

	Self-Reflection Survey		
9.4	E. DPS TLC Guide	Hegenbarth, Larisa, 3/17/22 5:40 PM	PDF / 270.121 KB
9.5	I. Employee Evaluation Policy draft	Hegenbarth, Larisa, 3/17/22 5:39 PM	PDF / 68.388 KB
9.6	I. Teacher Evaluation Toolbox: Teacher Classroom Observation Template draft	Hegenbarth, Larisa, 3/15/22 10:02 PM	XLSX / 62.018 KB
9.7	I. Teacher Evaluation Toolbox: Teacher Self-Reflection Survey Sample	Hegenbarth, Larisa, 3/15/22 10:02 PM	PDF / 63.23 KB
9.8	I. Teacher Evaluation Rubric	Hegenbarth, Larisa, 3/15/22 10:02 PM	PDF / 213.34 KB
9.9	I. Organizational Chart	Hegenbarth, Larisa, 3/15/22 10:01 PM	PDF / 1.144 MB
9.10	I. Employment Policy draft	Hegenbarth, Larisa, 3/15/22 10:01 PM	PDF / 64.219 KB
9.11	I. Faculty, Staff, Parent and Student Grievance Policy draft	Hegenbarth, Larisa, 3/15/22 10:01 PM	PDF / 92.016 KB
9.12	I. Professional Learning Evaluation Guide	Hegenbarth, Larisa, 3/15/22 10:01 PM	PDF / 808.799 KB
9.13	I. DPS LEAD FRAMEWORK	Hegenbarth, Larisa, 3/15/22 10:01 PM	PDF / 541.273 KB
9.14	I. Research_ Curiosity and Powerful Learning	Hegenbarth, Larisa, 3/15/22 9:57 PM	PDF / 1.603 MB
9.15	I. KED Teacher Exchange Programme	Hegenbarth, Larisa, 3/15/22 9:57 PM	PDF / 141.658 KB
9.16	I. School Executive Director Job Description	Hegenbarth, Larisa, 3/15/22 9:57 PM	PDF / 42.215 KB
9.17	I. Employees	Hegenbarth, Larisa, 3/15/22 9:57 PM	DOCX / 1.513 MB

10.J. Insurance Coverage

J. Insurance Coverage

Novastar Academy Charter School will maintain the following insurance coverages for the current school year:

- Property insurance shall be obtained at/above the level required by the landlord and reasonable to cover school losses and address business interruption and casualty needs, including flood, fire, earthquake, and other hazards with replacement cost coverage for all assets listed in the school's Property Inventory and consumables.

- All employees or custodians of the School who are responsible for monies controlled by the Board of Directors shall be bonded under a group fidelity bond in individual amounts of at least $25,000 with a maximum of $100,000. LEGAL REFS.: C.R.S. 22-32-104 (4)(b)(c), C.R.S. 22-32-109 (1)(h)

- Comprehensive general liability at a minimum of $2,000,000 per occurrence/wrongful act that covers at least the following: Bodily Injury; Property Damage; Abuse and Molestation; Negligence; Employment Practices.

- Officers, directors, and employee errors and omissions at a minimum of $2,000,000 per occurrence.

- Excess or Umbrella Policy, and/or other Supplemental Insurance at a minimum of $1,000,000 per occurrence/wrongful act that considers the school's liability exposures will also provide coverage for the following: Business income and extra expense; Crime and Fiduciary Liability; Student Accident; Off-campus activities, including field trips, and activities and events specific to the CTE programs (such as internships, apprenticeship, etc.) and PE/sporting events; Cyber Liability, including social media exposures; coverage for extra-curricular activities and extended day programming.

- Workers' compensation, as required by state law, in place before workers start. (C.R.S. 8-40-202)

- Motor vehicle liability for Owned, as well as Non-Owned and Hired vehicles at a minimum of $1,000,000 per occurrence.

Novastar Academy will carry an authorizer- and state-mandated insurance coverage at the limits recommended by the legislature. The School management team will ensure that the policy includes adequate coverage for all technology and laboratory equipment and any incidents related to the usage of the named equipment.

As mentioned in the facilities plan, Novastar Academy plans to invite community organizations to utilize the facility and, possibly, some of the arts related equipment. When renting the facility premises and / or equipment, the community organizations will sign a waiver of liability and provide a certificate of insurance prior to signing a rental agreement with the School.

Insurance coverage shall be underwritten by an insurer that is legally authorized in the State of Colorado and rated by A.M. Best Company not lower than "A-VII". The school shall provide certificates of insurance to the authorizer annually. The school's draft budget allocates funding for the above insurance based on quotes from EPIC received in 2022, though the school will obtain further quotes from other reputable providers; for example, from HUB International. As of 2022, Novastar Academy has acquired insurance coverage for the founding board of directors. (Appendix J.)

The Finance Committee will annually review the authorizer's policies on insurance requirements to ensure compliance with all specific policies.

Attachments
Section 10: J. Insurance Coverage

10.1	J. Insurance Coverage	Hegenbarth, Larisa, 3/17/22 5:44 PM	DOCX / 979.085 KB
10.2	J. Insurance Certificate of Liability	Hegenbarth, Larisa, 3/15/22 10:03 PM	PDF / 20.812 KB

11.K. Parent & Community Involvement

K. Parent and Community Involvement

Building on the understanding that the "community lives within" us and a "school being a part of a much larger ecosystem", Novastar Academy's team will foster interdependent relationships with our families, cultivating long-lasting partnerships. Research confirms that, along with teacher quality, parent engagement is the driving factor in student's achievement and healthy development. Novastar Academy will emphasize the importance of family involvement in the educational process and school community by offering a number of engagement opportunities.

Parent Involvement: Volunteer Committees

Novastar Academy has a parent volunteer committee led by a founding board member. The committee has been involved in the whole-school design of the educational program. Members of the committee volunteered thousands of hours during the school's conceptualization and development work. Totaling over 4,000 volunteer hours, Novastar volunteers number has grown close to 40 people as of 2022. Our parent volunteers are representative of our vibrant community and their passion is to make sure our children have accessible opportunities to excel academically and socially.

Novastar's founding team has planned to expand community involvement to the following volunteer committees: School Accountability, Finance, Fundraising, Supplemental Programs, Curriculum, CTE Partnerships. Currently, we have the following committees actively participating in the charter development process.

Volunteer Parent Committee

The members are engaged in contacting, gathering interests, information and expertise to match the new volunteers with the appropriate committees and coordinator. This Committee s also in charge of keeping track of volunteer hours and "founding family" status assignments. Working with other committees and community, our volunteers have also been inviting and gathering resumes and / or bios for teachers and educational specialists who are interested in employment with Novastar.

Fundraising Committee

Novastar Fundraising Committee is responsible for tracking, developing, and monitoring the grant writing process and fundraising. The Committee researches federal, state, and private foundations grants and makes recommendations to the founding board. Other fundraising activities include: community events (Back to School picnic, Winter Festival, Spring Festival, Arts competition, etc.), business and corporations donations solicitations.

Marketing and Community Outreach Committee

Coordination and management of all digital media and digital communication with the potential families are part of the Committee's assignment. Distribution and marketing materials (business cards, flyers) and direct in-person communication of the school's vision to the community are the important activities of the Committee's volunteers. In partnership with the Fundraising Committee, volunteers are working to keep the Novastar community events growing in community engagement.

Paths for Parent and Community Involvement

To honor our commitment for creating an authentic experience for our families, our team will provide the following unique paths for parents and community involvement when Novastar opens doors for our students:

- Parent University: educational classes for parents and communities in Love and Logic parenting methods, developmental psychology, and Positive Behavioral Interventions Support (PBIS)

- Novastar Academy Language Center: adult ESL courses and classes (The center has been working since 2017)

- Collaborative meetings every third Friday for teachers, students, parents, and community. Those meetings will be devoted to identifying a priority issue and working to a solution through the Design Thinking cycle

- Social engagements: school website, school app, "Pincipal corner" page on Facebook, coffee with the director events

- Internship partnerships with local and international community businesses

- Cross-curricula and service projects involving other schools in the neighborhood (Novastar Good Neighbor Initiative community project).

Partnership in Academic Learning and Culture

With the Novastar Academy teams' focus on building a culturally proficient school community, we believe that parents are essential partners in their children's education and they are welcome to the school, classrooms, and governing parent council. Parents are key contributors in creating personalized learning plans. Students, parents, and teachers co-create each learning plan, setting

attainable goals and becoming accountable to each other. We will put out our best effort to create a safe and comfortable environment for parents of underserved groups to express their concerns, share feedback, and overcome barriers in schedules, transportation problems, or communication. We respect and invite languages, cultures, and diversity.

Via Core-LX, parents will have complete transparency to audit their student's progress; parents can see all assignments, all student work, and communicate with the teachers and other parents via an integrated messaging tool. Through Mentorship Path System, our parents and guardians are able to engage in their child's goals setting, social-emotional learning, and character development. Regular progress monitoring and reporting will be accessible to parents at any moment in time within the platform. Immediate feedback, test scores, mastery milestones, earned badges, e-portfolios presentations, and micro-crednetials reports will be delivered to parents via email.

Our parents are invited to the classroom any time, any day of the week. We will require at least 20 hours per family volunteer commitment and hope that parents will join us in the classroom along with other volunteer opportunities. There is always instruction supporting work that every teacher needs during the day: assisting students with study and projects, classroom organization, instructional materials preparation, and more.

We strive to develop global citizens who will participate in community development through service learning and social action. The Novastar Academy Opportunity Project (every Friday) and an open door collaborative Design Thinking cycle meetings cross-teams of students, parents, and community (third Friday of every month, refer to the Schedules section) will integrate our school into the greater community, demonstrating our values of openness and mutual respect.

Aside from volunteering, the founding team has planned a pathway for the parents to engage in learning in an authentic way and receive enriching knowledge about their children's development, behavior, and challenges by participating in Novastar Parent Institute. Parent Insitute will hold workshops and seminars with invited experts in child psychology, education, parenting, etc.

Partnerships in CTE and School Culture

Novastar Academy community outreach team has connected with multiple community congregations, learning centers, and businesses with the goal of starting mutually beneficial partnerships. The team has also established relationships with the multinational communities of Colorado:

- Staenberg-Loup Jewish Community Center

- African Leadership Group

- Arapahoe Libraries: Eloise May Library

- Ukrainian Cultural Center

- Asian Pacific Development Center

Novastar's goal in building these partnerships and fostering students' involvement within the community are:

- To give back to our community

- To help students see a bigger, real-life picture, of what to expect once they graduate High School

- To give students the opportunity to get involved in their desired professional fields, giving them a greater sense of whether or not various jobs are realistic or desirable

Novastar offers a unique experience to all student and their families to participate in service-learnign projects with local and international communities, as part of Novastar Good Neighbor Initiative community projects. Through their self-reflections and independent projects, students will gain a much greater sense of self-awareness and desired future endeavors. Students will log thoughts, experiences, reflections, and project ideas while working within their community. Once they have finished their outreach program, they will pick a final project idea to create and present to peers. These could be, but are not limited to websites, books, arts and crafts, photography books, and so on. While their final project is thought of as their "test", their true learning will stem from their real-life experiences and ongoing, consistent, self-reflection.

In order to accomplish our goal of helping steer students towards the desired profession, our CTE programming will help and support students in thinking through career and lifelong learning options, and build partnerships within the community in which they can intern or volunteer. Novastar believes that meaningful volunteering, internship experiences, and community engagement are of utmost priority to help guide and support our students into a successful and sustainable career. Novastar Academy's founding team has also identified strong formal and informal partnerships with local businesses and community organizations that offer support to innovative educational programs. Refer to D. Evidence of Support section and appendix to learn more about Novastar local businesses or organizations partnerships.

Entity	Nature of Partnership / Description of any Resources or Agreements and Status (i.e., in place or planned)
Core Learning Exchange	learning platform provider

IMS Global Consortium	edtech ecosystem
CACTE	thought leadership in CTE education
iNACOL	thought leadership in blended and personalized learning
CompetencyWorks	thought leadership in competency-based education
Center for Educational Reform	policy advocacy for Charter Schools
Christensen Institute for Disruptive Innovation	policy advocacy for educational reform
ACT	provider of assessment and career readiness resources
Colorado League of Charter Schools	new charter school development
KED Global Network KED Teacher Exchange	personalized learning coaching; a global network of student and teacher collaboration
Colorado Education Initiative	systems redesign; personalized learning

School Culture and Operations

Student, Parent, and Alumni Survey

The School Accountability Committee (SAC), composed of the school administrator, teachers, parents, and community representatives, as outlined in the Novastar Academy Bylaws, will administer an annual survey to students and parents. The survey will request input and feedback regarding the school's programs and processes. Some of the survey questions categories could be outlined as:

- Academic rigor and innovation

- Quality of instruction

- Quality of schedules

- School climate and culture

- Suggestions/recommendations for improvement

Students will be invited to share their thoughts on how meaningful academic and supplemental programs are and perspectives on their engagement with the school's culture. Parents will be invited to participate in the survey and share their perspectives on their student's satisfaction and engagement level with the programs. Novastar's goal is to have at least 85% of parents' respondents agree that the school adheres to its mission and vision.

Transparent and efficient communication is the key to a solid school culture foundation and Novastar Academy will dedicate resources to ensure a visible presence in the community. Novastar Academy's media and communication goals are:

- to convey our vision and mission and a message of the school identity and purpose

- to create opportunities for families to learn more about a unique learning experience at Novastar Academy

- to create opportunities for the community to share feedback and participate in school improvement efforts.

Novastar Academy will establish an identity of cultural responsiveness. To that end, the school leadership will create an interactive process based on culturally proficient educational practice. As part of that process, the school's staff will identify where they fit on the Cultural Continuum scale. Curriculum and assessment will also be aligned to the Cultural Continuum. The framework with the Guiding Principles, the Continuum, and the Essential Elements of Cultural Proficiency is referenced in the Appendices. Novastar team will implement training courses to guide the staff and leadership towards the Cultural Proficiency level in engagement with the school's stakeholders.

Based on school core values, school communication policy and protocols will:

- Include all stakeholders in school governance

- Align with school mission and vision

- Provide multiple opportunities for feedback and constructive criticism

- Close the "conversation gap" by shifting the perspective to alleviating the roadblocks and barriers impeding members of non-dominant groups

- Create avenues for transparent communication.

With the Novastar opening, the perant volunteer committees will be directed to elect a Volunteer Coordinator to organize and manage the volunteer's scheduling, assignments, reporting, and communication. The Volunteer Coordinator will work closely with the Excecutive Director and report to the Board President.

All parents will be asked to commit at least 20 hours of volunteering for the school. There will be a variety of assignments and responsibilities related to educational programming, school operations, and community outreach. Novastar will establish a School Accountability Committee as noted in H. Governance section.

The school staff will collaborate in providing the following opportunities for parents and the community to participate in their student's education and work together on school improvement efforts, as well as promote our community of learners (Please refer to the appendix K. Marketing Plan for more information):

- Social Media: school website, Facebook page, Principal Corner page on Facebook, Twitter and Instagram accounts

- Internal email communication protocols including weekly email newsletters and quarterly school progress reports (In addition to Communication Plan described in section F. Plan for Evaluating Pupil Performance > Stakeholder Communication Schedule

- Novastar Parent University and Language Center with educational classes for families

- Beginning of the school year orientation nights and school tours

- Teacher parent conferences

- Informal meetings opportunities for families and stakeholders: coffee with the Director

- PTO, PTA committees

- Teacher and parent appreciation days

- School and district-level community-based events (festivals, holidays celebration, thematic nights, etc.)

- Regular surveys of families to identify their motivations and expectations for the school, leadership, teaching staff, and their students for reevaluation and alignment of school culture core competencies

Novastar Academy currently hosts a website and Facebook/Instagram business pages to inform the community of our progress through charter application process milestones. This page also gives families an opportunity to join the school enrollment waiting list.

Marketing plan

As a result of the Market SWOT Analysis conducted by the founding team, the three market segments were identified for Novastar Academy projected student population (Appendix K. Novastar Academy Market Analysis and Plan):

- Segment 1: The first and leading market segment is represented by the target student population.

Novastar Academy's target population can be identified as families who seek rigorous academic education with a global perspective and an opportunity for an innovative learning experience that reflects students' individual skills, abilities, capabilities, and interests.

- Segment 2: The second and supportive market segment is composed of the families who are looking for a smaller school and environment with a positive school climate.

Novastar Academy's supporting market segment can be described as the families with students who intentionally plan to enroll with a smaller student population size school for the benefits of a healthier climate and an effective character education program that nurtures children's development.

- Segment 3: The third and supportive market segment is composed of families who are looking for World Languages and STEAM programs.

Novastar Academy's supporting market segment can be described as the families with students who intentionally plan to enroll with a school that offers instruction in World Languages and STEAM curriculum.

To ensure school competitiveness of school enrollment and offerings, the leadership team will focus on the following questions for the first year of development:

1. Market Strategy: What are the needs and expectations of the primary and secondary target

market? How do demo-geo-psychographic changes in target segments of the market affect the school brand relevance?

2. Institutional positioning strategy: What are the school core competencies, values, and deliverables?

3. Marketing mix strategy: What is the school marketing action plan?

Suggested Marketing Strategies

A mixed-channel strategy and outreach will establish Novastar Academy's presence in the recruitment and retention of families seeking a personalized, globally-focused school experience. Primary tools for reaching students will include expanded media presence in channels preferred by students and their families, family, and community-oriented events, and general school communications. To expand our community, we will seek partnerships with local businesses and other local and international schools. We will expand our physical presence and visibility throughout the area by co-hosting events in community spaces, and introducing new programming options such as summer camps with World Languages and STEAM programs. Continuous involvement of our families and collaborators will enable Novastar Academy to focus and refine its services, curriculum, communication strategies, and deepen its role in the community.

Novastar Academy's founding team has developed a market growth plan to increase student enrollment and engage more families in recruitment processes. Please refer to appendix K. Market Growth Strategy and Social Media Marketing Plan draft.

