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Electronic copy of entire application

creating a new generation learning experience
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 blended learning charter school that reinvents the secondary school experience to support the unique needs and goals of each student using a personalized, mastery-based instructional model. The school will serve students grades 6-12, and will be located in Centennial, Colorado. (Please refer to the appendix A. Novastar Academy Intent to Apply letter for contact information.)

Vision

Our vision is to create an innovative learning experience for a new generation by reinventing instructional models to equip students to be competent, capable, and compassionate members of a globally-minded community.

Mission

Novastar Academy will 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.

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 in the belief that every child has a unique destiny. Our primary goal is to unlock their destiny providing the key tools in learning. Novastar Academy believes the path to building academic and global competence in our students is through a comprehensive, interdisciplinary and responsive approach to co-creating a personalized learning path for every student.

Key Programmatic Features
The OECD “Global Competence for an Inclusive World” study articulates the challenge that twenty-first century students face: to live in an interconnected, diverse and rapidly changing world. Students must critically, effectively, and responsibly use digital information and social media platforms, appreciating diverse peoples, languages and cultures. Novastar Academy is uniquely positioned to enhance young people’s ability to understand their place in the community and the world, improve their ability to make judgments and take action, and become active and thriving global citizens.

Novastar Academy is a global competence charter school that reinvents the secondary school experience to support the unique needs and goals of each student using a personalized, mastery-based instructional model in a blended environment. The four dimensions of the OECD Learning Compass\(^2\) - knowledge, skills, attitudes and values - will provide the framework of curriculum intent. Novastar’s school design will include world standards of excellence (knowledge), inclusive global competence (skills), and a nurtured community of learners (values, attitudes) to become compassionate global citizens. The four elements of the KED personalized learning model are incorporated into Novastar’s systems of curriculum, pedagogy and organization of learning.

Our team has developed a unique secondary education curriculum, processes and pedagogy. (To learn more, please refer to section E. Educational Program.) Novastar Academy will offer a different perspective on the educational process by focusing on both Colorado and international academic standards, integrating Career and Technical Education (CTE) learning pathways, and incorporating interdisciplinary projects using Science, Technology, Engineering, Arts, Math (STEAM) curriculum within the Personalized Learning Path (PLP) developed for every student.

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\(^4\) and aligned to the various standards. The platform will also house Student Mentorship Paths (SMP) which is one of the unique Novastar systems designed to facilitate the development of self-regulated learners. Novastar teacher teams will also be creating rubrics within Core-LX to outline mastery progressions and criteria for the hybrid model.

Modeling What Parents Want

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3. [http://www.kunskapsskolan.com/thekednetwork.4.5076c33d16653570b6746121.html](http://www.kunskapsskolan.com/thekednetwork.4.5076c33d16653570b6746121.html)
4. [https://www.corelearningexchange.com/k-12-mbe/](https://www.corelearningexchange.com/k-12-mbe/)
At Novastar Academy, we want to provide relevant educational opportunities that also address what parents desire for their children’s education. In a study conducted by the Thomas B. Fordham Institute and published in August 2013, A National Survey of K-12 Parents discovered that nearly all parents expect schools to teach not only a solid curriculum in reading and math, but also an emphasis in STEAM education and 21st century skills. Novastar Academy parent survey results show that many parents are purposefully seeking programmatic elements that go beyond what is typically offered in local schools. Job-readiness, life skills, character education and high standards for behavior are on the high priority list for parents. Novastar Academy will focus on student goals that include social skills, strong morals and identifying personal interests in future careers.

Enrollment Plan
As of July 2020, 100% of Novastar Academy’s 138 Intent to Enroll Forms are from families with students that are non-native English speakers, with a third of all forms from students where English is the students’ third or fourth language. Most families with young children who are growing bilingual have been seeking an educational program that would meet their needs of supporting multilingual competence and complete bilingualism. Our founding and interested families speak European, Eastern European, and Asian languages. Therefore, World Languages are built into the daily schedules as an essential element to ensure development of 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.

English language learner (ELL) students represent 90% of the total student population at our school in 2020 according to the received Intent to Enroll forms. As the enrollment team has been receiving interest surveys from families, our representation of ELL students has dropped from 100% to 90% between January and June of 2020. We project ELL students’ percentage might be between 40 and 50 percent in the opening year of 2021, once word of the school spreads further in the community. With the large number of ELL student population, our school’s academic team priority is in building a unique ESL/ELA-E and World languages program that would support the needs of our students and their families, develop multi-literacy, and provide our students with opportunities to earn an academic Seal of Biliteracy. 

Due to a unique programming, Novastar Academy will project the following student body demographic representation:

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<th>%</th>
<th>FRL</th>
<th>SPED</th>
<th>G&amp;T</th>
<th>ELL</th>
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5 https://educationresearchalliancena.org/
6 https://www.cde.state.co.us/cde_english/high_school-diploma-endorsement-for-biliteracy
Cherry Creek School District ("CCSD") has pockets of new residential and commercial development that are planned out for the next 25 years. Historical enrollment growth stayed at 6.2% from 2011 to 2019. The average district funded enrollment growth over the past five years equates to 335 FTE per year\(^7\), though, it is projected that the 2020-2021 enrollment growth will flatten due to the slowing trend in birth rates and migration to the district. (Appendix D. Evidence of Support. D. CCSD Executive Summary 2019-2020) The district has two K-8 grades and one middle charter school. There is only one magnet school for K-8 grades and one online district-run high school. Recently opened, The Cherry Creek Innovation Campus (CCIC) is a standalone college and career preparedness facility accessible for only high school students in 11-12 graders, residents of CCSD. At this time, CCSD doesn’t have any hybrid programs for grades 6-12 to offer a globally complete educational program and career readiness as a complete academic program.

Novastar Academy is planning to open doors in fall 2021 for 200 students in grades 6-10, expanding a grade level and increasing enrollment each year until a full capacity of 80 students in grades 6-12 by year 6 when 560 is reached.

Each cohort will be capped at 40 students in a hybrid classroom with rotation-based schedule, (multi-grade cohorts may be utilized for flexibility in enrollment numbers in early years). Cohorts of 40 students will have an assigned counselor to support students as they plan for continued education, internships, and employment. Each cohort will utilize a multifunctional classroom modeled after future creative laboratory and co-working style work spaces. Creative laboratory examples could be Alt School, St. Thomas School in Seattle and other schools featured in EdTech; co-working style spaces examples are those utilized at Google, WeWork, and more).

**Professional Development and Staff Evaluation**

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).

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. Nova Academy teams will implement a Teacher Leadership and Collaboration Model developed by the Denver Public Schools district, CO, to cultivate a culture of systems thinking, open collaboration and shared leadership. (Appendix E. Educational Program E. DPS TLC Guide) Novastar Academy supervision and evaluation model has two major elements: personalized Professional Growth paths (PGP) for professional development journey and teacher mentorship for effective coaching.

**School Leadership**

Conceptualizing and development of Novastar Academy is led by Larisa Hegenbarth, the proposed Executive Director (ED) and the team of experts in innovative educational practices. Larisa has an extensive 27 years experience in the classroom teaching all grade levels and college students in traditional and innovative, public and private schools. Larisa’s educational experience includes
leadership path was hallmark by leading the team of the English Department at Primavera Technical Learning Center district\textsuperscript{8}, AZ, through the transition to Common Core Standards and coaching teaching staff in English Learner Development programming at blended learning ASP Online High School in CO (the named school was recently rebranded to ASP Avenues\textsuperscript{9}). With practical understanding of Eastern and Western educational philosophies and, by fusing their best practices, she created a unique learning environment to foster compassionate global citizens. Along with the instructional and curriculum practices insights, she brings in the experience of business start-ups and management. Larisa developed from the ground up an international company Inform Plus and successfully managed it for seven years. From her continuous advocacy for English Language Learners and local communities, a new methodology of teaching World Languages and several community initiatives were incubated and launched. As a leader of the Novastar Academy program, Larisa envisions creating a new generation learning experience for all students.

Novastar Academy will be governed by a Board of Directors, who will hire and oversee the school’s Executive Director (ED). The ED reports directly to the Board of Directors, who has ultimate decision-making authority. Novastar Academy will have a leadership team that includes a Director of Operations and a lead Instructional Coach. The school advisory board includes representation from community-elected student, parent and teacher councils, as well as the ED, and formalizes a spirit of collaboration and shared leadership at Novastar Academy.

Novastar Academy is a grass-roots movement started by the parents of English Language Learner (ELL) students. The concept of a native language support in a safe learning environment was the beginning of the school’s charter development journey. The founding team was expanded to seven (7) members to form the founding Board of Directors (BOD) in 2020 (For short bios, please refer to Appendix H. Governance H. BOD Resumes H. Board of Directors Bios). The members with diverse expertise and experience in education management, curriculum writing, business, real estate, legal, community outreach, and advocacy have already been identified for the governing board. The team has continued board recruitment efforts searching for individuals with expertise in finance fields to fill the one remaining slot.