Attachments
Section 11: K. Parent & Community Involvement

11.1	K. Novastar Growth Strategy	Hegenbarth, Larisa, 3/17/22 5:47 PM	PDF / 98.133 KB
11.2	K. Novastar Academy Market Analysis and Plan	Hegenbarth, Larisa, 3/15/22 10:03 PM	PDF / 185.654 KB
11.3	K. Social Media Marketing Plan draft	Hegenbarth, Larisa, 3/15/22 10:03 PM	PDF / 63.701 KB
11.4	K. Parent and Community Involvement	Hegenbarth, Larisa, 3/15/22 10:03 PM	DOCX / 990.42 KB

12.L. Enrollment Policy

L. Enrollment Policy

Novastar Academy plans to open for fall 2023 with a cohort of 220. The first-year budget is based on the enrollment of 220 students in grades K through 6 with cohorts of 30 - 40 students in each grade. The founding team plans to grow enrollment to 270 students the subsequent year also add grades 7-8. The school will reach the full build-out of 500 students in grades K-12 by year five.

Novastar Academy will follow these guidelines:

- In December 2022, the School will conduct a lottery to fill the projected 220 seats.

- Priority will be given to Novastar Academy founding families to the extent allowed by CDE's CCSP grant guidelines.

- Enrollment at Novastar Academy will be open to all students in all surrounding areas with no district priority given.

Outreach and Student Recruitment

From the beginning of the charter development, the broad outreach via mail, email, social media, and other marketing strategies will be employed to ensure the broader community receives notice of the school's formation. (Please refer to appendix K. Marketing Plan for more information on the marketing strategies and community outreach.) All applicable dates and deadlines for the enrollment lottery for the initial year will be clearly communicated. Public meetings, website information, social media, posted notices, appropriate news press releases, and other methods approved by the Directors of the Board and Executive Director will be disseminated in a timely manner to provide adequate opportunity for all interested parties to submit Intent to Enroll forms prior to the lottery. As Novastar Academy continues to foster partnerships with the local organizations providing other educational outlets for children, such as arts, sports, and other extracurricular activities, the school will ensure informational packets and enrollment information are placed at their offices, as well. Our marketing plan is inclusive of families and students with diverse learner needs: the enrollment team implements a number of culturally sensitive and relevant to our target population and students with diverse needs marketing strategies. The following is a list of inclusive marketing strategies and tools:

- marketing materials (flyers, surveys, etc.), provided in several languages

- bilingual enrollment team members

- bilingual enrollment team parents as volunteers

- social media advertisement: specialized and focused parents groups (for example, Facebook group "Professional Moms")

- community events organized for students with special needs etc.

More detailed information on outreach and student recruitment can be found under the Marketing headings of Section K. Parent and Community Involvement.

Method of Enrollment

Parents or legal guardians may request enrollment for their child(ren) by submitting an Intent to Enroll form prior to or during the school's open enrollment period leading up to the lottery that will be held in December of each year. The Intent to Enroll form can be completed at any time via the school's website and hard copies are made available at all public meetings. Submitting the form is not a guarantee of enrollment, but rather an invitation to express interest in our program. Completion of an Intent to Enroll form does not obligate the family to enroll their child(ren) in the School.

Non-Discrimination Policy

As required by C.R.S. 22-30.5-104 and consistent with CDE's Non-Discrimination Policy, enrollment at Novastar Academy is open to any and all students. The Board of Directors and the Executive Director are responsible for ensuring that the policy is upheld. As such, the School will not discriminate on the basis of disability, race, sexual orientation, creed, color, gender, national origin, religion, ancestry, socioeconomic status, language, or need for special education or other student services. Novastar Academy also prohibits discrimination in enrollment based on academic ability of any student. After students are officially enrolled, the School reserves the right to test to determine a student's academic knowledge using diagnostic or placement exams, as allowed per C.R.S. 22-30.5-104 (3).

Priority Enrollment

Priority for enrollment into Novastar Academy will be given to the following groups of students by allowing them to be offered enrollment prior to the lottery each year:

- Currently enrolled students;

- Children in the household of certified Founding Families;

- Siblings of currently enrolled students. Siblings that share the same birth date (i.e., twins or triplets, etc.) shall receive enrollment together;

- Children of full-time teachers.

"Teacher" children are the child(ren) of teachers of Novastar Academy who are full-time employees of the School. Founding Families are defined as families who provide 50 or more hours of approved volunteer services toward the formation and development of the School prior to the opening of the school. Founding Families that wish to enroll a child or children in the first year lottery must complete their Founding Family status by November 15, 2022, in order to receive priority enrollment. Founding Families and Teacher child(ren) will not exceed 20% of total enrollment. The Board of Directors will track the number of families completing founding family

status so as to not exceed 20% as determined by the actual number of enrollments to be filled. Should the number of children from Founding Families, siblings, or children of teachers exceed the number of spaces available, enrollment offers will be extended on the basis of random selection with those not selected added to the waitlist.

Lottery

Novastar Academy will follow DCSD open enrollment timelines: the first round window is open from November 1 to December 1 and the second window is open from January 22 to August 1. Novastar will utilize the district open enrollment tool. All students for whom an Intent to Enroll was received prior to the end of the open enrollment period and are eligible for enrollment based on grade level will be assigned a unique identification number and placed on a list (by number). The list will be sorted using computer-generated, randomized numbers. Each entry is assigned a Lottery ID beginning from 1 and numbered subsequently until all names on the randomized list have received a Lottery ID number. The Lottery ID will be utilized one time for the upcoming academic year only. Enrollment vacancies will be filled by grade from highest to lowest, beginning first with students from priority categories, and then with students from the lottery based on the order of their assigned Lottery ID (lowest to highest) until all vacancies are filled for all available grade levels. Any remaining students will be added to the waitlist according to the order of their assigned Lottery ID.

Students with Special Needs Enrollment Acceptance

Novastar Academy will follow the special education mandates by placing students in the least restrictive environment as deemed appropriate by their IEP team. In accordance with the "Continuum of Alternative Placements," each student's IEP team will consider all possible placements from least restrictive to most restrictive and will determine the most appropriate placement for each student. Individualized supplementary aids, modifications, and interventions will be provided to ensure the most successful learning environment possible for the student. The continuum order from least restrictive to most restrictive is as follows:

1. Special education services/interventions within the regular classroom

2. Pull-out time in a resource classroom

3. A self-contained special education class within the home school

4. A self-contained special education class in a specialized school

5. Home educational instruction

6. Educational instruction within an institution

Even when the IEP team determines that a more restrictive placement is advisable for a particular

student, they will be highly encouraged to participate with their peers to the maximum extent that is appropriate. Inclusion and mainstreaming strategies will be used to incorporate the student with disabilities with their peers for as much of the academic day as possible and may include times of the day such as meals, recess, recreational activities, visual arts, music classes, and theatre programming.

Novastar will be an inclusive school for students who may have a wide-ranging severity of special education needs, as long as the school is feasibly able to meet FAPE guidelines for each of these students. Thus, if significant, ongoing, and intensive interventions are required to support a specific student, Novastar reserves the right to then refer that student and his/her family to their neighborhood school, in order to ensure that the student is placed at a school, which is able to address their academic and behavioral needs more thoroughly. The admission placement or denial of a student with significant special needs into Novastar Academy will be made on a case-by-case basis by the Executive Director pending the results of a review of previous records and performance evidence and special education testing of the student performed by the Special Education Eligibility Committee.

Enrollment Acceptance

Applicants selected during the Enrollment Lottery will be issued an enrollment offer to Novastar Academy within 24 hours via email and text. Families will have 4 business days from the date of the offer to provide verbal acceptance of the offer via telephone, email, or in person. If Novastar Academy staff does not hear from the family in three days, a phone call will be placed to the family for enrollment confirmation.

Enrollment offers will include the enrollment packet with an application and instructions on how to complete the forms, which must be returned within 2 weeks of the enrollment offer. Every parent or legal guardian will also be provided information about the school's policies and procedures, academic calendar, events calendars, and academic program options. All forms will be available in a digital format via the school's website, with print copies available at the school's office and with provided native language translations.

Along with the completed enrollment application, families will need to provide legally required documentation for school enrollment:

- birth certificate(s)

- immunization record(s)

- proof of residency

Student's immunization records must comply with Colorado Law which requires all children going to school to be vaccinated as a preventive disease control measure. Families who object to vaccination for a religious, medical exemption, or other reasons must sign and submit a waiver

form. Students with approved exemption forms would be excluded from school if an outbreak of any specified common disease occurs. Novastar Academy reserves the right to update immunization records requirements according to the recommendation of the Center for Disease Control and Prevention.

Following the enrollment confirmation, every family will receive a school welcome packet and orientation information for the relevant grade level(s). Novastar Academy will strive to provide clear communication to all families, following the school's ongoing communication and marketing plan.

All enrolled students will be allowed continual enrollment for the duration of the grade K-12 program. Students who stay with Novastar Academy as a mentor (Student Mentorship Paths) or an apprentice after graduation. Every enrolled student will have an academic record created or transferred from a former school in accordance with CDE enrollment policies.

Attachments
Section 12: L. Enrollment Policy

12.1	L. Enrollment Lottery Policy Draft	Hegenbarth, Larisa, 3/17/22 5:50 PM	DOCX / 216.308 KB
12.2	L. Enrollment Policy	Hegenbarth, Larisa, 3/15/22 10:04 PM	DOCX / 984.407 KB

13.M. Transportation and Food Services

M. Transportation and Food Services

Transportation Services

Transportation and school access are critically important to a school's success. In order to address barriers to transportation, Novastar Academy will employ the following service WaytoGo, HopSkipDrive, and school bus service sponsored by Novastar Academy.

Novastar Academy has budgeted the purchase of a large school bus with the CCSP grant allowance. A large school bus with approximately 72-80 seats will allow the school to accommodate almost half of the student population projected for year one. Our team will make sure to serve students from low-income families who cannot afford transportation. A bus purchase is budgeted at $67,704 for the school opening year with the annual expense for maintenance,

fuel, and contracted driver - at $50,000. That expense may be adjusted depending on the fuel price and needed maitenance. Novastar Academy will work in close collaboration with the CDE transportation team and experts to ensure compliance with CDE guidelines and regulations. In partnership with the business services of CLCS, the founding team will identify and select a fitting bid for a bus purchase to ensure that the purchased equipment meets all state, and federal requirements.

To assist low-income students and families with transportation challenges, Novastar Academy will partner with WaytoGo Schoolpool to make a transportation pooling service available to families. Schoolpool's secure system connects families with others in their neighborhood to share the responsibilities of getting kids to school and back via carpooling, walking, biking, or riding RTD together.

Novastar Academy will partner with HopSkipDrive, Inc. for the provision of necessary transportation for students as required by their IEPs or 504 plans, and for any off-campus student field trips or events. HopSkipDrive, Inc. uses "technology, operational expertise, and new thinking to help kids reach their full potential by providing a safe, dependable way to get them where they need to be." HopeSkipDrive offers a ride-sharing service for children for a $19 base fee + $2.99 per mile. CareDrivers undergo a 15-point certification process, ensuring the safety of every child and ride is a top priority. The company also carries full liability insurance. (See Appendix M. for Memoranda of Understanding or Intent to Partner for these providers. For Transportation-related insurance, see Section J. Insurance.)

The cost of transportation is the responsibility of the family; though, the Novastar team will investigate transportation scholarship or subsidy options for families in need. If the school's budget permits creating a transportation fund, the school will offer small reimbursements to the families for part of the transportation costs.

Food Services

Adequate nutrition is essential to student learning. Novastar Academy intends to partner with Healthy School Food Collaborative (HSFC) to provide school meals and to be a full participant in the Free and Reduced Lunch (FRL) Program. The school will distribute federal FRL forms to all families to ensure maximum participation.

HSFC's mission is "to reduce child and adult obesity rates by providing students, families and communities access to nutritious and affordable food sources; sustainable, healthy meal choices; and promoting healthy lifestyles," with a goal to change the way students eat and think about food while maintaining the culture of our communities. HSFC is a natural fit for Novastar as they will work to reflect the diversity and cultural heritage of our student body and world languages offerings through our food program. HSFC focuses on high-quality food to ensure maximum nutrition with no additives, no high-fructose corn syrups, no fried foods, fresh or frozen vegetables

and fruits (never canned), no foods with artificial growth hormones, no trans fats or hydrogenated oils, etc.

In addition to food provision, HSFC will assist with the set-up of a School Food Authority as well as establishing and managing any necessary staff, systems, and procedures related to the school's food service program. This will include ensuring compliance with federal FRPL eligibility requirements, processing of FRL paperwork, collections, reporting, and compliance with state and federal school foodservice requirements. Breakfast and lunch will be made available for free to FRL eligible students, with food available for purchase by non-FRL students. The school will ensure food is provided to any student who may need it on a given day. (See Appendix M. for the HSFC service agreement). The cost of service is included in the school's budget and consists of a $2.50 fee per student with a minimum of a flat $500 plus an administration fee of $1,500 annually.

Novastar recognizes that it will need specific foodservice equipment, such as food warmers and cooler or refrigerators, to deliver and maintain the food program and is working with HSFC to identify potential equipment based on likely facility scenarios. The proposed facilities are already equipped with a built-in kitchen and cafe-style common area providing needed space and set-up for a school's cafeteria. The proposed baseline school budget currently includes sufficient funding for cafeteria equipment and fixtures: fifteen cafeteria tables, five couches, fours staff/students refrigerators, and at minimum a milk cooler/refrigerator and a warmer.

Attachments
Section 13: M. Transportation and Food Services

13.1	M. Intent to Partner WaytoGo	Hegenbarth, Larisa, 3/17/22 5:52 PM	PDF / 122.119 KB
13.2	M. Food Service Management Consulting	Hegenbarth, Larisa, 3/17/22 5:52 PM	PDF / 3.148 MB
13.3	Intent to Partner HopSkipDrive	Hegenbarth, Larisa, 3/15/22 10:04 PM	PDF / 93.845 KB
13.4	M. Transportation and Food Services	Hegenbarth, Larisa, 3/15/22 10:04 PM	DOCX / 227.695 KB

14.N. Facilities

N. Facilities

Novastar Academy has sought to design a facility for new generation learning experiences utilizing a global classroom and contemporary-style collaborative workspaces: a multifunctional classroom space modeled after future creative laboratory and co-working style workspaces, similar to those utilized at Google, WeWork, etc.

A student cohort will be capped at 80 students with a range of not more than 2-3 grade levels. Each student cohort then will be divided into three groups 26-27 students each (Primary, Intermediate, and Advanced) with a rotation-based schedule in learning zones based on the subject block set (A, B, C, D) in accordance with the ability-based grouping approach. Each learning zone rotation student count will be between 8-10 students. To learn more about the hybrid blended learning school environment, please refer to E. Educational Programming section.

With this in mind, the school's facility will not look like nor be utilized in the same fashion as a typical brick and mortar school. Instead, Novastar Academy's learning spaces will look more like those of Trailblazer Elementary, Kunskapsskolen or School Of One where students' flexible learning opportunities are offered through a variety of learning zones rotations, lab rotations, "flipped classroom" through blended learning where the classroom is seen as the place to apply content and deepen one-to-one interactions, whether with the teacher or through peer collaboration. We believe focusing facility design for specific delivery through these strategies will enable Novastar Academy to maximize each students' learning style through personalized learning paths.

Novastar team has documented expertise in meeting school facility code, security, and requirements. The founding team has met and discussed bidding proposals with a number of contractors and design firms, as well as charter schools financing groups. Novastar Academy board of directors has been involved in short- and long-term planning for securing a future school facility and financing.

Needs Assessment

Novastar Academy commissioned a facility needs assessment and feasibility study through Hollis and Miller to determine the facility needs of its educational program and explore costs for both a new facility build and appropriation of an existing building. This needs assessment assumes 100 sq.ft. per student, though the school could function flexibly with 50-75 sq.ft. per student on a hybrid schedule, and considers the learning environment needs for Novastar's unique educational program, scoping out facility needs as follows over three build-out phases presented on the next page.

Facility selection and appropriation timeline is shown here to outline the milestones of facility work

March 2022	Submit Charter Application to DCSD

June 2022	Finalize financing
July 2022	Finalize location
July 2022	Complete financing approvals for facility
August 2022	Complete traffic study
August 2022	Finalize architectural drawing
September / October 2022	Approval from Planning Commission
November /June 2023	Construction /TI Complete

Initial capacity for opening (220 students, 16 staff).	Additional facility needs for up to 380 students, 36 staff	Optional facility expansion for 500+ students, 38 staff
Administration (Visitor Waiting, 2 Reception Stations, Small Conference Room, School Executive Director Office, Director of Operations Office)	Administration (CTE Director Office, Admin Assistant Workstations (2), Staff Restroom, Workroom for copier & mail, Records Storage)	
Teacher/Counseling (Staff Workroom #1, Counselor Offices	Teacher/Counseling (Staff Workroom #2, Counselor	

#1-6)	Offices #7-14)	
School Nurse (1 ensuite treatment room, 4 cot areas, large storage)		
Learning Spaces (Classrooms #1-6, Small Collaborative rooms #1-6, Large Collaborative rooms #1-6, teacher restrooms #1-2)	Learning Spaces (Classrooms #7-20, Small Collaborative rooms #7-20, Large Collaborative rooms #7-20, teacher restrooms #3-4)	Learning Spaces (Classrooms #21-28, Small Collaborative rooms #21-28, Large Collaborative rooms #21-28, teacher restroom #5)
Special Education & Student Services (Calming/Sensory Area, Storage, Conference/Collaborative Room #1, Washer/Dryer #1, Restroom #1)	Special Education & Student Services (Study-Based Resource Classrooms #1-3)	Special Education & Student Services (Life Skills Kitchenette, Sensory-Based Resource Classroom)
Specials/Supplementary Curriculum (Full-size PE gym, Bleachers for 300+ADA, PE Office, PE Storage)		Specials/Supplementary Curriculum (Community Partner Space, 280-seat Auditorium with state, storage, AV closet, mechanical and electric)
Dining (200-student Cafeteria/Multipurpose room, Storage for tables/chairs, Food Service area)	Dining (Food Service Prep area including cold storage, dry storage, office, restroom, lockers, and dishwasher)	
Building Services (Student restrooms #1-8, Janitor Closet #1, Central Receiving with office & storage, Central Mechanical, Central Electrical, Central Technology)	Building Services (Student restrooms #9-16, Janitor Closets #2-3, Technology Closets #1-2)	Building Services (Central Receiving Workspace and Outdoor Equipment)

Table. The three build-out phases

Facility Option 1: Appropriate an existing facility

To support a sustainable budget and prepare for a future new campus constriction, Novastar Academy will look to locate and appropriate an existing facility. In surveying available properties, it is estimated that this approach would cost approximately $120-180 per square foot in renovation/facility appropriation cost. Novastar's board believes any appropriation of an existing facility would only be able to satisfy the school's facility needs for the first three years. With the prospect of additional costs from a subsequent move, Novastar's preference is for a new build option discussed in Facility Option 2.