Novastar Academy does not intend to contract with any outside educational management company, but has engaged with the experts in the field, organizations, and programs in developing this charter school plan. (Proposals are included into the Appendix D. Evidence of Support D. Partnerships and G. Budget and Finance G. Proposals)

\textsuperscript{8} https://www.primavera-online-high-school.com/

\textsuperscript{9} https://avenues.aurorak12.org/
The **foundi ng group** that is working to develop Novastar Academy is comprised of:

- Larisa Hegenbarth – Lead Founder – Blended learning and online educational models, Education Administration, Curriculum writing and evaluation, 20+ years of teaching experience in traditional, online, and blended environments. Bilingual education, business management.
- Natalia Horne – 15+ years of multidisciplinary experience, including Bilingual Education, Special Education, Youth Leadership Development, Administration, and Program Management.
- Tetyana Palamarchuk – 20+ years of teaching Musical Arts experience, curriculum writing, owner of a music studio.
- Tatiana Zeltser-Valverde – 20+ years of teaching experience, Education Administration, curriculum writing and evaluation. Bilingual and ESL education, the Director of Novastar Academy Language Center.
- Natasha Byalskiy – 14+ years of experience in residential and commercial real estate, business management.
- Christina Poler – Co-founder of World Compass Academy, 7 years of leading WCA governing board
- Sasha Sosniak – 13+ years of experience in marketing and business development, expert and owner of a digital marketing company

Novastar Academy does not intend to contract with any outside educational management company, but has engaged with the experts in the field, organizations, and programs in developing this charter school plan. (Proposals are included into the Appendix D. Evidence of Support D. Partnerships and G. Budget and Finance G. Proposals)

Novastar has been receiving support on planning and design from the following:

- Gina Schlieman, GPS Strategies Group (www.gpsstrategiesgroup.com); former Schools of Choice Manager at CDE and 20+ years’ experience in education policy and administration
- John Baumber, Education Director at Kunskapsskolan UK, KED Network, Head of International Centre for Educational Enhancement at University of Bolton (www.kunskapsskolan.com)
- The Colorado League of Charter Schools (www.coloradoleague.org)
- Core Learning Exchange academic team (https://www.corelearningexchange.com/)
- StrongMind academic team (https://www.strongmind.com)
- Brad Miller, Miller Farmer Law (https://www.millerfarmerlaw.com, Charter School Attorney)
- Hollis and Miller (www.hollisandmiller.com, facility needs assessment)
- S.E. (Chip) Harp (https://www.becgp.com, project development)
● Matthew Fuller (https://www.esj.us, project financing)
● Robert Giordano (https://www.amercd.com, project financing)
● Jesse Shetlar (https://performancecharterschooldevelopment.com, project financing)
B. Vision and Mission Statements

Our story

Novastar Academy is a grass-roots movement started by the parents of English Language Learner (ELL) students. Novastar Academy was originally thought to become a learning center. The concept of native language support in a safe learning environment was formed and the first founding team meeting held in December 2015 adjourned with the recommendation of establishing a non-profit organization for Nova Academy educational services. (Nova Academy was later renamed to Novastar Academy as of 2/12/2020, H. Governance H. Amended Articles of Incorporation)

Growing enrolled student cohorts and holding informational conversations with families, the founding team had completed several parent and student surveys. In September 2017, Novastar Academy’s vision expanded to a much larger target student population than projected for a learning center. After reviewing enrollment numbers and the results of parent surveys, the Board of Directors concluded there is a need for a more rigorous academic program to serve Gifted and Talented, and students with disabilities, in addition to bilingual and English Language Learners. As a result, the decision was made to start a charter application process for Novastar Academy school.

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.

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 development of international awareness and inclusiveness to incorporate the following elements into the school’s educational model:

● proficiency in foreign languages
● science, technology, engineering, Math and Arts (STEAM) skills
● digital and financial literacy
● civics of global citizenship.

Vision
Our vision is to create an innovative learning experience for a new generation by reinventing instructional models to equip students to be 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\(^\text{11}\), Novastar Academy aims to transform teaching practice, learning experiences, and community engagement, becoming a cutting edge laboratory school.

Mission
Novastar Academy will 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.

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.

Core Values
We Believe in Respect
At Novastar Academy we believe in a positive school culture by providing engaging learning opportunities for every student and building upon a philosophy of mutually respectful and productive relationships with all stakeholders.