A feasibility study is currently underway to confirm the range of anticipated costs should the school need to pursue this facility option. The feasibility study will consider make-ready costs (appropriate zoning, ADA compliance, conversion of spaces into lab environments, buildout of classrooms, and any minor repairs or renovations required), as well as costs associated with purchasing or leasing an appropriated facility. Should such a facility be leased, Novastar would look to have utilities and maintenance included in the lease cost.

Location #1: 369 Inverness Pky, Englewood, CO, 80012 | Inverness Submarket

The property located in Inverness Parkway Center offers 19.859 sq.ft. at the prices of $13/sq.ft. with NNN at $9.08/sq.ft. The site is in close proximity to County Lane Light Rail station, highway E-470, I-25, and Lincoln Ave.

This location in the heart of Englewood will provide easy access to students and families coming from Douglas County and other school districts. Close proximity to the light rail is a bonus feature to the property and would add alternative transportation options to the Novastar community. We also noted that the school campus would be within close reach to Douglas County School District's new CTE campus located at recently purchased CU South Wilderness Campus, the Denver Technological Center, Inverness Business Park, Meridian International Business Park, Compark Business Campus, Park Meadows center, and Centennial Airport. A central location to a

number of businesses and organizations would be an important factor in Novastar CTE program development.

The property plan presents a number of built-out classrooms and flexible learning spaces, as well as cafeteria and multi-use space. There is a flex-space available for conversion to an indoor gymnasium and / or playground. (Please review the floor plan and brochure provided in Appendix N.) There is minimum tenant improvement needed for the school to launch the program at the location # 1. The Novastar team is in the process of applying for a number of capital development grants (the list is provided in Appendix G. Budget) and met a threshold for a Preliminary Term Sheet allowing a $250,000 construction/ tenant improvement loan provided by the Colorado Facility Solution (Appendix N.) This location is currently the most likely option and therefore has been incorporated into the baseline budget.

Location #2: 367 Inverness Pky, Englewood, CO, 80012 | Inverness Submarket
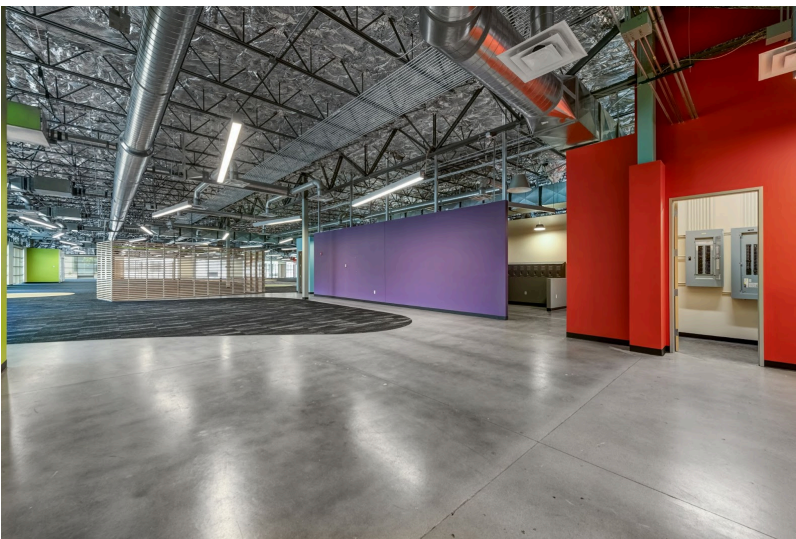
Next door to Location # 1, 367 Inverness Pky is a stand-alone building offering 31,200 sq.ft. at the lase rate of $13/sq.ft. with NNN at $5.88/sq.ft. The summary provided for Location #1 is applicable for this location. We would like to add the possibility of designing an outdoor playground for the named property at that location. Another benefit of the presented property is its recent innovation with bright and exciting colors and modern fixtures.

Hollis+Miller architect team has completed a facility study for both 369 and 367 Inverness Pky properties. Please review the concept maps drafts in the appendix. Novastar Academy submitted a proposal to the owner of the named properties. (Appendix N.)

Location #3: 15700 Parkerhouse Rd, Bldg 1 | Parker, CO, 80134 | Centennial Submarket

Located at the Corporate Park at Stonegate new development, the proposed location is conveniently situated at the north-western corner of highway E-470 and Jordan Rd with great visibility from E-470.

Availability is advertised at 11,297 sq.ft. as a sublet through June 2025 at $10 sq.ft. plus NNN at $7.19/sq.ft. Total footage for suite 200 at 11,675 and suite 300 at 10,920 totals at combined 22,595 sq.ft. The facility plan presents a number of built-out classrooms and flexible learning spaces. There is minimum tenant improvement needed for the school to launch the program.
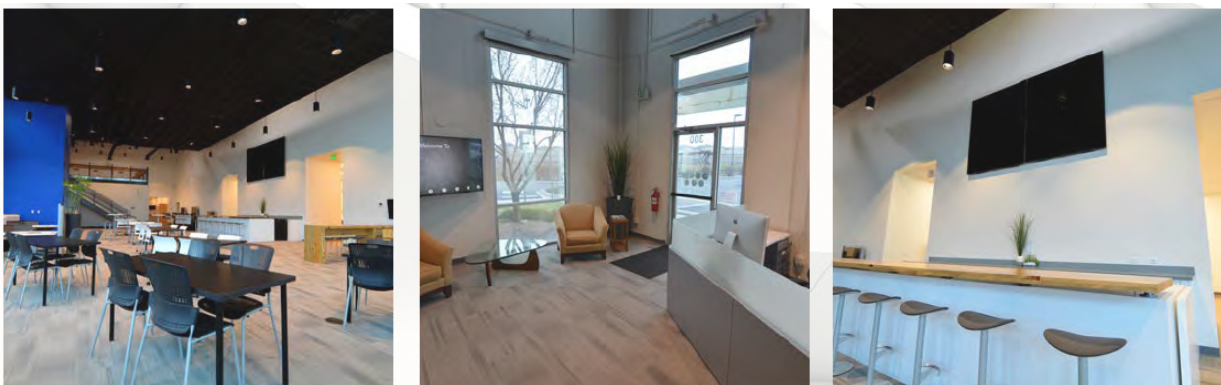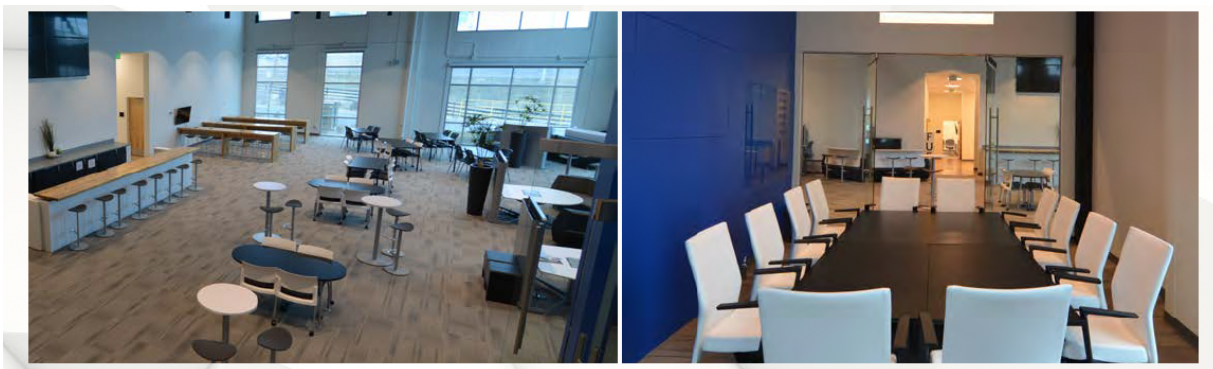
Location #4: Englewood, CO, 80112 | Meridian Submarket

There are several properties under consideration at the heart of Meridian Business Center in the Meridian Submarket area with similar availability and facilities environment. The three buildings at Maroon Cir listed in the brochure are class A office buildings providing key card entry, on-site showers/lockers, outdoor amenity spaces, elevator access, and abundant parking space. Located on a beautiful golf course with easy access to E-470 and I-25, the Maroon buildings have exterior glass curtain wall, dramatic circular lobby design, and mountain views from every floor.

The property at 9540 S Maroon Cir 5 offers 25,084 s.f. suite 400 at $23.50/sq.ft. The Founding team foresees some tenant improvements for the property to accommodate a hybrid learning program.

Another building at 9635 Maroon Cir 3 offers 21,240 sq.ft. space. The spec suite shown in the picture presents open spaces that can be converted to learning zones accommodating Novastar rotation schedule.

9555 S Maroon Cir 2 advertises direct lease for 21,420 sq.ft. at negotiable price and 21,420 sq.ft. of the subset at $14.00 psf plus about $5.50 psf (taxes). Sublease opportunity might be available up to 85,680 sq.ft. of a four-story building with the term through June 30 of 2023. Some furniture is available, most of the space is built for offices and larger conference area. There is a large auditorium space to accommodate 350 people along with a large kitchen area.

Facility Option 2: New Build

Novastar Academy's board prefers a design and new build for its campus. Starting year 3 of operations, the Novastar team will work on the facility construction preparation. The Hollis and Miller Facility Needs Assessment includes a feasibility study estimating the cost of a new build at $275 per square foot for a facility that meets the scope of the needs assessment, meets all zoning, fire code, and ADA requirements. The feasibility study recommends 5-6 acres of land for such a facility. The feasibility study costs out a two-phase build for a student capacity of 500-560, with additional capability for subsequent facility expansion for a total full-build capacity of 640+ students. Phase One would deliver approx. 27,000 sq. ft., which is sufficient to meet the learning needs of up to 400 students given Novastar's flexible learning environment. The cost phases may be revised and adjusted with the market rates when Novastar Academy starts the facility preparation work in 2025. The following outline proves projections for the cost and facility phased development.

	Completion by SY	Student Capacity	Build Scope (sq.ft.)	Phase Cost	Total Cost + Land	Total Size (sq.ft.)

Phase 1 Build	2021-22	200-400	~27,000	$8.1M+Land	$8.1M	~27,000
Phase 2 Build	2024-25	440-560	~20,000	$6.2M	$14.3M	~47,000
Phase 3 Build (optional)	2027-28 or later	640+	~22,000	$6.3M	$20.6M	~69,000

Total Cost for Phase 1 – approx. $8.1M build cost + approx. $1M property cost = $9.1M initial cost. Subsequent costs for Phases 2 (years 5-6) – approx. $6.2M. Total Facility Costs at full build-out – approx. $15.3M Details of what is included in each building phase and details of costs are outlined in Appendix N: Facility Needs Assessment.

Below is a tentative schedule for facility selection, development, and construction.   Due to the tight timeline from charter approval to commencing site work, Novastar Academy will schedule a meeting with DCSD and begin the zoning and permit process prior to submitting facilities proposals to the Planning Department.

|	
March 2025	Submit Charter Application to DCSD
June 2025	Finalize financing
July 2025	Finalize location
July 2025	Complete financing approvals for facility
August 2025	Complete traffic study
August 2025	Finalize architectural drawing
November 2025	Approval from BOD and Planning Commission

January /February 2026	Property work and foundation complete
October /November 2026	Construction /TI Complete

Novastar Academy is currently in discussion with the following charter financing groups to explore financing feasibility: American Charter Development, Tortoise, Performance Charter School Development, and ESJ Capital Partners. From the preliminary conversations, financing is expected to be made feasible through an initial lease (without an accelerator), and Novastar is seeking to have a buy-out option for 3-5 years into the lease. Currently, the proposed construction budget reflects estimated figures, which will be updated as financing details firm up.

According to DCSD Capital Development Plan 2021-2022, there is a number of platted school sites within the district boundaries. Novastar team will proceed with researching a DCSD platted school site leasing opportunities for a New Build Facility. Initial review of the following site indicates several lots suitable to accommodate the New Build facility option outlined above:

- Ridgegate D (25 acres)

- Ridgeegate E (50 acres)

- Ridgegate A (10 acres)

- Sierra Ridge (10.03 acres)

- Meridian Village (10.1 acres)

Possible Locations for DCSD Platted school sites are shown below.
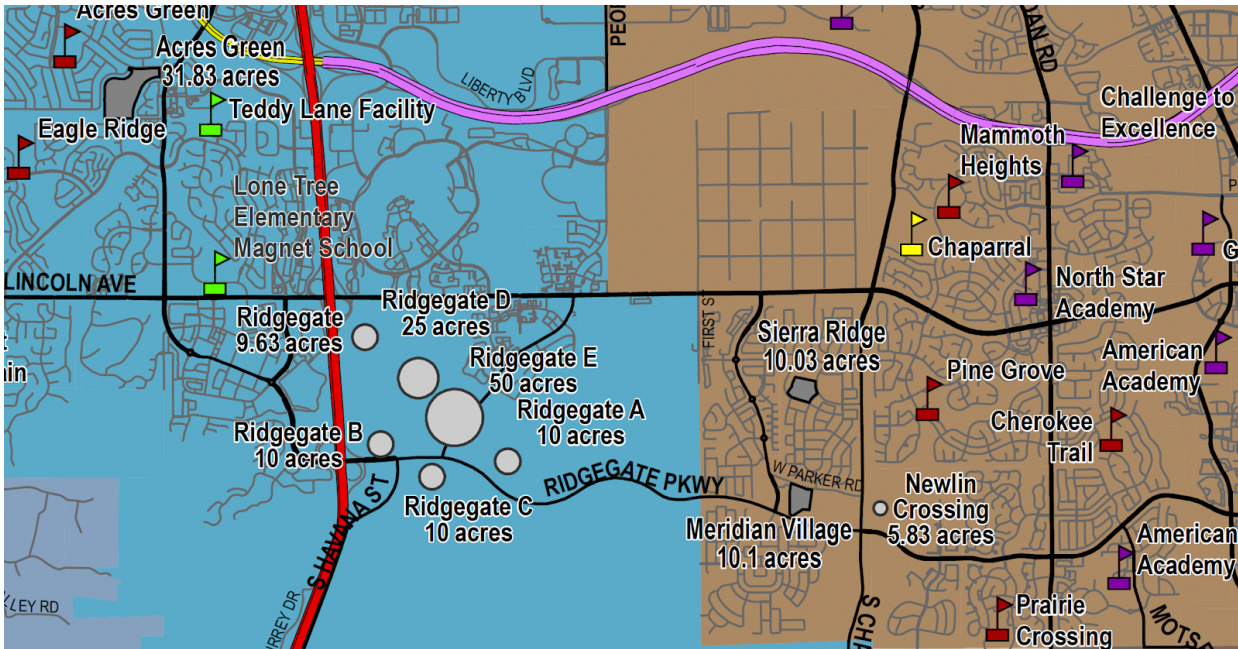
Emergency Management and Safety

Student Safety

Aside from creating and supporting a safe and welcoming school culture and environment, the School's administration will ensure diligence in following the state and district regulations related to students' safety. Building security systems with cameras and digital locks will provide monitoring and accountability, and costs for these have been factored into the initial facility make-ready/construction budget. Every school visitor will be required to check-in at the front office and present a valid ID. The school's Parent Committee will be charged with recruiting parents and community volunteers to serve as attendants during carpool and student drop-off/pick-up and as chaperones at the school events. Volunteers will complete a background check to ensure student safeguarding.

Emergency Management and Safety Plan

The safety of our students and staff is Novastar Academy's highest priority. An Emergency Management and Safety Plan ("EMSP"), aligned with the CDC Healthy School domains and DCSD requirements, will be created by the founding team during the planning year. The School's Executive Director will be responsible for overseeing the plan and compliance with CDE and DCSD school safety rules and regulations.

All employees of Novastar Academy will be trained in emergency management procedures. Selected staff will be trained in CPR, First Aid, and Medication Administration (costs for these training have been incorporated into the PD budget). All students will be trained on how to respond to emergency situations; regular drills to respond to fire, shelter, lockdown will be conducted throughout the year when school is in session. All school staff will be trained on how to utilize best-practice safety and preventive measures in order to support a healthy school community.

Attachments
Section 14: N. Facilities

14.1	N. Facilities	Hegenbarth, Larisa, 3/17/22 6:00 PM	DOCX / 14.069 MB
14.2	N. Facility Needs Assessment	Hegenbarth, Larisa, 3/17/22 5:59 PM	XLSX / 212.566 KB
14.3	N. Facility Option #1 Location #4 Maroon Cir	Hegenbarth, Larisa, 3/17/22 5:58 PM	PDF / 3.42 MB
14.4	N. Facility Option #1 Location # 1 369 Inverness Pky	Hegenbarth, Larisa, 3/17/22 5:58 PM	PDF / 1.666 MB
14.5	N. Facility 367 369 Inverness Concept Plans	Hegenbarth, Larisa, 3/15/22 10:06 PM	PDF / 12.222 MB
14.6	N. Facility Option #1 Location #3 15700 Parkerhouse Rd	Hegenbarth, Larisa, 3/15/22 10:06 PM	PDF / 976.006 KB
14.7	N. Facility Option #1 Location # 2 367 Inverness Pwy	Hegenbarth, Larisa, 3/15/22 10:06 PM	PDF / 8.437 MB
14.8	N. Colorado Facility Solutions Term Sheet	Hegenbarth, Larisa, 3/15/22 10:05 PM	PDF / 225.105 KB
14.9	N. Facility Survey 2022	Hegenbarth, Larisa, 3/15/22 10:05 PM	PDF / 562.114 KB
14.10	N. Facility needs and components	Hegenbarth, Larisa, 3/15/22 10:05 PM	PDF / 39.653 KB

15.O. Waivers

O. Waivers

Waivers of District Policy

Novastar Academy is requesting all automatic district and state waivers. Along with the automatic waivers, the following DCSD policies are being requested by Novastar Academy Board of Directors to be waived. The list below presents a preliminary list of the district policies waivers Novastar Academy considers to request. The detailed cross-reference will be completed during the planning year in collaboration with th legal counsel. No impact on the Douglas County Schools District finances or operations is anticipated with the requested waivers implementation at the proposed Novastar Academy school.

Policy	Description	Replacement Plan

B	Board Governance and Operations	Novastar BOD will create and accept their own governance policies and procedures
D	Fiscal Management	Novastar BOD will create and accept their own fiscal management policies and procedures
EBCE	School Closing and Cancelation	Novastar will set its own calendar and schedules
FEG, FEH, FF	Facility Development	Novastar will create its own facility specifications, maintenance and repair plan, name its own facilities, and will run construction bidding process and schedules
IC/ICA	School Year Calendar	Novastar will set its own calendar and schedules
IGA	Curriculum Development	Novastar will develop its own curriculum
IJC	Instructional Resources	Novastar will develop its own instructional resources and materials
IKA	District Assessment Policy	Novastar will develop its own assessment policy
IKE	Promotion and Retention of Students	Novastar will develop its own promotions and retention policies
IKF	Graduation Requirements	Novastar will develop its own graduations requirements
JIC/JICDA	Student Code of Conduct	Novastar will develop its own student code of conduct

KE	Public Complaints	Novastar will develop its own public complaint policy and procedure
KF	Community Use of Scholl Facilities	Novastar will develop its own community use policy and procedure

Automatic and Non-Automatic Waivers of State Rule and Law

Pursuant to the Colorado Charter Schools Act, Novastar Academy ("Novastar" or the "School") requests waivers of certain statutory requirements of the State of Colorado as set out in the Colorado Revised Statutes. Each is identified along with a rationale and replacement plan, as applicable. The waivers will enable Novastar to better meet its mission, goals, and objectives as well as implement its educational program.

State Statute Citation	Description
C.R.S. § 22-32-109(1)(f)	Local board duties concerning the selection of staff and pay
C.R.S. § 22-32-109(1)(t)	Determine educational program and prescribe textbooks
C.R.S. § 22-32-110(1)(h)	Local board powers-Terminate employment of personnel
C.R.S. § 22-32-110(1)(i)	Local board duties-Reimburse employees for expenses
C.R.S. § 22-32-110(1)(j)	Local board powers-Procure life, health, or accident insurance

C.R.S. § 22-32-110(1)(k)	Local board powers-Policies relating the in-service training and official conduct
C.R.S. § 22-32-110(1)(ee)	Local board powers-Employ teachers' aides and other non-certificated personnel
C.R.S. § 22-32-126	Employment and authority of principals
C.R.S. § 22-33-104(4)	Compulsory school attendance-Attendance policies and excused absences
C.R.S. § 22-63-301	Teacher Employment Act- Grounds for dismissal
C.R.S. § 22-63-302	Teacher Employment Act-Procedures for dismissal of teachers
C.R.S. § 22-63-401	Teacher Employment Act-Teachers subject to adopted salary schedule
C.R.S. § 22-63-402	Teacher Employment Act-Certificate required to pay teachers
C.R.S. § 22-63-403	Teacher Employment Act-Describes payment of salaries
C.R.S. § 22-1-112	School Year-National Holidays

Table. Automatic Waivers

The table below lists Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan. Although a replacement plan is identified with each waiver request, additional replacement policies and revisions to the plans may occur prior to the start of the school's operations. The Rationale is provided in Appendix O.

| C.R.S. § 22-32-109(l)(n)(I) & | Local Board Duties concerning the school calendar, teacher-pupil |

(II)(A)&(B)	contact hours, and adopting a district calendar
C.R.S. § 22-32-109(1)(b)	Local Board Duties concerning competitive bidding
C.R.S. § 22-32-110(1)(y)	Local Board Powers – Accept Gifts and Donations
C.R.S. § 22-9-106	Local Board of Education; Duties Certificated Personnel Evaluations.
C.R.S.§ 22-2-112(1)(q)(I)	Commissioner Duties (reporting performance evaluation ratings).
C.R.S. § 22-63-201	Teacher Employment Act; Compensation & Dismissal Requirement to Hold a Certificate.
C.R.S. § 22-63-202	Teacher Employment Act; Contracts in Writing, Damage Provision
C.R.S. § 22-63-203	Probationary Teachers; renewal and non-renewal of employment contract; Specific Duties.
C.R.S. § 22-63-203.5	Nonprobationary portability
C.R.S. § 22-63-205	Exchange of Teachers
C.R.S. § 22-63-206	Transfer of Teachers

Novastar Academy team will plan to discuss with the DCSD Choice Programming and administration the question of a possible waiver request for the "seat time" requirements. A hybrid approach creates a learning environment scenario when students will be engaged in learning at the place of their internships earning CTE credentials. Novastar plans to closely collaborate with DCSD, legal counsel, and CDE Blended Learning Initiative, as well as other schools that utilize a similar schedule and work-cased learning or internships. The points of discussion and collaboration are, but are not limited to, attendance monitoring, data systems, learning and achievement measurable data recording and transfer, CTE instructional mentors credentials and

certification, supervision at the place of work and / or internship. It is our ultimate goal to provide a quality program and innovative environment for students who are preparing to join the global market.

Attachments
Section 15: O. Waivers

| 15.1 | O. Waivers Request | Hegenbarth, Larisa, 3/15/22 10:07 PM | PDF / 118.154 KB |
| 15.2 | O. Waivers | Hegenbarth, Larisa, 3/15/22 10:07 PM | DOCX / 229.007 KB |

16.P. Student, Discipline, Expulsion or Suspension

P. Student Discipline, Expulsion or Suspension

Novastar Academy will facilitate a positive school culture by providing engaging learning opportunities for every student and building a philosophy of mutually respectful and productive relationships with all stakeholders. Novastar Academy will engage students in the learning process and increase individual knowledge retention by utilizing a holistic approach to the educational and social-emotional needs of each student. By creating a rotation schedule for instructional time, teachers will be able to provide one-on-one attention to students while developing personal connections. This will empower our students to succeed.

Every student at Novastar Academy will be assigned a mentor who will guide the student from the first year to the end of the education journey with Novastar. Student Mentorship Paths is one of the unique Nova systems designed to facilitate social-emotional learning, conflict resolution, peer mediation, collaborative negotiation, and stress management strategies development. The opportunity to have a role model is transformational for many students who come from struggling or incomplete families. In addition, the administration team will establish an open-door policy for students, parents, and staff to facilitate learning in a safe and stable environment.

Novastar Academy will take a proactive role in providing a range of positive behavioral supports as pathways for our students for social-emotional learning. This will aid in fostering students' resiliency, the development of fundamental life and emotional management skills, and responsible decision-making strategies. Students who develop these skills have a more positive relationship with peers, family, and teachers; and they are less likely to engage in antisocial behavior. Those skills will be worked on during mentoring times daily and Fridays. The Character Education hour will include the Digital Citizenship curriculum as well as educational materials and projects to address bullying/cyber-bullying issues. Please refer to the Educational Programming section and appendix E. Mentorship Paths for more information about schedules and curriculum.

Staff members will address disruptive student behavior utilizing Love and Logic© classroom strategies. These strategies will include enforceable classroom expectations with specific consequences. Love and Logic© Institute offers specialized training including classroom management and discipline, classroom management solutions for students with special needs and on-demand webinars for educators. Along with purchasing the Love and Logic© curriculum for educators for the teachers' library, the founding team will plan a two-day intensive Instructor Training in order to train Instructional Coach in Love and Logic© strategies.

At Novastar Academy, we believe in the philosophy of restorative practice in conflict resolution. Restorative Justice (RJ) provides a framework through which an entire school community can build positive relationships and repair relationships that have been harmed. Often called "restorative practices" in the school setting, RJ is a holistic approach to school culture and student discipline that helps develop the social-emotional intelligence and empathy of all members of the community. While restorative justice began as an alternative approach to responding to criminal conduct, in the school setting the foundation of restorative practices is proactive and community-building. Positive school culture is an essential foundational element for effective instruction. A restorative approach to school climate and discipline involves the use of restorative justice protocols together with a whole-school approach to building a school climate that works not only to respond to misbehavior, but to change school culture and promote the development of social-emotional competencies in students and adults alike. If we have not built a healthy school community, there is nothing to "restore" when things go wrong. This approach follows the guidelines of relationship, respect, responsibility, repair, and reintegration. This is commonly known as the "Five Rs".

Novastar Academy staff will receive training in Restorative Justice, Culturally Responsive Teaching and Discipline, and Trauma-Informed Teaching along with training and coaching in Mentorship Paths curriculum and strategies. Every staff member will share the responsibility of building positive and inclusive school culture and supporting responsive discipline and a safe environment. In the first year of the school operations, the Instructional Coach will receive intensive training in RJ and DCSD discipline policies and guidelines to guide the school's discipline management. The Instructional Coach will also record all discipline incidents in Infinite Campus on an ongoing, real-time basis to make sure that all entries are in full compliance without errors or omissions.

Professional development will be provided to every teacher and mentor on students' behavior plans, trauma-informed instruction, and instructional strategies teaching students with needs. Our goal is to implement accommodations and behavioral plans with fidelity to avoid disciplining students with disabilities for behaviors out of their control.

Discipline Policies and Procedures

Novastar Academy's Board of Directors believes that effective student discipline is a prerequisite for sound educational practice and productive learning. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline and socially

acceptable behavior.

The Board, in accordance with state law, has adopted a written student Conduct and Discipline Code based upon the principle that every student is expected to follow accepted rules of conduct and to show respect for and to obey persons in authority. The Code also emphasizes that certain behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action.

The Board, in accordance with state law, will adopt policies and procedures for handling general and major discipline problems for all students of the school which are designed to achieve these broad objectives. A proposed discipline policy and procedures manual, that reflects school culture and includes definitions of terms and major and minor levels of the infraction, to explain how a student will be removed from the school and for what offenses, will be developed prior to school opening in the planning year.

Expulsion or Dismissal procedures, hearings, and due process rights for students and parents/guardians will be addressed in the handbook, and will also include a process for appealing an expulsion decision, through the Grievance Process Policy, (refer to (C.R.S. 22-33-105 and 106 et seq.) and (C.R.S. 22-33-203), the Suspension, Expulsion, and Denial of Admission law, and (C.R.S. 22-32-109.1 et seq.), and a description of how the school will handle discipline for students with disabilities to ensure compliance with the Individuals with the Disabilities Education Act (IDEA), and 504 regulations to include Manifestation Hearings and Behavior Plans as appropriate. (20 U.S.C 1415(k)), and (34 C.F.R. 519-529). (See initial policies on student discipline in appendices P, These will be developed fully prior to the start of school.

Novastar Academy recognizes that DCSD retains full authority for all student expulsions and we will fully comply with the district's required procedures should a student expulsion be necessary. The school leadership team will comply with DCSD Student Code and Discipline, Rights and Responsibilities handbook, as well as DCSD Board of Education Policies related to student discipline. The school's teams will commit to using data in tracking and improving performance including areas of school culture and discipline. The leadership team will review data and discipline records monthly to ensure that no sub-groups of the student population are being disproportionately disciplined. If any anomalies or negative trends are identified, the school Leadership Team will develop specific intervention strategies, including MTSS and Mentorship Path, measuring the effectiveness of those strategies to continue refining its practices.

The Executive Director shall arrange to have a copy of the Conduct and Discipline Code provided once to each student in school and once to each new student at Novastar Academy. Copies shall be available in each school of the organization. The Director shall take reasonable measures to ensure each parent, teacher, and student is familiar with the Code, and each will be required to sign a document that states they have read and will abide by the Code of Conduct and the associated consequences. In addition, any significant change in the Code shall be distributed to students and posted in each school or electronically on Novastar Academy's website and within the Parent Portal in web-based Core Learning Exchange platform. All parents and/or guardians

will have access to their students' Personalized Learning Paths reporting and Mentorship Path notes at anytime anywhere.

In addressing student conduct and applying discipline, Novastar Academy is committed to:

- Assuring all schools are safe and have an environment that is conducive to learning

- Ensuring the Conduct and Discipline Code is enforced uniformly, fairly and consistently for all students

- Emphasizing proportionate disciplinary interventions and consequences and keeping students engaged in learning

- Achieving nondiscrimination and equity in student discipline policies and practices

- Ensuring due process for all students.

While maintenance of discipline in the classroom is a major responsibility of the classroom teacher or another individual assisting in the classroom, the teacher may ask the principal for guidance and assistance without that request reflecting negatively on an administrator's perception of the teacher's individual ability.

Discipline of Students with Disabilities

When a student is found eligible under the Individuals with a Disability Education Act and placed on an IEP (individual education plan), the student then becomes eligible for certain protections under IDEA that guarantee his/her access to a Free and Appropriate Public Education. Their IEP documents the student's disability, and we cannot exclude them from the classroom for behaviors caused by or related to their documented disability. These rights can easily be infringed on when disciplinary actions call for the removal of students from the classroom or school. It is with this in mind, that the process for making disciplinary decisions for students with IEPs will include consultation with the student's special education case manager, review of the student's IEP and Behavior Intervention Plan (BIP), and determination of whether or not the behavior in question is a direct result of the student's disability or a failure to implement the student's plan. Students with disabilities will not be disciplined in the same way as their general education peers if it is decided that the behavior in question is a direct result of the student's disability or if the school team fails to appropriately and consistently implement the support plans that the student has in place.

Manifestation Determination Hearings

When a student with a disability has reached ten days of suspension, the school and IEP team must recognize that disciplinary actions are limiting their access to a Free and Appropriate Public Education. The law states that at ten days the IEP team must hold a Manifestation Determination Hearing to review the IEP and behavior in question, and decide, as a team, if the behaviors being displayed are directly related to (or a manifestation of) the student's disability, a failure to implement the student's IEP or behavior plan, or if they are the result of something else.

Attachments
Section 16: P. Student, Discipline, Expulsion or Suspension

16.1	P. Student, Discipline, Expulsion or Suspension	Hegenbarth, Larisa, 3/15/22 10:07 PM	DOCX / 228.82 KB

17.Q. Serving Students with Special Needs

Q. Serving Students with Special Needs

As a global competence school, Novastar Academy is committed to supporting the unique needs and goals of each student. To that extent, we implement a personalized, mastery-based instructional model in a hybrid blended environment fostering emotional maturity, global perspective, student agency, and community engagement. Novastar Academy will focus on the development of the knowledge, skills, values, and attitudes our young people need to become lifelong learners and productively engaged world citizens. Novastar Academy is committed to demonstrating world-class academic results for every demographic and subgroup of the student population.

Novastar Academy will ensure that students with disabilities or suspected disabilities, along with struggling learners, English Language Learners, Gifted and Talented and at-risk students are identified, evaluated and receive needed services or accommodations within the definitions of IDEA, ADA, ELPA, READ Act and section 504 of the Rehabilitation Act, to include FAPE, LRE and ADA.

Our goal is to provide a safe and engaging learning environment for every student. To that extent, we will work to create an all-inclusive classroom preserving natural social-emotional development of students trying to minimize disruptions during instruction. According to researchers, schools that have an inclusive instructional model allow more time for teacher co-planning and collaboration, provide teaching teams with distributive expertise, and an opportunity to stay with the same group of students for longer time frames (more than one year). All that positively affects student achievement and social-emotional development. Our team will work to seamlessly incorporate one-on-one services for students with needs, avoiding the creation of disruptions in the instructional process. The following program elements and innovative learning spaces will be placed in the foundation of high quality special education service at Novastar Academy.

Personalized Learning

The personalized competency-based instructional model implicit in the Core-LX platform enables teachers to use exactly the same approach for all students whether they are at risk, on an IEP or 504, English Language Learners, or Gifted and Talented. Each student's learning plan is personalized to meet them where they are. The system provides automated alerts when feedback and interventions are needed so that support is provided as close to the moment of need as

possible. Because in mastery-based learning students only progress when they've demonstrated mastery, each student moves through the progression at their own optimal pace, using resources and instructional modalities best suited to individual learning styles and interests.

Personalized Playlist

As described in section E. Educational Program of the application, a personalized playlist of course work will be created for every student to create a learning path. Curriculum items and project activities will be compiled in a playlist of learning objects that will guide students to mastery in content knowledge and skills. Instructional modules will be built to meet the state academic standards, at the same time, will be personalized enough to each student's learning style and skills' set. The curriculum framework is organized around the principles of mastery-based learning when teachers set transparent and achievable learning targets for the students and every item on the playlist serves to build a progression of knowledge and skills for reaching the learning target.

Core Collection Curriculum Modules

Core Learning Exchange presents a wide variety of curated curriculum. The collection supports Common Core, Colorado State, New Generation Science standards. Every curriculum item is aligned with academic standards. For example, about eight to ten hand-selected courses would match each Common Core standard. Core Collection affords high flexibility of the curriculum adaptation providing teachers and students with a choice of learning accommodations if needed: by learning style (visual, auditory, kinesthetic, and etc.), learning disability (cognitive, dyslexia, speech, etc.) and students' capabilities and abilities. Below is a sample of subject specific curriculum choices for Mathematics included in Core Collection by publisher (the list is not all inclusive, please refer to the appendix E. Curriculum for complete list of the curriculum items):

- CK-12 Foundation

- prepmagic.com

- Khan Academy

- Illustrative Mathematics

- TeacherAAQ Inc.