We Believe in Integrity

\(^\text{11}\) \url{http://www.oecd.org/education/2030-project/teaching-and-learning/learning/learning-compass-2030/}
We believe in the integrity of educating the whole child. Novastar Academy will take a proactive role in providing a range of positive behavioral supports as pathways to social emotional learning. This will build resiliency, life skills, emotional management, and decision-making skills.

We Believe in Leadership
At Novastar Academy, we believe that everyone can learn how to become a leader. Shared leadership is an integral part of our school philosophy.
C. Goals, Objectives, and Pupil Performance Standards

Novastar Academy will adhere to all federal, state and local regulations pertinent to charter schools operations:

- Civil Rights Act, Equal Pay Act, Title IX, FERPA, ADA, IDEA, ADEA, ACEA, Equal Opportunities Act, FMLA, IRC, and ESSA
- All Colorado School Laws and regulations, except those eligible to be waived according to 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 new 2020 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.

Novastar Academy recognizes that by opening with middle and high school students, 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 see Strategic Plan Goals below).

Strategic goals

- 2019-2020 Charter application development and submission; curriculum framework outline, 5 year budget draft, building partnerships with local and international businesses
- 2020-2021 Curriculum blueprints, community outreach, crowd-funding outreach, funding plan for investors, budget update, enroll 200 students for school year opening
- 2021-2022 student retention rate stabilizes at 80%

Please refer to the appendix C. Strategic Goals and School Development Overview to learn more about Novastar Academy’s story, development journey and strategic planning.

Overall School Performance Goal

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

**Academic Goals**

Novastar Academy is committed to demonstrate 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. Please refer to the appendix K. Novastar Academy Market Analysis Matrix and K. Novastar Academy Market Analysis Aggregated Matrix.

**Academic Achievement**

**Middle 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 (Levels 1-5) as follows:

- 650-700 = Did not yet meet expectations (level 1)
- 700-725 = Partially Met expectations (level 12)
- 725-750 = Approached expectations (level 13)
- 750-810 = Met Expectations (level 4- on track for next grade level)
- 810-850 = Exceeded Expectations (level 5- on track or above for next grade level)

Novastar Academy's ultimate goal is to have students performing at Levels 4 & 5 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, which is at or above the 50th percentile in terms of Mean Scale Score (for 2019, this was based on a CDE cutoff point of 740.1 for ELA and 731.2 for Math).

- 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 (for 2019, this was based on a CDE cutoff point of 757.3 for ELA and 746.2 for Math).

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, which is at or above the 50th percentile in terms of Mean Scale Score (for 2019, this was based on a CDE cutoff point of 461.2 for ELA and 448.4 for Math).
- 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 (for 2019, this was based on a CDE cutoff point of 505.0 for ELA and 491.0 for Math).

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 at or above 50 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 by achieving a Median Growth Percentile at or above 50 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 50 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 exceed their individual growth goals outlined in their Personalized Learning Paths (PLP) in 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 (for 2019, this was based on a CDE cutoff point of 501.3 for ELA and 488.0 for Math).
- 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
Other Postsecondary and Workforce Readiness goals beginning in Year Three 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 four dimensions: knowledge, skills, attitudes and values.
- By the end of Year One, 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 professionally 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.
D. Evidence of Support

The team has established relationships with the multinational communities of Glendale, Denver, Aurora, Parker, Greenwood Village, and Centennial. With the vision of building a community hub at a new school campus, Novastar Academy has started collaboration and negotiations with several community business 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 (e.g., 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.

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 community organizations of Denver and metro areas, to include but not limited:

- Staenberg-Loup Jewish Community Center
- Russian Eloise May Library
- Ukrainian Cultural Center
- Asian Pacific Development Center
- Science, Arts and Sport Center for children
- Vestnik and Gorizont, Russian-American media portals of CO.

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. (Please refer to the D. Evidence of Support section of the application and Appendix D. Evidence of Support)

Novastar Academy has also created a websites 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 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, Parker and Centennial making creating a new generation learning experience
enrollment available to a larger pool of students. Community outreach committee work narrowed down the proposed school locations to several areas in Centennial/Englewood; 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.

In 2019, the founding team has conducted a new survey with the purpose of gathering information about the proposed school locations and families home school districts. The survey results show that our demographic composition includes families from four school districts, with the majority of families requesting a new school location in Centennial within the boundaries of Cherry Creek School District. With the shift in target population demand, the founding team has reached out to CCSD leadership with the purpose of opening the communication line and establishing a working relationship.