- Algebra Lab

- Sophia Learning

- Florida Virtual High School

- Curriculum Pathways

- Engage New York

- mathisfun.com

- McGraw Hill Education-

- Pearson Education

- Smart Technologies

- Varsity Tutors

- University of Colorado and other colleges.

Personalized Learning Paths and Plans

The Novastar Academy teaching approach is conceptually unique by providing an opportunity to create learning paths for each student adapted to her learning style, abilities, capabilities, and interests. A personalized Learning Path reflected in a Core-LX playlist will present a grouping of learning goals (learning targets) that are sequences and scaffolded into learning progressions. Extended functionality of a playlist will effectively help teachers support students with special needs by:

- creating a motivating factor of accomplishment /achievement when a student completes small chunks of material reaching her learning targets

- providing instant feedback from the Core-LX reporting system and all instructors who are working with a student

- real-time reporting for learning targets and mastery levels regressions

- real-time learning targets/ materials/ modalities adaptation and changes when needed

- mastery levels self-evaluation and self-assessment opportunities within the learning targets available to every student

- ability of teachers and specialists to simultaneously create/adapt/change curriculum items or learning objects in a playlist

- ability of teachers, mentors, and specialists to co-teach within the playlist and in the classroom.

Personalized Learning Paths and Individual Education Plans (IEP) for students with special needs are seamlessly aligned by learning goals and targets through playlists, as every playlist is built with IEP objectives in mind. The PLP will be developed in alignment with the student's IEP, interests, and strengths and will incorporate their identified accommodations and modifications.

Blended Instruction

Novastar Academy will utilize the most efficient teaching approaches and methods identified by OECD: blended learning, gamification, computational thinking, experiential and embodied learning, multi-literacies and discussion-based teaching. Blended learning environment opens

multiple opportunities for teachers to blend online-offline, small group and individual, direct and flipped classroom instructions, hands-on experiential and discussion-based methods. It allows students to learn at their own pace and time, reducing anxiety, distractions, sensory overload, and other common issues related to learning. It also allows peer collaboration and learning at a deeper level, opening opportunities for students to develop soft skills, such as listening, flexibility, leadership, empathy and more.

Novastar founding team envisioned a school environment where every student finds a comfortable and safe space for learning. Our goal is to recreate a working space of the future where space is adapted to fluid transitions from independent work to small group collaboration and all-cohort meeting. Open and fluid spatial organization with rotation-based schedules will create an opportunity to minimize the need for pull-out instruction, providing an all-inclusive environment for our students with special needs.

Mentorship Paths

Social-emotional development and wellbeing of every child is our priority. To support that task, the Novastar founding team has developed a concept of Mentorship Paths: every student will be assigned to an adult mentor from the first day of school to graduation from our program. We understand the importance of creating a stable emotional environment and reliable relationships with our students with special needs and believe that a mentorship and guidance continuum would support our students through academic and socio-emotional or any other developmental challenge. Specialized training for mentorship programs will be provided to every teacher and specialist on continuous bases. Our team has been working on compiling a curriculum for character education which will take place every Friday (Character Education Hour). The Mentorship Paths program will stem from the Character Education curriculum and incorporate specialized topics on SEL, tolerance, mental health, wellness, and more.

Another important element of Mentorship Paths is the opportunity for senior students to become mentors for younger students.

Technology

In lines with the blended learning approach, Novastar Academy will utilize a number of technologies to accommodate students' needs and learning styles:

- electronic devices (ED) such as laptops/iPads/Chromebooks

- augmented reality devices and technology

- artificial intelligence applications and technology

- headsets and other audiotech devices for independent work

- accessibility features within Core-LX platform (speech-to-text, text-to-speech)

- assistive technology that support communication, hearing, or physical needs that are identified as a need in the IEP or by a related service provider

- videoconferencing (for students who need to stay away from the school campus and labs)

- online test proctoring (for students who need to stay away from the school campus and labs)

The schools' instructional team plans for every student to receive a personalized electronic device to be used for school and homework. Personalization of an electronic device might include to following options, but not limited to:

- educational websites and learning management platforms

- educational applications

- restricted content

- email and instant messenger usage and content filters and etc.

We believe that technology can propel learning and also become an impediment if used inappropriately. For that reason, a digital literacy and safety course will be a mandatory step before ED implementation in classrooms; it will include knowledge and skills in digital literacy:

- digital citizenship

- digital ethics

- digital safety.

Student Grouping and Physical Space

Novastar Academy students will be according to ability, capability and interests. Novastar Academy team utilizes a traditional ability-based grouping with considerations to the students' personalized learning path's playlists. Playlists will include students' choice of Electives and CTE tracks grouping. Novastar Academy students will use space according to the needs of the students including learning zone rotations, flipped classrooms, learning lab, and Opportunity Project hybrid blended learning space.

Special Education

Novastar Academy is committed to supporting ALL of its students and providing them with a high-quality education. The school expects that 10% of their school's student population will be identified as special education and will require specialized programming to support their needs. In serving students identified as having disabilities under the law or whom we suspect may have such disabilities, we will provide a Free and Appropriate Public Education (FAPE) and comply with

all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 (ADA), Individuals with Disabilities Education Act (IDEA), and Section 50465 of the Rehabilitation Act of 1974. We will educate students with disabilities in the least restrictive environment (LRE) and with their non-disabled peers to the extent appropriate and allowed by each student's IEP. We will not discriminate against students having or suspected to have disabilities in admission and enrollment practices. We will implement an inclusive, heterogeneous educational model that serves all students in a manner that maximizes academic potential and provides them with the foundational skills, knowledge and character for future success.

Individualized Education Programs (IEPs)

Every child with a disability who attends Novastar Academy and receives special education and related services must have an Individualized Education Program (IEP). An IEP is a document uniquely designed for one specific student, with the intention of improving educational results for that child. Each IEP must be created in compliance with the Individuals with Disabilities Education Act (IDEA) and, in Colorado, the Exceptional Children's Education Act (ECEA). A learning journey with Novastar Academy is marked with continuous support from instructional and support services teams. Starting from the very first interview with the family and the student, the team will gather relative information about the student's needs, achievements, gaps in knowledge, motivators, interests, goals, routines and schedules and more. Our goal is to have a comprehensive evaluation for the student's needs before developing an IEP aligned PLP. IEPs are strategically and individually designed to ensure student access to a Free and Appropriate Education (FAPE) and legally defensive special education practices:

- All parts of student IEPs (services, least restrictive environment, accommodations and modifications, Behavior Intervention Plans, etc) are consistently implemented with fidelity.

- All IEP determinations and decisions are supported by a rigorous data collection process; all data points are considered and addressed in the special education programming.

- IEP goals are rigorous for the student, measurable, closely monitored, and address the needs revealed in the data collection process, setting forth the specially designed instruction each student needs to close discrete skill gaps.

- Classroom/instructional access and removal (discipline procedures) are closely monitored in order to protect student safeguards. Campus teams hold a Manifestation Determination hearing at or before 10 days of suspension to determine if the behavior is substantially linked to the student's disability or is a result of the failure to implement the IEP or behavior plan. Meeting outcomes determine future discipline and programming procedures.

- IEPs ensure rigorous documentation of student need, student incidents, intervention and response to intervention, and other pertinent information.

IEP Team & Staffing for Special Education

Our IEP team will include parents/guardians, the student, teachers, general education teachers, special education specialists, and related service providers as needed. The special education teachers will be hired by and employees of Novastar Academy while the related service providers will be provided through contracted services from DCSD. All individuals providing the documented

IEP services will be licensed and credentialed through the Colorado Department of Education and this criteria must be met during the hiring process and in routine checks throughout employment. Specialists will be required to maintain their licensing with the state at all times in order for the school to remain in compliance with state and federal mandates.

All stakeholders will work collaboratively to ensure the success of the student. With the Special Educator as the lead or case manager, this team will be responsible for reviewing progress and refining the IEP annually, re-evaluating the student and considering eligibility every three years, and working collaboratively to ensure the student is growing academically and socially/emotionally throughout the year.

Annual Reviews

Students who have been identified with a disability by meeting the criteria outlined in IDEA and ECEA will have a legally binding IEP. In alignment with IDEA, this IEP will be reviewed annually to report out progress, to develop new goals, and review the effectiveness of existing supports and accommodations/modifications. The special education case manager will work to ensure that all team members including the student, parent/guardian, all related service providers who provide IEP services, and a general education teacher will be in attendance. This will allow for a collaborative discussion and development of the new goals in alignment to the student's strengths and Colorado Academic Standards as well as thoughtful considerations of what accommodations/modifications the student might need to be able to access the general education content

Special Education Evaluations and Reevaluations

Special education evaluations take place when a student is referred to Special Education by way of the MTSS process or through a parent request for evaluation. Additionally, when a student with an existing IEP goes through a re-evaluation to reconsider eligibility (which takes place every three years), the student will go through an evaluation to collect the necessary body of evidence that will support decision-making and demonstrate the necessary criteria for continued eligibility during the meeting. During a special education evaluation, with the consent of the parent/guardian, students will undergo thorough evaluation procedures that may include (but not limited to) targeted assessments, diagnostic screeners and curriculum based measures, observations, surveys, parent/student/teacher interviews, and review of records and existing data. Special Education and related service providers will work collaboratively with the family and school staff to collect a robust body of evidence that will ensure the appropriate decisions are made and all decisions made around identification of a disability meets the criteria outlined in the updated 2012 Exceptional Children's Education Act (ECEA). This process will also include ruling out factors that may be the root cause of a student's academic or social/emotional needs (i.e. language acquisition, lack of instruction) to prevent the over-identification of students.

Continuum of Services offered at Novastar Academy

Novastar Academy will meet the demand of the mild to moderate continuum of services. The mild

to moderate continuum of services offered at our school will include:

- General education classroom with differentiated support

- Push-in support from a Special Educator to create integrated services

- Full or partial classes co-taught by General Educators and Special Educators

- Small group pullout taught by a Special Educator

- Self-contained center program

- Any combination of the above

Mild/moderate programs exhaust moderate programming in direct, integrated, and related services before considering a more restrictive setting. If a more restrictive setting is required (as evidenced by a robust body of evidence), the Novastar Academy team will work directly with the DCSD to determine how best to move forward in meeting the needs of the student.

Service Delivery & Instruction

All agreed upon services outlined in the student's IEP will be provided in compliance with IDEA. Novastar Academy will hire its own special education teachers while related service providers will be contracted through DCSD, all meeting Colorado licensing requirements. All service providers will work to deliver the students' special education services as outlined in the IEP and meet Least Restrictive Environment requirements by providing the services in the location that is stated in the service grid of the IEP.

Novastar Academy will provide direct services inside the general education classroom and which could include any of the co-teaching models (i.e. one teach, one support, parallel teaching, station teaching, complementary teaching, or team teaching). Support inside the general education classroom could be in support of the students' access to the general education classroom (i.e. scaffolding and providing accommodations/modifications) or specialized instruction on foundational skills needed to be successful on grade level content.

Direct services provided outside the general education classroom will be provided to deliver specially designed instruction in the areas of:

- Social Emotional Learning

- Executive Functioning skill Development and Support

- Targeted discrete skill development (decoding, encoding, fluency, etc.) in the areas of math, reading, and writing

- Related Services (Speech, OT, PT, etc.)

The special education teacher may also provide consistent, ongoing consultation to a variety of stakeholders: sharing student needs, student goals and growth, best practices, and points of advocacy through:

- Snapshots and accommodations/modifications matrices

- IEP updates through email and/or grade-level meetings

- Accommodations/modifications feedback

- Development and implementation of Behavior Intervention Plans

At Novastar Academy, our special education teachers will be expected to design each student's specialized instruction in a way that meets the student's IEP goals and service minutes, incorporates research-based practices for the student's identified disability, provides opportunities to practice with support and independently, and is actively closing the gap between the student and their grade level peers. Specially Designed Instruction (SDI) uses data (screeners/CBMs, progress monitoring, exit tickets) to target the root cause of a student's disability in a way that incorporates the student's strengths and learning styles, in a location that meets the needs of the student, and adheres to Least Restrictive Environment. It engages multiple modalities (visuals, kinesthetics, auditory/music, etc) and is different from what students learn in a General Education classroom using grade level standards. As new student needs are identified the school team will consider acquiring additional research based curriculum, resources, and tools to ensure that Special Educators have the necessary tools to develop Specially Designed Instruction for all students. Examples of SDI organized by disability area can be found in [this tool](#).

Strategic scheduling, collaborative planning, collaborative teaching, assistive technology, and the provision of accommodations and modifications will be used to ensure that, to the maximum extent possible, students will be served in the Least Restrictive Environment and with their general education peers. With the rotation schedule for instruction within the cohort of students and specialized hours for character education, our team will be able to provide ongoing monitoring and support service to our students throughout the week.

The Special Education teachers will design their schedules using the student's IEP services and by determining which general education classes could be the best opportunity for providing in-class direct services. With the school's blended approach to learning, special educators will leverage best practices in in-person and online learning for students with disabilities and will design instruction, practice, and support around the student's needs. For example, a teacher could plan a small group pullout that will take place in person with a plan for students to practice independently online as assigned by the teacher. The teacher will monitor the student's practice using the feedback from the online system and then will use this to determine if the student requires additional small group or one on one reteaching (either in person or online based on student need/interest) or if they have demonstrated mastery of the skill.

Pull-outs will be scheduled collaboratively with the help of general educators and school leaders to identify the best opportunity for services to be provided outside the general education classroom. One such time that will be an ideal time to provide direct services outside the general education classroom is during the Learning Lab 40 minutes time slot at the end of every Friday. Additionally, Flex Hour is planned with our unique student population in mind to provide to following options:

- additional academic support for students with special needs or ELL students (with a choice of formats in small group, independent, one-on-one and other instruction)

- life skills instruction for students with special needs

- additional support for career and college preparation for students with special needs

- CTE tracks additional instruction or practice for students with special needs or ELL students.

Service delivery will be documented by the service providers using service delivery logs which will be kept in a centralized location so that they can be monitored for completion and accuracy.

Monitoring and reporting out progress on IEP goals

IEP goals should drive the specially designed instruction that the special educator is providing to their students. Special Educators should use these goals and the data that they are collecting on these goals to drive instructional decision-making. Progress monitoring of IEP goals will be collected and monitored every two weeks and will be used to determine if the provided services are being successful or if changes need to be made to the student's specially designed instruction to better meet the student's needs. All special education students will receive progress reports with the same frequency as regular education students, and include progress on all goals as outlined in the IEP. These reports on progress will either be mailed to the family, sent home with the student, or provided during in-person parent-teacher conferences at the same frequency that students are receiving updated grade reports. Parents are encouraged to schedule a meeting in-person or by phone to discuss the student's growth or to ask questions.

Transition Planning

At Novastar Academy, we believe in the importance of ensuring that all students are prepared to reach their post-secondary goals whether these include college, career, or otherwise. This is especially important for our students with disabilities. To best support them with developing the necessary skills, conducting career career exploration, and evaluating their options, students with IEPs will undergo a robust transition planning process upon entry into the 9th grade or when they turn 15 (whichever comes first). ECEA Rules 4.03(6)(d)(i) state that a transition plan is required, "beginning with the first IEP developed when the child is age 15, but no later than the end of 9th grade, or earlier if deemed appropriate by the IEP Team, and updated annually". These Transition IEPs must "include appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs."

The IEP team will work collaboratively with the student, parents/guardians, and general education teachers to provide opportunities for college and career exploration, independent living skill development, and community resource research and exploration to ensure that they have the necessary skills and resources to reach their post-secondary goals.   The program offerings for high school students will also include internships with local and international companies and organizations with the purpose of providing CTE and academic studies integration at a global level that students with IEPs can access as part of their transition programming.

The Novastar founding team has developed working relationships with a number of local and international businesses with a perspective to attract field experts in mentoring and instructing out students through CTE tracks and internships. The following CTE courses are developed and available in Core-LX system:

- Basic Engineering

- Introduction to Home Construction

- OSHA

- Cyber Security

- Design

- Business Ethics and Leadership and others.

The Special education team will work closely with school leadership to ensure that all Transition programming being offered is individualized to support student reach their post-secondary goals.

Students with Section 504 Plans

Novastar Academy will follow Section 504 guidelines for determining eligibility, progress monitoring, redesignation, and exiting from Section 504. Students will be afforded all accommodations that are outlined in their 504 plans. 504 plans will be reviewed annually with the parent, student, and 504 coordinator to ensure that the student continues to require the documented accommodations.

The Executive Director will work with the district representative to ensure that the 504 coordinator will have access to the necessary training and communication to ensure compliance in meeting Section 504 requirements.

Planning for At Risk Students

There are many systems and structures in place to ensure that we at Novastar Academy are considering the needs of all students but especially the needs of students who may be deemed at risk. Between collaborative meeting and data review structures, universal screening structures,

community and district partnerships, staffing of mental health and diverse learner experts, and the school's belief in the importance of building strong relationships and partnerships with it's families and students, Novastar Academy will be set up to identify and address the needs of its students who are experiencing challenges.

The school's universal screening plans for both academic and social/emotional needs that will take place three times a year will help us identify students who are behind or struggling and will trigger problem solving discussions in the MTSS process to provide increased support. Additionally, for students struggling academically, the learning management system that the students will be working on will flag for teachers when students begin to struggle which will make it easy for them to intervene in the moment with these students. The school's data team structure will ensure that these students' performance is being reviewed regularly and will allow teams to work collaboratively with special education and ELL experts to gather additional ideas on how best to serve these students.

For students experiencing homelessness, the school will lean on community and district resources to ensure that these students' basic needs (i.e. food, shelter, safety) are being met. When a student is identified with these needs, the school's mental health provider will assess the student's level of safety and use this information to determine next steps with the school leadership team. With Novastar Academy vision for the school becoming a community hub, the founding team has planned to open on campus a food bank, free translation service, and other support systems for students and families in need. Our partnerships with organizations such as listed below allow us to build strong supports and services for the families providing for their basic needs as well.