Novastar Academy team has formed a parent committee and a volunteer organization for additional support in the school development process. The parent committee has five (5) 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 Center12. Novastar Academy Language Center for parents learning English as a second language was opened in 2017. The Language Center has developed strong relationships with the future school families and encouraged a number of parents to improve their knowledge of English, civics and laws for a more effective assimilation into the society's life. The Board is seeking to draw more community volunteers joining our work in the charter development. Our goal for the first quarter of 2020 is to add several new committees to the founding team: Community Partnerships, Grant Writing, Marketing and Curriculum.

Education and Business Professionals Endorsements

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

- Cholpon Minbaeva, Business Analyst, International Educational Consultant, Colorado University Boulder
- Yulia Belyaeva, iSmart Kids Academy and LAV Arts School owner
- Tetyana Palamarchuk, Russian- Ukrainian community leader, Adagio Music School owner
- Jeffrey Katzman - CEO Core Learning Exchange
- Heather Wilnot - Academic Director, ACT
- Michel Horn - Co-founder of the Christensen Institute for Disruptive Innovation

12 [https://www.facebook.com/novaacademylanguagecenter/](https://www.facebook.com/novaacademylanguagecenter/)
A complete list and Letters of Support are provided in the Appendix D. Evidence of Support.

**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. (Please refer to the Appendix D. Evidence of Support D. Partners for the list of local partners and letters of support.)

The team has also established relationships with the multinational communities of Glendale, Denver, Aurora, Parker, Greenwood Village, and Centennial: the communities that speak in multiple languages and represent diverse European, Eastern European and Asian culture. 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. Learning from successful community partnerships (e.g., 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.

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 committee 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 languages retention aiming to elevate it up to an academic level and utilize the knowledge base and skill sets students already have for in-depth studies of core and electives subjects. Our World Languages and Social Studies blocks will encompass knowledge about culture, languages, history, economic
and political systems of the studies 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, and Parker. The majority of students are coming from Cherry Creek School, Devner and Aurora school districts.

Novastar Academy will attract multilingual families that speak foreign languages and families with children who are learning English as a second language. Our families speak Eastern European and Asian languages to include, but not limited:
- Russian, Ukrainian, Belarus, Bulgarian, Polish, Moldovan and Czeck
- Kyrgyz, Uzbek, Tajik, Turk, Farsi.

The School 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.

CCSD\(^\text{13}\) has 53,743 students as of 2019 with the following numbers in:
- 12.6% of students have Individual Education Plans (IEPs) and are receiving special education services
- 12.9% of students in its ELL programs, serving students speaking over 100 languages
- 29.8% of students are eligible for free & reduced lunch
- 8.2% Gifted and Talented students

Minority students make up 49.2% of the student population (20.6% of students are Hispanic, with the rest a mix of Black, Asian, and multi-race).

More detailed study of Cherry Creek’s demographics reveals the following numbers in the population ancestry:
- European: German 18%, Irish 10.8%, English 9.6%, Italian 4.6%, Russian 2.3%
- Hispanic: Mexican 60.5%, other Hispanic 21%, Spaniards 6.7%, South American 6.4%, Puerto Rican 5.1%, Central American 4.9%
- Asian: Indian 27.9%, Korean 23.8%, Chinese 14.6%, Vietnamese 8.7%, Japanese 5%, Filipino 4.9%

\(^{13}\) [www.cde.state.co.us/code/districtdashboard](http://www.cde.state.co.us/code/districtdashboard)
The Novastar Academy World Language Academic Fluency program was requested by parents for the following languages: Russian, German, Spanish. The majority of German and Russian speakers live in Dove Valley, Cherry Creek, Greenwood Village and Centennial areas. The majority of Spanish-speaking populations reside in West Aurora, Glendale, Englewood and Dove Valley areas.\(^{14}\)

Novastar Academy’s target student population are multilingual families that speak foreign languages and families with children who are learning English as a second language. The School 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 CCSD boundaries, as well as adjacent districts (DPS, APS, DCSD), from elementary to middle and high school grades.

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<thead>
<tr>
<th></th>
<th>ELE</th>
<th>MS</th>
<th>HS</th>
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<tbody>
<tr>
<td>CCSD</td>
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<tr>
<td>ELL, %</td>
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</tr>
<tr>
<td>GT status, %</td>
<td>3.9</td>
<td>11.9</td>
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</table>

2019-2020 school year analysis\(^{15}\) 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 their educational journey providing needed supports.

\(^{14}\) [https://statisticalatlas.com/school-district/Colorado/Cherry-Creek-School-District-5/Ancestry](https://statisticalatlas.com/school-district/Colorado/Cherry-Creek-School-District-5/Ancestry)

\(^{15}\) [www.cde.state.co.us/code/districtdashboard](http://www.cde.state.co.us/code/districtdashboard) ...
Novastar Academy will also attract families who cannot afford private instruction in world languages and arts in after school programs. 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 Cherry Creek, Aurora, and Douglas County School District and the surrounding communities with the goal to build a truly diverse multilingual and multicultural school community.

A comparative analysis of Novastar Academy and the neighborhood schools with similar program offerings is 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 integrated STEAM curriculum.
Creating a new generation learning experience

Picture. Novastar Academy Market Analysis Matrix

The addition of Novastar Academy as a Cherry Creek County school will assist the district in their mission to “invest in racially conscious, culturally competent employees who have the skill, will, capacity and knowledge to commit to a culture of continuous improvement.”¹⁶ Novastar Academy has received Intent to Apply forms from teachers representative of our diverse community. Please refer to the appendix I. Employee Intent to Apply. Novastar Academy’s innovative approach to instruction and content of academics allows for a program to be built that fosters the development of workforce readiness skills, intercultural sensibility and awareness and global competence in all students. In addition to Cherry Creek School District, Novastar Academy has received Intent to Enroll forms from families of other school districts to include: Denver Public Schools, Aurora Public Schools, and Douglas County School District.

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 Letters of Intent to Enroll (LOI) forms submitted up to July, 2020.

¹⁶ https://www.cherrycreekschools.org/Page/1246
<table>
<thead>
<tr>
<th>2020-2021</th>
<th>Grades Offered During Year 1 and # of classrooms/grade level</th>
<th>LOI Received to Date, by grade entering for SY 2021 - 22</th>
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<tbody>
<tr>
<td>PreK</td>
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<tr>
<td>K</td>
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<td>12</td>
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</table>

Total student count with LOIs for grades preK-5 is 78. Total student count with LOIs for grades 6-12 is 57. There are also 10 LOIs that we couldn’t identify the grade level of the student. Our enrollment team is working to contact the parents and complete the information on the LOIs. Per the founding families 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 LOIs helping families to complete the interest surveys in English, Russian and Spanish: Denver Rhythmical Arts 17 with 200 current students, and Big Bear Ice Arena 18 with 30 students (The sports schools’ LOIs have not been included in the LOI table above). Below is the home district distribution table for submitted LOIs.

17 https://www.facebook.com/rhythmicgymnasticsdenver/
18 https://www.bigbearice.com/
Novastar Academy has collected 145 Intent to Enroll forms (Please refer to the appendix D. Interest Surveys) and is working to continue collecting forms with the goal to recruit 50% of projected enrollment by the projected application approval date of November 1, 2020. We continue our recruiting efforts, and by our opening in 2021 will have reached the minimum 200% of our initial enrollment projections. We have set a deadline of November 1st, 2020, at which point we will know if the charter has been approved, so we can begin contacting those interested parents and soliciting formal applications. Please refer to the appendix K. Parent and Community involvement K. Marketing Plan.

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. Along with the planned marketing strategies, the team will expand our Good Neighbor Initiative and recruit more volunteers for the school Outreach Committee. A Good Neighbor Initiative, conceptualized by Larisa Hegenbarth, was envisioned as a community movement to build mutually respectful relationships between the district and charter schools, local communities, businesses, organization, and all stakeholders with the goal of creating a safe and conducive to learning environment.
E. Educational Program
Rationale for Educational Program

Our students will enter the workforce in 2030 and later. It is Novastar Academy’s mission to prepare them for careers in an interdependent world where countries’ economies are challenged by accelerating globalization and technology evolution, for jobs that do not yet exist and problems that we can’t anticipate. Beyond technical skills and knowledge, they will need to learn values, attitudes, and perspective and be equipped with competencies to adapt and shape the world’s developmental advances.

The foundation of Novastar Academy’s philosophy is in the belief that every child has a unique destiny. Our primary goal is to unlock their destiny providing the key tools in learning. To build a new generation learning experience, Novastar team has designed an interdisciplinary STEAM based curriculum approach using a personalized program which will recognize the unique skills and ambitions of learners so they can accelerate progress to the highest level and achieve more than they thought possible.

The four dimensions of the OECD Learning Compass – knowledge, skills, attitudes and values will provide the framework of curriculum intent. Novastar’s school 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. 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.

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creating a new generation learning experience
Key Program Elements

This diagram represents the structures, curriculum design and pedagogy required to deliver our goals and ambition. In the centre is a personalised approach that will enable us to fully differentiate our offer to students to meet their unique abilities and ambitions. This is then supported by our pedagogical approach of inquiry-based learning, mastery and agency/co-agency. These pedagogical approaches will enable us to deliver our curriculum intent in terms of knowledge, skills and values and attitudes.