- Staenberg-Loup Jewish Community Center

- Ukrainian Cultural Center

- Asian Pacific Development Center

- Vestnik and Gorizont, Russian-American media portals of CO and others.

For students who have been identified as eligible for Free & Reduced Lunch, the school will consider these families financial situations in proactive ways and will always be working towards creating an inclusive environment with its actions. This could include providing students with bus passes if they identify that transportation is an issue, providing coats in the winter time, creating scholarships for certain paid activities, or waiving fees for clubs or school sports.

Whole-child approach

School leadership and faculty will also collaborate on the following supports:

- native language support for student learning English

- ability grouping for 6-12

- ICAP aligned with PLP, ELL and IEP plans

- partnership with cultural centers for enrichment classes and programs

- student interests clubs and teams

- service-learning projects in partnership with local businesses and community

- partnership with Bridges and CENTER programs transitional service

- internships locally and abroad

- special scholarships to the staff who will be earning additional endorsements in special education, gifted and talented and LDE

- ongoing and focused professional development for ELL, GT, Sped service support.

Multi-Tiered Systems of Support

In alignment to the recommendations of the Colorado Department of Education, Novastar Academy will implement a Multi-Tiered Systems of Support (MTSS) framework to create one integrated system to support the needs of all students. MTSS is defined as a prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.

MTSS consists of 5 essential component:

- Team-Driven Shared Leadership

- Data-Based Problem Solving and Decision-Making

- Family, School, and Community Partnering

- Layered Continuum of Supports

- Evidence-Based Practices

Underneath the MTSS umbrella will live Novastar Academy's Response to Intervention approach to addressing universal, targeted, and intensive skill gaps in compliance with CDE and DCSD guidelines and requirements.

The six components of RtI model are:

- universal assessment / screening

- progress monitoring

- data-driven decision making

- parent / family partnership

- fidelity of implementation.

Utilizing these components, students who are not making adequate progress within their personalized playlists will be identified and provided with increasing levels of intensity in instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity will vary across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention.

Through the MTSS approach, students can receive layered supports and progress monitoring that can either address identified academic and social/emotional skill gaps or can support with making a data driven decision to make a referral for a comprehensive evaluation and considered for eligibility for special education services in accordance with the Federal law, Individuals with Disabilities Education Act of 2004 (IDEA 2004), and Colorado law, Exceptional Children's Education Act (ECEA) guidelines for determining eligibility.

Team Driven Shared Leadership

Teaming structures and expectations distribute responsibility and shared decision-making across school, district, and community members (e.g. students, families, generalists, specialists, district administrators, etc.) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.

The MTSS process at Novastar Academy is shared through multiple stakeholders who are invested in the success of all students; this distributes leadership and investment all the way to students. Stakeholders lead shared ownership through the following actions:

|	

MTSS Coordinator	- Organization and execution of MTSS process including
	
	   - Universal Data Collection
	
	   - Universal Student Placement
	
	   - Ongoing data-based problem solving processes
	
	   - Student Care Plans
	
	- MTSS Knowledge Keeper: Development of Teachers and Teams

	• Collaboration with Special Education and Referral Gatekeeper
Student Support Team **(General Ed Teacher, Designated Admin, MTSS Coordinator, Mental Health Providers, etc.)	• Schoolwide Decision Making Team • Monitor MTSS Fidelity and Effectiveness through Data Review (Systems Level) • Initiate Improvements • Consult on Intensive Tier III Needs
MTSS Problem Solving Team (Grade Level Team with support from Coordinator)	• Monitor Tier II Problem Solving and Action Planning • Monitor Tier III Problem Solving • Referral to special education with oversight from MTSS Coordinator
Teachers	• Provide effective interventions and supports • Monitor Progress • Provide in class support • Participate in intervention team meetings

Ongoing student assessment & data based problem solving

Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with their peer group. These data will then be used when determining which students need closer monitoring or intervention. Throughout the MTSS process, student progress will be monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time. After each round of six weeks of intervention, the MTSS Problem Solving Team will meet to review data and decide how best to proceed. After three rounds of interventions have been completed and the student continues to not demonstrate adequate progress in response to the intervention, a referral to special education should be made.

These problem solving teams will utilize multiple data points and decision-making flowcharts to help guide their decision-making and to ensure that their identification and support of students are done in an equitable manner. Student response to intervention will be reviewed and adapted in the follow-up meetings every 3 weeks with creation of new goals if necessary. Frequent feedback, norm-referenced progress monitoring data, and the personalized Learning Paths instructional flexible model will allow the team to support students' needs in the best way possible and in a timely manner.

Progress monitoring is supported by a flexible and intuitive student achievement reporting system integrated into the platform. Core Learning Exchange platform will provide immediate, one-click reporting sortable by learning skill and competence, academic standards and progress, behavioral and SEL competencies. Included in the Core-LX platform is the Key Data Systems (KDS) Assessment Suite that includes over 300 pre-built assessments, including Classroom Checkpoints, Interim Formative Assessments, and Comprehensive and End-of Year Assessments aligned to Common Core and Colorado Academic Standards (CAS).
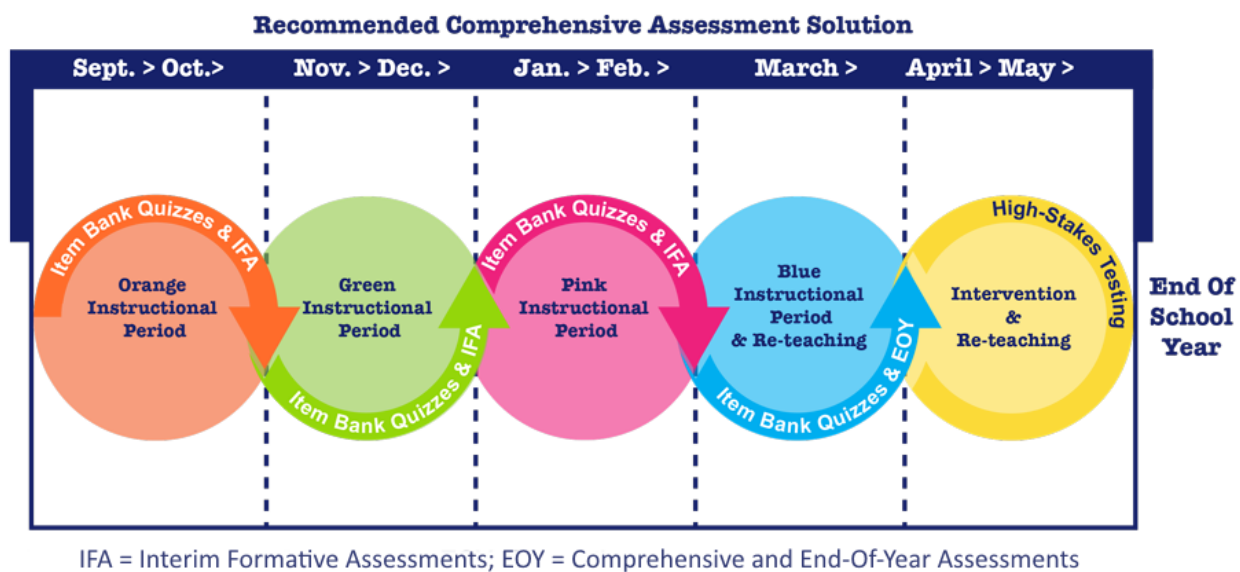
Picture 1. Comprehensive Assessment

Students will take a series of interim assessments throughout the year to verify mastery of skills, provide detailed reporting of mastery of standards, and show growth.

Core-LX also provides access to formative and practice activities that include SEL, and career readiness, and digital literacy from our curated library of Open Educational Resources (OER), commercial providers, and teachers.

The personalized competency-based instructional model implicit in the Core-LX platform enables

teachers to use exactly the same approach for all students whether they are at risk, on an IEP or 504, second language learners, or gifted. Each student's learning plan is personalized to meet them where they are. The system provides automated alerts when feedback and interventions are needed so that support is provided as close to the moment of need as possible. Because in mastery-based learning students only progress when they've demonstrated mastery, each student moves through the progression at their own optimal pace, using resources and instructional modalities best suited to individual learning styles and interests.

Tiered instruction & Layered Supports

A multi-tier approach will be used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs. Novastar Academy engages in early prevention and provides a layered continuum of support to meet a diversity of needs; the MTSS cycle is designed to achieve equity and decrease over-identification and disproportionality.

In addition to the strategic supports being provided and monitored in the general education classroom, students will have access to evidence based interventions that align to the students' areas of need. These interventions could include online programs like Read Naturally (for fluency) or small group instruction that use curriculum like Wilson's Reading Foundations (for phonics). These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Student progress will be closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions will be based on individual student response to instruction. RTI will be designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

In addition to variations in the tiers used to deliver RTI services, Novastar Academy will use different approaches in implementation, such as problem-solving, functional assessment, standard protocol, and hybrid approaches. Although there are many formats for how Novastar Academy might implement MTSS to best serve the needs of its students, in every case MTSS can be a school-wide framework for efficiently allocating resources to improve student outcomes.

Parent involvement

Parent and family partnership is our top priority in creating an effective learning plan for every student with learning needs. We expect our families to be deeply involved with the educational process as well as the school's governance. We are a community and will focus on keeping our promise to have parents participating in the school board as well as in the classroom. As every student will have a mentor from the very first year until the end of the educational journey with our school, every family will have open lines of direct communication and an advocate within the school community. We believe that students' education begins with parents' education. To accomplish that we will invite parents to learn more about learning needs and disabilities to be able to encourage their students' progress and foster their passion for learning. When

implementing MTSS, Novastar Academy will provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

Tier 1: Universal Approach

Novastar Academy will utilize an RTI process as recommended by the National Center for Learning Disabilities which begins with high-quality instruction and universal screening of all children in the general education classroom.

Universal Screening

All students will be screened on a periodic basis: beginning, middle and end of the year (BOY, MOY, EOY) to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state and/or academy tests will receive supplemental instruction during the school day in the regular classroom. Academically, struggling learners will be identified via the Core-LX dashboard and provided in class support or placed in interventions at increasing levels of intensity to accelerate their rate of learning. To universally screen for behavioral, social, or emotional needs, Novstar Academy will identify a universal screener that can be completed on all students three times a year. Potential screeners could be the BEST, SDQ, SRSS, or the SIBS. The school leadership team will work with the mental health provider to identify what action steps to take depending on the level of risk identified through the screening process in addition to placement into strategic social emotional learning interventions.

High-quality, scientifically based classroom instruction

Within Tier 1, all students will receive a high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. At Novastar Academy, we believe that our Tier 1 instruction is the foundation for all other levels of support and if that foundation does not serve MOST students, we will likely have increased numbers in our Tier 2 or Tier 3 levels. Our Tier 1 approach that is outlined in the Educational Section of this application was designed to serve the diverse population of students and will consistently be refined to address new behavioral and academic trends that are identified through the Data Teams and data driven instruction.

Through the universal screening process, teams will be able to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state and/or academy tests will receive supplemental instruction during the school day in the regular classroom. Supplemental instruction includes small group instruction to provide data driven pre-teaching or reteaching of foundational or grade level skills, differentiated activities, or the addition of scaffolds to support access.The length of time for this step can vary, but it will generally not exceed 8 weeks. During that time, student progress will be closely monitored using a validated screening system such as curriculum-based measurement and a comparison of the rate of the student's growth with similar grade level peers. At the end of this period, students showing progress at a

rate that will get them caught up with their peers within a reasonable time will be generally returned to regular classroom programming. Students not showing regression or progress that is at a rate that will not get the student caught up with their peers in an adequate timeline will be placed in a Tier 2 intervention.

Tier 2: Targeted Approach

Students not making adequate progress in the regular classroom in Tier 1 will be provided with increasingly intensive instruction matched to the root cause of their academic or social/emotional needs on the basis of levels of performance and rates of progress. Intensity will vary across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions will be provided in small-group settings in addition to support within the general curriculum. Students assigned to interventions will have their progress monitored every two weeks utilizing a screener or Curriculum Based Measure that appropriately assesses the student's growth on the specific skills being targeted in the intervention. Ideally these progress monitoring tools will be normed referenced (like Aimsweb or EasyCBM) so that the team can determine if the student is making adequate progress. Students who continue to show too little progress at this level of intervention are then considered by the MTSS problem Solving team for more intensive interventions as part of Tier 3.

Examples of Tier 2 academic interventions could include:

- Additional practice of specific skills using online learning platforms like Lexia (for decoding needs), Read Naturally (for fluency or comprehension needs), RAZ Kids (for comprehension needs), Khan Academy (for math calculation or problem solving needs).

- Small group targeted instruction once or twice a week using research based curriculum (i.e. Leveled Literacy Instruction)

Examples of Tier 2 social/emotional interventions could include:

- Social skills or character education group and practice once or twice a week using research based curriculum (i.e. Peace 4 Kids)

- Emotional Regulation group and practice once or twice a week using research based curriculum (i.e. Zones of Regulation)

Tier 3: Intensive Interventions

At this level, students will receive personalized, intensive interventions that target the students' skill deficits. This could mean an increase in frequency and duration of a current intervention, a change to a more intensive intervention, or the layering of one intervention with another intervention. The decision to place a student into Tier 3 interventions will be made by the MTSS Problem Solving Team who will review the student's data to determine if adequate progress has

been made and to determine what next steps may need to be taken.   Like the Tier 2 interventions, monitoring of progress in Tier 3 interventions will still take place every two weeks using similar norm-referenced tools.

Examples of Tier 3 academic interventions include:

- Small group (less than six students) targeted instruction three or more times a week using research based curriculum (i.e. Wilson's Reading System)

Examples of Tier 3 social/emotional interventions include:

- Check In, Check Out

- Development of individualized behavior plan

- Small group social and emotional skill development led by mental health provider or trained interventionist.

Referral to Special Education and Comprehensive Evaluation

The MTSS problem-solving team may decide to make a referral to special education if a student continues to not demonstrate adequate progress in response to these Tier 2 and Tier 3 interventions. To make a referral, the MTSS problem solving team will organize the student's universal screening data, grades/mastery data, Tier 2 and Tier 3 intervention progress monitoring data, and any other data collected through the data-driven decision-making proess to work with the Special Education teacher to submit referral. The Special Education team will then conduct a comprehensive evaluation and consideration for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected through universal screening, grade level interim assessments, progress monitoring collected during MTSS interventions will be included along with targeted standardized assessments and screeners conducted by special education and related service providers to make the eligibility decision.Novastar Academy recognizes that at any point in the MTSS process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. The MTSS process cannot be used to deny or delay a formal evaluation for special education.

Equity Pedagogy

Novastar Academy will facilitate a positive school culture by providing equitable learning opportunities for every student and building a culture of mutually respectful relationships with all stakeholders. Every student at Novastar Academy will be assigned a mentor who will guide the student from the first year to the end of the education journey with Nova. Student Mentorship Paths© ("SMP") is one of the unique Nova systems designed to facilitate social emotional learning, conflict resolution, peer mediation, collaborative negotiation, stress management strategies development. The opportunity to have a role model is transformational for many students who come from families with both parents working full time and, especially, from struggling or incomplete families.

Novastar Academy will take a proactive role in providing a range of positive behavioral supports as pathways for our students for social emotional learning. This will aid in fostering students' resiliency, the development of fundamental life and emotional management skills, and responsible decision-making strategies. Students who develop these skills have a more positive relationship with peers, family, and teachers; and they are less likely to engage in a-social behavior. Staff members will address disruptive student behavior utilizing Love and Logic© classroom strategies. These strategies will include enforceable classroom expectations with specific consequences.

At Novastar Academy, we believe in the philosophy of restorative practice for conflict resolution. Restorative Justice (RJ) provides a framework through which an entire school community can build positive relationships and repair relationships that have been harmed. Often called "restorative practices" in the school setting, RJ is a holistic approach to school culture and student discipline that helps develop the social-emotional intelligence and empathy of all members of the community. While restorative justice began as an alternative approach to responding to criminal conduct, in the school setting the foundation of restorative practices are proactive and community-building. Positive school culture is an essential foundational element for effective instruction.

A restorative approach to school climate and discipline involves the use of restorative justice protocols together with a whole-school approach to building school climate that works not only to respond to misbehavior, but to change school culture and promote the development of social-emotional competencies in students and adults alike. If we have not built a healthy school community, there is nothing to "restore" when things go wrong. This approach follows the guidelines of relationship, respect, responsibility, repair, and reintegration. This is commonly known as the "Five Rs".

"When we speak of the achievement gap, we examine the academic performance of demographic groups of students. But we do not stop there. We also speak to the achievement gap of children and youth who are locked in insulated school systems that provide them with a sanitized curriculum that shelters the form learning about the rich history, literature, art, and music of people who are culturally different from them." (Lindsey, 2008) An integral part of the equity pedagogy is social justice foundational principles. We will continue asking questions about what we teach our students and how we tell the story. Accessibility to different perspectives, culturally rich curriculum, global awareness, and real time developments of world events will be supported in the Core Learning Exchange platform.

English Language Development

Given the predicted number of English Language Learners who will attend Novastar Academy, it is important that the school team develop strong systems for identifying language needs, planning for and addressing language needs through in class supports and English Language Development classes, and continuously monitoring the growth of our language learners to ensure effective implementation is taking place.

Identifying English learners with a Body of Evidence

During registration, parents/guardians will complete a Home Language Questionnaire to determine the student's first/primary language or languages that are used in the home by other family members.

Novastar Academy will utilize DCSD Home Language Questionnaire (HLQ) for the purpose of identifying languages primarily spoken at home. The Novastar Academy team understands the complexity of language development when there are more than one languages spoken at home. The enrollment team will include a specialist or a teacher with LDE certification to be able to complete the enrollment package correctly. As we have been receiving feedback on our language program and enrollment process, parents are concerned with the fact that a lot of bilingual students are misidentified as ELLs. To avoid that problem, the Novastar team will develop a comprehensive enrollment packet that will include languages surveys. Along with Novastar Academy language surveys and the district HLQ, our families will be informally interviewed about their children's interests and hobbies. We are very intentional with gathering information about student's motivation factors and level of engagement that is exposed through their school years; that information will be utilized in the Personalized Learning Plan (PLP) development for each student.