The guiding structures of the design are that teaching should be research-informed and of the highest quality; the success of a school cannot exceed the quality of teaching. Our outcomes will be benchmarked against international standards as we strive for an ethic of excellence and we recognise that when we blend learning and use all digital learning tools, we can exceed normal levels of progress.
To provide an approved academic framework for international standards, our academic team utilized the OECD Education 2030 Learning Framework illustrated in the “Learning Compass” as our academic program blueprint. The four foundational dimensions of the Learning Compass guiding global competence are knowledge, skills, attitudes, and values. Those four dimensions are interdependent and overlapping being integral for 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.

With regard to ‘global competence’ 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. World Languages are built into the daily schedules as an essential element to ensure development of 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. A unique opportunity to focus on growing global competence of the four dimensions in knowledge, skills, values and attitudes will be provided during weekly self-regulated and creating a new generation learning experience
teacher or mentor-monitored cross-curricula projects (E. Educational Program. E. Opportunity Hour).

Novastar Academy will provide an equitable, engaging, and flexible learning opportunity for every student, incorporating a web-based learning platform. In a blended learning environment with a rotation schedule, students will be supported to develop self-regulation and the executive functioning skills, so they have the opportunity to learn at the pace, time and place to reach their chosen goals. They will be encouraged to select from a variety of modules that best fit their interests and learning styles, work in peer groups and receive instructional time with a teacher and mentor. This model of learning environment will enable teachers to maximize learning and time on task as they coach students through their personalized learning paths. Students will engage in a variety of instructional modalities, contexts, and collaboration opportunities. (Appendix E. Educational Program E. Schedules E. A Middle School Day Scenario)

We intend to utilize a competency-based pedagogy that embeds a focus upon equity and accessibility as the key principles. Competency-based pedagogy refers to systems of instruction and assessment based on students’ demonstrated mastery as they progress through their educational journeys. As students develop their multiple competencies, every student will have a complete digital portfolio evidencing their knowledge, skills, values, and attitudes (the four dimensions of Learning Compass, OECD Education Framework 2030). A digital portfolio will include digital badges or certificates for matching earned high school credits validated by IMS Global Learning Consortium. Any student will be able to streamline those badges as their achievement currency when applying for a college, internship or job.

We believe that students are learning more when they are engaged in the content, creating real-life connections through application of knowledge, practice of skills, and development of their values and attitudes. To provide our students with voice and choice, we co-create their personalized learning paths with them through thematic projects of units of study within a STEAM integrated and interdisciplinary content. The key to cutting-edge STEAM curriculum content is the teacher’s ability to create and update lessons in real time. Our teachers will pave personalized learning paths for students utilizing a variety of curated open educational resources (OER) as well as commercially provided curricula materials and also creating original units of study custom-tailored to each student’s learning needs and interests in support of their chosen CTE track.

To achieve the goal of preparing students for successful careers in an interdependent economy, the school programs have to enable a smooth transition between high school, community

college, and the workforce. Our middle and high school students will have a devoted 40 minutes
time slot in their daily schedules to investigate their interests and capabilities in CTE courses.
Novastar Academy will integrate high-quality CTE programming facilitated through a web-
based learning platform by industry experts and internship program partners. We will extend
CTE tracks offering quality workplace experiences, collaborative projects, and internships.
Novastar Academy teams confirm 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.

Building on the understanding that the “community lives within us”, Novastar Academy will
foster interdependent relationships with our families, cultivating long-lasting partnerships. With
our focus on developing 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 will be the equal contributors in the creation of
personalized learning plans. Teachers, learning specialists, students, and parents will co-create
each learning path, so students set challenging clear and realistic goals and become
accountable to each other. Another very unique feature of our school is the Mentorship Paths
system.

The main goals of that program is to build a safe and family-oriented environment for every child
and to help them review the progress and develop strategies to reach their goals. We will have
an adult mentor assigned to every student starting the first days of school to the end of studies
at Novastar Academy. The mentor will meet and work with the student every week to provide
academic guidance, emotional support, life skills building/coaching support, becoming a liaison
between the school administration, families, internship management, college advisors, and
other stakeholders such as the business community. We are our community. Starting up as a
grassroots movement, we proudly state that our school’s programming is co-created by
teachers, industry experts, students, and community.