The Executive Director, who will also serve as an ELL coordinator for the school, will be responsible for overseeing the interview process distribution of the HLQ in partnership with the office administrator. After the survey and enrollment package completion, the results will be scanned and uploaded to Core-LX student information portal and then transferred to DCSD systems. The Enrollment team will also review the information in IC and will work with Douglas County and other schools districts to identify if any of the students are already flagged as ELLs and have previous ACCESS testing results or any other academic progress evidence that can be used to make programming decisions for the student. If there are provided ACCESS scores, our enrollment team will be able to identify if a student is at NEP/LEP/FEP English language level.

When a family indicates that a language other than English is used in the home, the ESL teacher will conduct a New Family Intake Interview in order to determine/confirm family need and have interest in English Language Development classes. At Novastar Academy, any family that mentioned their interest in learning a second language or indicated on the HLQ other languages than English will have to complete a parent permission form (PPF). The school administrator will explain to the families what options are available for students learning English at our school and/or provide resources to be used at home to support English learning. If the family expresses interest in the Transitional Native Language Instruction (TNLI), they will need to fill out a TNLI waiver.

Students whose primary or home language is any language other than English will be assessed for English proficiency using the World-class Instructional Design and Assessment (WIDA) Screener within 10 days of enrollment at the school. This is to determine if the student is an English Language Learner or Proficient Upon Entry. The parents will be notified of their WIDA-ACCESS Placement test results and provisional placement into the ELD program.

If the WIDA Screener reveals that the student may be an English Language Learner, the Instructional Services Advisory Team (ISA) team will gather a body of evidence and meet to determine instructional next steps for the student. A classroom body of evidence will include a reading level, writing proficiency, and WIDA speaking and writing rubrics, as well as other rubrics and performance ELA and ELL evidence recorded in the student's e-portfolio.

To determine whether a student is identified as an ELL to receive an ELL service, WIDA Screener results, additional body of evidence about student performance on WIDA reading and writing rubrics will be reviewed by the instructional services advisory team. The team will include ELL administrator, ELA-E certified teacher, general education teachers, and the student's mentor. If ELL service is recommended, the family will be notified by the school's administrator about the assessment results, specific services recommended for the student, and the options available for their child at the school in the district. While the family can opt out of the service the school will strongly advise them not to. If the family is choosing to opt out of ELL service, waiver forms will have to be submitted directly to Douglas County school District ELA department.

The ISA team will create an ELA plan for each student identified as a language learner. Every student's PLP will be aligned with learning targets on the ELA plan. The plan will also outline the student's placement, list of the services recommended, curriculum and courses choices available for Novastar Academy ELD program. As every individual Personalized Learning Path is co-created with teachers, students, and families, students and their parents or guardians will be included in the development of the ELA plan.

If the Body of Evidence shows that a student is an English Language Learner, the student will be grouped with other ELLs based on proficiency level and language needs for additional ELL targeted instruction that would take place during ELA block.

Students who are identified as ELLs will begin receiving ELD services immediately and the parents/guardians will be notified within 30 days of arrival at Novastar Academy. The school will provide translation and interpretation services, if needed, when communicating with parents and guardians.

Within the Core LX platform, progress monitoring is available immediately at any point of time or place. The school's ISA teams will meet regularly with weekly check-ins every Friday. The Novastar Academy team realizes that the key to success in the ELD program is in the unified effort of ELL specialists, general education teachers and other personnel working with ELLs. The purpose of ISA teams meetings is progress monitoring, determination of provided services and supports are sufficient, and updating students' ELA plan if needed. The Novastar Academy team will incorporate the best practices of other districts' ELL teams and programs. We will utilize English Language Acquisition resources developed by Denver Public Schools (DPS) as our demographic is projected to be very similar to DPS. ELL resources such as Instructional Services Advisory (ISA) Handbook and others are attached in Appendix Q. Servicing Students with Special Needs.

The ISA team and all teachers will stay in close communication with the parents or guardians of our ELL students and all updates from ISA teams will be shared with the families on a regular basis. If needed or requested communication will be provided in multiple languages and an ELA Coordinator will be available for any questions. The information shared with the families will include:

- assessments

- services provided

- ELD curriculum and instructional methods

- districtwide BOD program opportunities.

The office administrator will provide bilingual communication to our parents. As all of our teachers are at least bilingual, our founding team foresees that teachers, administrators, and other staff will be able to build relationships with every family with understanding and empathy.

Providing Instructional Programming for English Language Learners

All ELD teachers will be ELA certified. Novastar Academy is seeking to hire highly qualified and experienced bilingual staff to provide equitable and rigorous academic service. As the school is planning to create an English as a Second Language program for English Language Learners, every teacher will have to go through training and complete the required CDE professional development activities equivalent to 45 clock/contact hours or three (3) semester hours in Culturally and Linguistically Diverse (CLD) education that meets or exceeds the standards outlined in section 5.12-5.15 of 1 CCR 301-37.

As the Novastar Academy student population is very diverse ethnically and linguistically, the founding team has emphasized the need to plan for a diversified faculty. Our goal is to reflect the make-up and values of our community. Multiple studies suggest that one of the major factors in improving students' motivation, engagement, and achievement is the quality of instruction. Teachers who can relate to students' stories and vice versa will be able to develop strong relationships and engagement; teachers who share our community values will be able to be students' role models and mentors. Novastar Academy intends to hire teachers who will represent minoritized students racially and culturally. An awareness and understanding of our students and community's identity will be one of the job requirements and hiring prerequisites. Along with hiring diverse staff, Novastar Academy leadership team plans to integrate cultural proficiency training in onboarding and ongoing professional development sessions.

To provide culturally relevant curriculum and education, our team is seeking to attract bilingual curriculum writers and teachers with dual endorsements or certification.

ELA Staff Professional Development

We will provide ongoing Professional Development for our staff who serve ELLs. Novastar Academy will seek to hire an ELA Coordinator who will also serve as ELD instructor at 0.5 FTE. Qualifications required for the ELA Coordinator position will include ELL teaching experience, bilinguancy, CLD or LDE Colorado state endorsement or certification and an advanced degree at a Masters level.

Another option being considered is a position of the school's director with ELD certification to be able to serve as an ELA Coordinator at 0.5 FTE. The first year ELA coordinator will partner with the ELA teacher in the following responsibilities:

- implementation of Novastar Academy ELD programming

- State and Federal legislature compliance (IDEA, ESSA, etc.)

- piloting new hybrid ELD methodology (being developed at Novastar Academy)

- ISA teams facilitation

- ELD program progress-monitoring and assessments

- ELD learning paths curriculum oversight

- Core-LX Academic Director liaison duties related to ELD curriculum

- ELD elated communication with families.

To provide ongoing ELA training and professional development, Novastar Academy will join professional development opportunities offered through established institutions:

- WIDA(™) Professional Learning (WIDA four-day INstitute, WIDA e-learning and workshops)

- Colorado Department of Education, Professional Development Institute

- Colorado League of Charter Schools Collaborative for Exceptional Education

- Colorado Charter Institute

- Douglas County School District ELD training and professional development

- Core Learning Exchange collaborative for professional development

Novastar Academy will partner with Douglas County School District to invite an authorized and qualified trainer. The district trainer will serve as the Certified ELA evaluator who will observe and evaluate teachers for required and necessary knowledge and skill in the ELD program. Successful implementation of the ELD program will be part of the staff members annual evaluations and reviews. Mandatory training will be included in every Summer Institute professional development and training with a special module on ELA instructional strategies and assessment.

ELD Curriculum and Instruction

Part of a global competencies of Education 2030 Framework and a PISA 2018 measurements are cross-cultural understandings and international awareness skills the students will need to negotiate cultural boundaries and become productive and compassionate global citizens.

Novastar Academy's goal is to make our teaching culturally responsive utilizing the pedagogy that would empower our students intellectually, socially, emotionally, and politically". We recognize the importance of racial and cultural diversity in learning and curriculum. The key to successful education is through touching the hearts and minds of our students. We will follow the principles of culturally responsive education the principles of which will include:

- Seeing cultural differences as assets

- Creating caring learning communities where culturally different individuals and heritages are valued

- Using cultural knowledge of ethnically diverse cultures, families, and communities to guide curriculum development, classroom climate, instructional strategies, and relationships with students

- Challenging racial and cultural stereotypes, prejudice, racism, and other forms of intolerance, injustice, and oppression

- Being change agents for social justice and academic equity

- Mediating power imbalances in classrooms based on race, culture, ethnicity, and class

- And accepting cultural responsiveness as endemic to educational effectiveness in all areas of learning for students from all ethnic groups.

At Novastar Academy we will incorporate the elements of culturally relevant curriculum in the core subjects and learning processes in the Core Learning Exchange Platform. These elements will include:

- Multicultural examples and materials from history, geography, sociology, literature, etc.

- Create cross-curricula projects including different cultural perspectives

- Guided group discussions that challenge stereotypes

- Utilize curriculum material written by scholars of a variety of racial and ethnic backgrounds

- Family engagement in the form of classroom visits and participation in lessons

- Thematic nights for students and families

- Language Learner Path© methodology for language learner support, a unique methodology developed to support ELLs in core subjects and raise academic English skills

- Novastar Academy World Language academic fluency program

- Service projects and project based learning

- Student agency and voice in Electives courses choices.

Novastar Academy ELD program will include specialized ELD course, direct instruction, instructional supports in native language, flexible grouping and proficiency level grouping and blended approach to teaching. Every identified student will receive 45 minutes of instruction per day in the ELD program during CTE track/Flex Hour. Our curriculums will be culturally relevant, research based, and aligned with Colorado English Languages Proficiency Standards; we will also introduce the cultural perspective and create cross-cultural projects. As described in this application section devoted to services for students with special needs, the choice of curriculum will encompass a variety of curriculum items from vendors such as McGraw-Hill, Curriculum Pathways or National Geographic to very specialized programs, for example, web design and hospitality. Novastar Academy academic team has been building relationships with international and foreign secondary schools to bring culturally relevant and curated educational material in other languages to our Core Collection.

ELD is a dedicated instructional block that is driven by English language proficiency levels. This block of instructional time is taught by an LDE or Certified teacher. The goal is to move students from one proficiency level to the next. ELD instruction builds a solid foundation in English by teaching language that learners: are not likely to learn outside of school or efficiently pick up on their own, will not explicitly learn in other subject areas, and need to use for effective academic learning, classroom participation, and real life purposes.

ELD instruction purpose:

- To establish equitable instructional practices that connect the resources, standards, and assessments to accelerate student learning

- To provide content instruction that is differentiated by language proficiency levels in order to teach students the academic language necessary to engage in grade level and global standards.

Elements of Instruction

ELD Instruction will follow these 5 pillars:

1. Rigor: Pushing students in their current English language abilities within the 4 language domains

2. Explicit: Lessons where the language in the content

3. Student Talk: At least 50% of the lessons to be made up of student talk/oral rehearsal of the language being taught

4. Metacognition: Students will be guided through thinking about their use of language

5. Transferability: Students should be able to use the language taught in various settings outside of the ELD class

- Identify patterns of language (oral and written) that are specific to each language proficiency level (WIDA) in order to design ELD instruction

- Model and practice target language with an emphasis on frequent opportunities for students to talk using Structured Language Practice (SLP) EL Achieve routines

    - Routines will include explicitly teaching the 4 domains of language: listening, speaking, reading, and writing in English.

    - Scaffolded instruction that may include: tiered sentence frames, word walls with tier 2 vocabulary, use of manipulatives, use of visual/picture clues, accountable language structures

- Establish authentic language objectives that are relevant to both grade and language proficiency level

- Teach high leverage language patterns and vocabulary that can be useful in a range of contexts (highly transferable) and then have students practice this flexible use of language

Instructional Sequence:

- Setting the context for learning---"bring the language to life"

- Modeling and practice of target language (I do/We do)

- Practice the language (You do together/ You do)

- Apply to writing and Wrap Up (closure)

Providing Assessments for English Language Learners

Students will be assessed using:

- WIDA Screener- used to identify when a student enrolls at Nova Academy

- ELD Unit Assessments, diagnostic assessments, and weekly observational notes to determine language growth and needs

- WIDA Rubrics: Speaking and writing used to determine language proficiency levels during identification, redesignation, and monitoring

- Continuous monitoring of literacy progression using common reading assessments in the school

- ACCESS - Given once a year to all ELLs in order to determine language proficiency and

progress from year to year

- CMAS assessments in literacy and math given once a year to all students

- ISA (Instructional Services Advisory) Team

    - The purpose of the school ISA team is to ensure the school is in compliance with current laws and services regarding English Language Learners

    - The school ISA team will be comprised of an administrator, classroom teachers, and ELD teachers

    - The school ISA team will meet regularly to determine the needs of English Language Learners in the school. They will identify students who need ELD services, redesignate students who no longer require ELD services, and monitor the growth of students who have already been redesignated

Redesignation

- Use WIDA Guidelines for redesignation-level 4 on ACCESS overall and level 4 on ACCESS Literacy

- Use a body of evidence from classroom work along with qualifying ACCESS scores when deciding if a student should be redesignated. This body of evidence should show proficiency in reading, writing, math, science, and social studies. It is the responsibility of the ISA team to determine if a lack of proficiency is due to language development or other needs.

Monitoring

- Monitor the academic data of English Language Learners for two years after redesignation to ensure that students are participating meaningfully and equally in mainstream classes.

- The ISA team will review students who are in the monitoring phase annually by analyzing assessment (CMAS, READ ACT, etc.) data as well as classroom work (report card, writing sample, reading assessment, math assessments) in order to determine if the student is successfully participating in mainstream classes.

- The ISA team will invite students back into the ELA program if they struggle academically during the monitoring phase. At this point, the parents/guardians will be contacted to discuss re-entry into ELD instruction.

Communicating with Parents of English Language Learners

- PAC (Parent Advisory Committee) is composed of school administration, ELD teachers, and parents of English Language Learners. The group will meet at least 3 times a year to discuss programming for ELLs, student ELD data, and provide a voice for families of ELLs. The school will provide interpreters as needed.

- Parent/Teacher Conferences- at least 3 times a year (Beginning, Middle, End) to share student data, including ELD data. The school will provide interpreters as needed.

- Home Visits- for those families who would like a home visit, in order to improve/increase the home/school connection for students and families

- Emails and letters sent home to share student progress, community events, community programming, etc. Written communication will be translated for the primary languages used in student homes.

- ACCESS results will be sent home once a year after assessment scores are received by the state

- Families will be notified and consulted whenever a student's ELA status changes

Sheltered Instruction

Additional Supports and Resources

We understand that ELL students are often at risk for difficulties with English literacy. Therefore, we will provide reading intervention to ELL students who are reading below grade-level as determined by state and diagnostic assessments. Reading intervention will begin with an analysis of the student's literacy body of evidence, including a state assessment (such as Istation), a teacher-directed assessment (such as DRA), and a diagnostic assessment (such as the Core Phonics Survey or Spelling Inventory). Once a student's literacy needs have been determined s/he will receive extra supports in reading and writing.

- E.L. Achieve- Systematic ELD Instruction

- WIDA-Performance Definitions of Language Proficiency Levels

- WIDA- Speaking and Writing Rubrics

- WIDA- Supports (Graphic, Sensory, and Interactive)

Gifted & Talented

Novastar Academy is committed to serving and providing a high quality education to students identified as Gifted & Talented either through previous identification at another school or through our schools universal screening process. The Exceptional Children's Educational Act (ECEA) defines gifted children as:

Those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted

students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General or specific intellectual ability

- Specific academic aptitude

- Creative or productive thinking

- Leadership abilities

- Visual arts, performing arts, musical or psychomotor abilities 12.01(16)

Novastar will have a gifted coordinator who will be responsible for the oversight of the staff development and training, student identification, plan implementation, progress monitoring of goals, and stakeholder communication. The Executive Director will coordinate with the DCSD representative to ensure that the school's gifted coordinator receives the necessary training to be qualified to complete this role.

Identification

ECEA Rules guide a school's development of procedures and processes for identification assessment and making gifted determinations while still providing opportunities for local decision-making. Novastar Academy utilizes a universal screening and referral process to identify students who require gifted and talented programming. This is a data driven process that will ensure equitable identification of and program development for any student who meets the criteria for identification.

Universal Screening

Novastar Academy will identify students through a universal screening process that aligns to the district's identification recommendations. In alignment with district recommendations, the school will determine which grades will be used to universally screen students using achievement assessment and the collection of a body of evidence. The type of assessment used to screen students will be dependent upon the district's interpretation of the state's requirements for student screening and identification for gifted education.

In addition to the universal screening process, the school will also have a referral process where parents, teachers, administrators, etc. can request that their student be considered for gifted programming. To refer a student, the staff or parent/guardian must make the request for referral in writing providing an explanation of why they are making the referral A referral made for possible gifted identification does not necessarily lead to the administration of specific cognitive or achievement assessments. The identification team will carefully consider the referral, examine current assessment data the student may have and then determine appropriate next steps. This may or may not include

administering additional tests to the student. The body of evidence for identification could be made up of the following assessments: tests of cognitive ability; standardized achievement tests; norm-referenced behavior rating scales; performance observation data; and anecdotal data collected from teachers and the student.

Body of Evidence

In order to ensure that students are accurately identified, the Novastar team will collect a body of evidence that will help drive decision-making. A review team, with at least one person trained or endorsed in gifted identification and programming, reviews the BOE in order to make a determination. While some of the data in a body of evidence will be used to meet the criteria for gifted identification, other data or information may be used to build a learner profile for the purpose of developing appropriate programming options defined in the Advanced Learning Plan (ALP). Criteria are the rules for evaluating a level of exceptionality for identification.

Development of Advanced Learning Plans (ALPs)

In alignment with the Colorado Department of Education, it is our understanding that the "Advanced Learning Plan (ALP) is a legal document that outlines the programming for identified gifted students and is used as a guide for educational planning and decision-making. The Exceptional Children's Educational Act (ECEA) is Colorado's primary law with requirements for the implementation of specific elements and procedures for gifted education programs. These requirements include Administrative Unit (AU) provisions for the Advanced Learning Plan. ECEA states that there will be ALP content and procedures set in Rule for statewide implementation; and that goals in the ALP are standards-based. For high school students the ALP may be blended with an Individual Career and Academic Plan (ICAP) if all contents of the ALP are inclusive in the ICAP, including achievement and affective goals. An ALP shall be developed for every gifted student according to the student's determined area(s) of giftedness, interests, and instructional and affective needs".

Once a student has been identified gifted either through the Universal Screening process or by referral, an ALP will be developed in collaboration with the student, family, GT Coordinator, and General Education Teacher. Together, the ALP team will discuss and determine the student's strengths and areas of interest and how these relate to their areas of giftedness. With this information in mind, the team will develop standards aligned goals that will continue to accelerate the student's development in the areas the student has been identified gifted in.
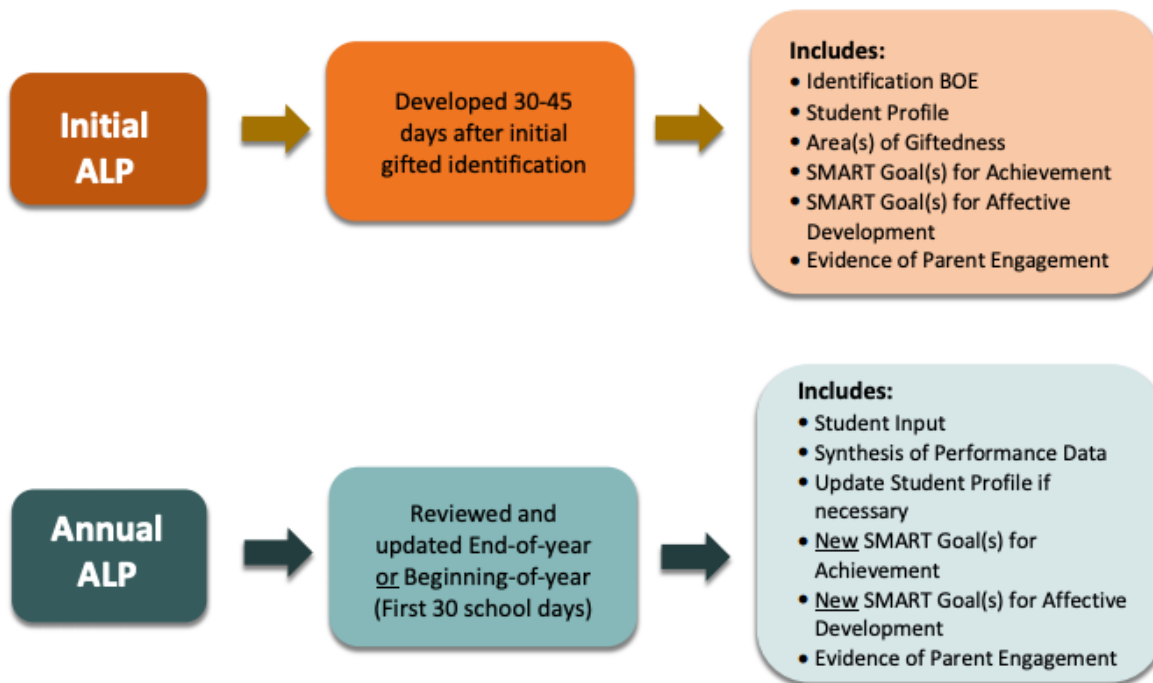
Picture 2. Process for Initial and Annual ALP Development

To ensure that ALPs are being developed in a standards aligned way, Novastar Academy will utilize CDE's "Seven Thinking and Action Steps toward Meaningful
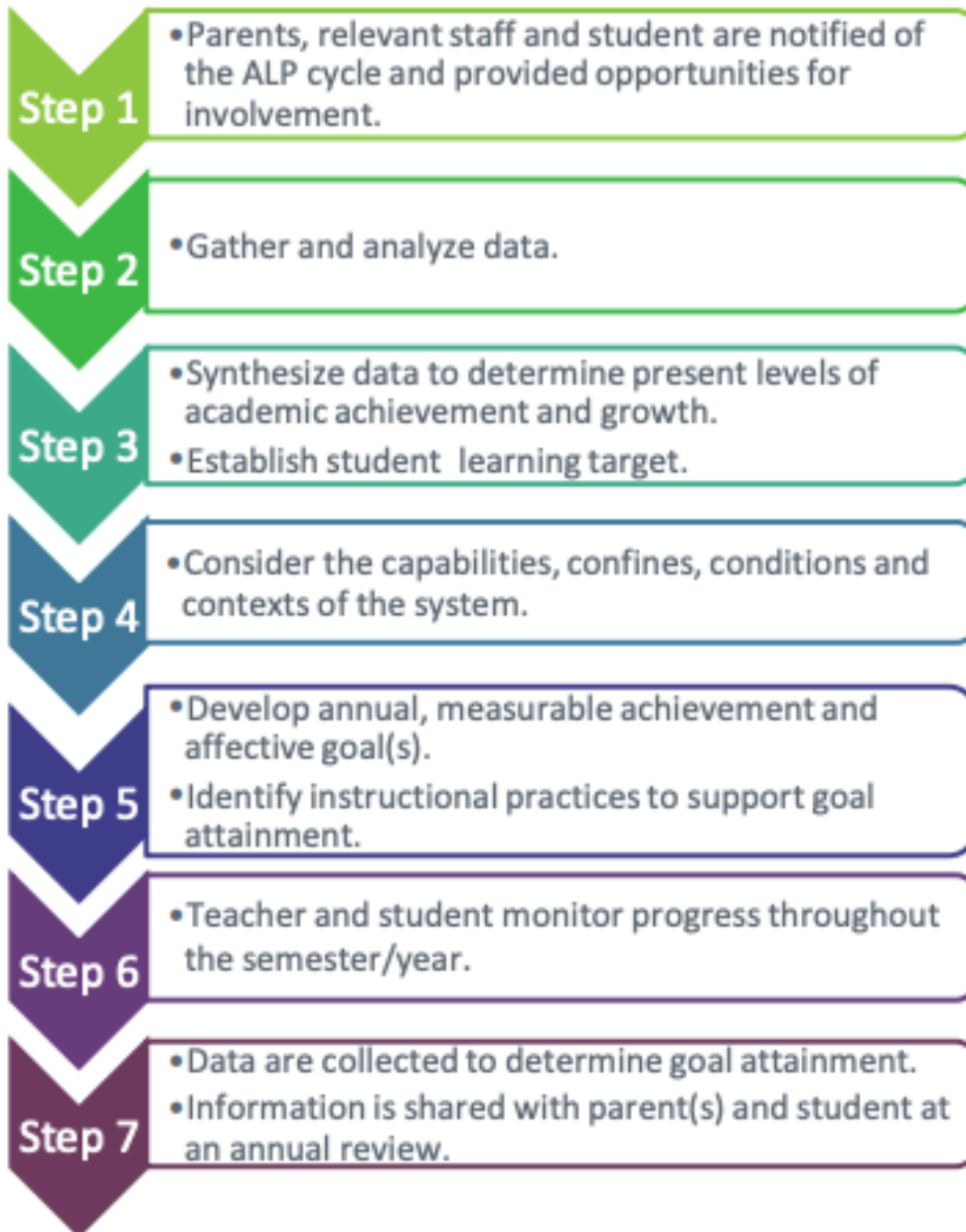
Standards-aligned ALPs".

Standards-aligned ALPs

Steps 1-3 require thinking and actions on the part of the classroom teacher(s) who will provide instructional support to the gifted student. These steps integrate with typical instructional routines for all students and occur prior to the writing of the actual goal(s). Step 1 requires a resource specialist, counselor or classroom teacher to notify all stakeholders the ALP process is beginning and to solicit their input. Steps 2 and 3 exemplify the cognitive or thinking process that occurs within the typical classroom routine of data analysis, progress monitoring and planning for data-driven instruction. Step 4 is part of the collaboration required in the ALP process. This step might promote conversations at a district level that ensure all possible instructional options for gifted students have been fully considered. An example might be a district that has never allowed content acceleration based on past experience. A discussion about the research on the subject as well as about scheduling conflicts and K-12 articulation might open doors that had previously been closed to gifted students. Such considerations may naturally occur annually when the gifted program plan is reexamined and self-evaluated.

Step 5 includes the actual writing of ALP SMART learning goals as well as documenting the instructional practices the teacher will implement to support the student's goal attainment.

Steps 6 and 7 involve progress monitoring, the sharing of those monitoring responsibilities between teacher and student and the open communication necessary to promote goal attainment. It is highly recommended to blend progress monitoring with the reporting cycle of the school/district.

Step 1
- Parents, relevant staff and student are notified of the ALP cycle and provided opportunities for involvement.

Step 2
- Gather and analyze data.

Step 3
- Synthesize data to determine present levels of academic achievement and growth.
- Establish student learning target.

Step 4
- Consider the capabilities, confines, conditions and contexts of the system.

Step 5
- Develop annual, measurable achievement and affective goal(s).
- Identify instructional practices to support goal attainment.

Step 6
- Teacher and student monitor progress throughout the semester/year.

Step 7
- Data are collected to determine goal attainment.
- Information is shared with parent(s) and student at an annual review.

Picture 2. Seven Thinking and Action Steps toward Meaningful

In alignment with the 7 steps listed above, the team will utilize the student's Body of Evidence to develop standards aligned SMART goals that target the student's identified gifted areas and that develop the student's affective skills. All goals will be developed in collaboration with key stakeholders (gifted coordinator, general educators, parent/guardians, and student). Once the ALP has been developed and strong standards-aligned SMART goals have been drafted, the

gifted coordinator will work collaboratively with general educators to develop the student's PLP to ensure strong alignment between both plans and to ensure the student's success and continued development in all aspects outlined in the plans.

Monitoring and reporting progress on ALP goals

Parents/guardians are crucial stakeholders in the ALP development process. Once the plan has been developed, making sure that all stakeholders continue to be involved and are aware of the progress being made by the student will ensure that the ALP process continues to be a collaborative process.Throughout the year progress on ALP goals will be monitored so that stakeholders can receive updates on the student's progress. The goal should articulate how the goal will be monitored and what mastery of the goal entails. Affective goals may be measured in two ways:

Student self-evaluation:

- Document a behavior (graph, chart, calendar, journal reflection)

- Develop a portfolio (experiences, visits, action steps completed)

- Evaluate a performance (rubric, checklist, journal reflection)

Teacher, parent or expert evaluation:

- Interview about goal attainment

- Observation of practice and/or mastery of goal

- Review of documents, portfolios and performances

During parent conferences, parents will receive documented progress on their student's ALP goal progress. During these meetings, parents are encouraged to share any concerns, ask questions, or provide updates on how their student is doing at home. This will all be documented in order to demonstrate the level of collaboration taking place with the family and to continue to refine the support of the student through the ALP.

Staffing

Novastar Academy will hire a 1.0 FTE Special Education (Sped) teacher in the year one and will increase the FTE to 2.0 in the third year; a Sped paraprofessional will be hired in year 2 through 5.

The role of the Sped teacher will be providing service to the students with special needs. The school will employ the specialist who meets all of the certification and licensure requirements. The following specialists will be contracted services from DCSD that the school will provide to students who qualify:

- nurse

- psychologist / social worker

- speech pathologist

- occupational therapist/physical therapist.

In addition to the above listed service, Novastar Academy might contract speech therapy, physical therapy, and support for audiological issues per need. The contracted service providers shall meet all certification and licensure requirements. The Special Education teacher will serve as Sped Administrator of the school operations. Starting the first year with 1.0 FTE, a Sped teacher will assume Sped Coordinator role and monitor services requirements, documentation and reporting. With the COVID-19 pandemic, the founding team has identified an alternative staffing plan for staffing in the event of inability to contract the named above services from DCSD (The plan is provided in the appendix Q. Alternative Staffing Plan for Serving Students with Special Needs)

Novastar Academy planned that the number of Sped teachers would grow with the student population increase. Just as every student receives a personalized learning path, all exceptional students will have PLP created for them in the Core Learning Exchange platform. With curriculum at the teacher's fingertips and real-time feedback possibility, serving and monitoring progress will become time efficient for both the teacher and student.

Novastar Academy leadership team will ensure that all teachers are trained and equipped with personalized instruction strategies and accommodations required for every exceptional student. Student onboarding process at Novastar Academy will include, but not limited to:

- student and family interview

- student records review

- phone conference with student's previous school counselor (if needed)

- school-administered diagnostic assessments.

School Executive Director in the first year of operations and Operations Director starting the second year will monitor student onboarding process and compliance with Colorado legislature mandating health service at an educational institution. To comply with Colorado Board of Health rules, all students will be required to have all required immunization; prescribed medication will be administered only by qualified and trained personnel; voluntary surveys that address food and housing security will be offered to families. Consequently, service will be provided when required

by law involving social service organization, providing transportation, or any other service per need.

Novastar Academy goal is to follow a Whole School, Whole Community, Whole Child "(WSCC")
model, a CDC's framework and guidelines for addressing health in schools, to build a thriving community at our school. The Novastar Academy team will consider all ten components of WSCC in the school development and management. To reach our goal of building a healthy community and comply with Colorado Statutes, Novastar Academy will include vision and hearing testing for ninth graders in our student onboarding process. A school employee (position TBD) will be trained and will follow CDC Guidelines for Childhood and Youth Hearing Screening Programs in conducting screening and keeping records for vision and hearing tests. The school's team will contract with DCSD to price hearing test service. Novastar Academy will determine an appropriate assessment for students social skills evaluation for students ages 14-18 as part of the onboarding process. Parents permissions and student privacy will be considered for all testing and assessments taking place at the school.

Budget Narrative for Serving Students with Special Needs

Novastar's 5 year planning budget accounts for available revenue sources and projected costs related to serving students with special needs.

Revenue

Specific revenue streams include English Language Proficient Act revenue (at an average of $125 per prior year ELL-identified student), Gifted and Talented revenue (at $150 per prior year GT-identified student). The budget does not include revenue streams intended to support special education students, such as IDEA and ECEA - Special Education, because it appears that these revenue sources might be netted from the district special education fee.

Staffing

The 5 year budget includes the following staffing. ELA/ELL and SPED staff are expected to be hired as employees. All other FTE listed are expected to be hired on a contract basis.

Planned FTE by Year

	Year 1	Year 2	Year 3	Year 4	Year 5
ELA/ELL	3.00	4.00	8.00	8.00	8.50
SPED	1.00	2.00	3.00	3.00	3.00
Nurse	0.20	0.40	0.60	0.60	0.80
Psych/SW	0.60	1.00	1.40	1.40	1.60
Speech	0.20	0.40	0.60	0.60	0.80
OT/PT	0.20	0.40	0.60	0.60	0.80

The above FTE translates to the following budget numbers (salaries plus benefits for ELA/ELL and SPED staff and contracted services for other staff):

Planned Staffing Budget by Year

	Year 1	Year 2	Year 3	Year 4	Year 5
ELA/ELL	$ 188,760	$ 196,159	$ 531,660	$ 548,158	$ 597,049
SPED	$ 67,015	$ 110,414	$ 183,504	$ 189,229	$ 194,577
Nurse	$ 14,175	$ 28,350	$ 42,525	$ 42,525	$ 56,700
Psych/SW	$ 42,525	$ 70,875	$ 99,225	$ 99,225	$ 113,400
Speech	$ 14,175	$ 28,350	$ 42,525	$ 42,525	$ 56,700
OT/PT	$ 14,175	$ 28,350	$ 42,525	$ 42,525	$ 56,700

The above FTE also translates to the following SPED student to staff ratios:

Year	Special Education teacher (s) in FTE	Special Education teacher to student ratio (with projected 10% of total student count)	Assumed 10% SPED student population
1	1.0	1:20	20
2	1.0	1:32	32
3	2.0	1:23	46
4	2.0	1:25	50
5	2.0	1:27	54

Other

Other anticipated costs specific to serving students with special needs includes:

1. Assessments and other supplies (included in instructional supplies).

2. District SPED support (via the annual SPED fee).

3. ELD professional development services from the district, as referenced above (note that the budget includes a 5% district administrative fee knowing that the fee is much closer to 3%, the 2% balance will be dedicated to optional district purchased services).

4. Other professional development ($250 per staff member, included in consultant services).

Attachments
Section 17: Q. Serving Students with Special Needs

17.1	Copy of Special Education Enrollment - School Self Assessment	Hegenbarth, Larisa, 3/17/22 6:05 PM	XLSX / 72.068 KB
17.2	Q. DPS ISA Handbook	Hegenbarth, Larisa, 3/15/22 10:08 PM	PDF / 12.279 MB
17.3	Q. Alternative Staffing Plan for Serving Students with Special Needs	Hegenbarth, Larisa, 3/15/22 10:08 PM	DOCX / 1.122 MB
17.4	Q. Serving Students with Special Needs	Hegenbarth, Larisa, 3/15/22 10:08 PM	DOCX / 1.244 MB

18. R. Dispute Resolution Process

R. Dispute Resolution Process

Subject to applicable laws and provisions of the charter contract to be formed, in the event any dispute arises between the District and Novastar Academy concerning the implementation of the charter Contract, and is not subject to immediate appeal to The State Board of Education, including but not limited to the implementation of or waiver from any District policies, regulations or procedures, such disputes shall be subject to the dispute resolution process set forth in the policy, unless specifically otherwise provided. Please refer to appendix R. Policy Dispute Resolution.

Attachments
Section 18: R. Dispute Resolution Process

18.1	R. Policy Dispute Resolution draft	Hegenbarth, Larisa, 3/15/22 10:08 PM	PDF / 23.205 KB
18.2	R. Dispute Resolution Process	Hegenbarth, Larisa, 3/15/22 10:08 PM	DOCX / 223.794 KB

19.S. School Management Contracts

Not Applicable.

Attachments
Section 19: S. School Management Contracts

– No Attachments –