Terms

Multi-literacy is the ability to identify, interpret, create, and communicate meaning across a
variety of visual, oral, corporal, musical and alphabetical forms of communication. Beyond a
linguistic notion of literacy, multiliteracy involves an awareness of the social, economic and
wider cultural factors that frame communication. According to Education Framework 2030,
multi-literacy includes:
- academic literacy
- digital and data literacy

https://www.igi-global.com/chapter/new-media-literacy-digital-divide/35907

creating a new generation learning experience
- financial literacy
- social wellbeing health literacy
- cultural and social literacy.

**Career Cluster Pathways** - a recommended sequence of Badge Stacks

**Badge Stacks** is a mastery based progression of badges

**Badge** (digital badge) is a certificate of mastery in a skill, knowledge, attitude, value or combination achieved by a student

**Playlist** is a module with learning objects organized to create a personalized blended learning opportunity for each student

**Learning object** is a unit of learning in any format (a video, a sequence of activity(ies), assignment, reading, quiz, and etc.) aligned with a set of standards (CAS, CCS, NGSS)

**Core Collection** is a library of curated learning content sourced from open educational resources (OER), commercial providers and teacher-generated content

**Comprehensive Learner Record** (CLR) is a combination of a portable digital transcript and life-long learning portfolio.

**E-portfolio** is a collection of learning artifacts created and recorded in multimedia formats and modalities (photos and videos, augmented reality (AR) recordings, websites, presentations, documents, and etc.)

**Coretime** - instruction in core subjects (Mathematics, English Language Arts, Science, Social Studies)

**Labtime** - instruction in Electives subjects (or Specials)

**Opportunity Project** is weekly time allotted to the exploration of cross-curriculum projects and research on the topics of students’ interests.

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22 [https://www.imsglobal.org/activity/comprehensive-learner-record](https://www.imsglobal.org/activity/comprehensive-learner-record)
Along with providing rigorous academics, student agency and choice, Novastar Academy will develop a curriculum framework built on the global competence concept. The Organization for creating a new generation learning experience
Economic Cooperation and Development ("OECD")\textsuperscript{23} PISA 2018 assessment defines it as follows:

- the capacity to examine local, global and intercultural issues, (e.g. poverty, economic interdependence, migration, inequality, environmental risks, conflicts, cultural differences and stereotypes);
- to understand and appreciate the perspectives and worldviews of others,
- to engage in open, appropriate and effective interactions with people from different cultures, and
- to act for collective well-being and sustainable development.

The Four Dimensions of Global competence are knowledge, skills, attitudes, and values.\textsuperscript{24} As research states, the topics of global competence will be integrated in the existing subjects, cutting across education levels and disciplines. Students learn better in context and 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. (The definitions are outlined by OECD and can be found in the appendix E. Education Program E. Research Based Approach E. The Four Dimensions of Global Competence.)

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 with global competence as one of the targets.

There will be core competences which comprise:

- **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 2030 (and beyond) 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 and the advent of “big data”, all children will need to be data literate. Data literacy is the ability to derive meaningful information from data, the ability

\textsuperscript{23}\url{https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf}
\textsuperscript{24}\url{http://www.p21.org/our-work/p21-framework}
to read, work with, analyse and argue with data, and understand “what data mean, including how to read charts appropriately, draw correct conclusions from data, and recognise when data are being used in misleading or inappropriate ways.”

● **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. With health as core foundation, people can understand and act on the knowledge that will keep them well and healthy over their lifetime. This entails people’s capacities, skills, knowledge, motivation and confidence to access, understand, appraise and apply health information so that they can form valid judgements and make responsible decisions concerning healthcare, disease prevention and health promotion to improve 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.

Integrating Global Competence Blocks into Curricula. The curriculum Structure

The Novastar Academy academic team will utilize the “Learning Compass” Core foundations for 2030 as a template for the fundamental skills, knowledge, attitudes, and values as guidance in curriculum development and implementation. The Compass provides a basis for developing student agency and transformative competencies.

These have been identified as:

● creating new value,
● reconciling tensions and dilemmas, and
● taking responsibility.

25 Carlson et al., 2011[3]
These transformative competencies can be used across a wide range of contexts and situations – and they are uniquely human. All three transformative competencies can be seen as higher-level competencies that 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, remains, for the moment, uniquely human.

The school’s academic team has created an infographic to reflect the structure and the process of curriculum development.

![Curriculum building blocks](image)

**Picture 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 blocks 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 coherent 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 before for the new generations to be able 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 the skills. To that end, we create cross-disciplinary curriculum units and projects contextualizing the skills and knowledge of global competence for the students to develop the following skills:

- reasoning with information
- effective and respectful communication across-cultures
- cognitive and social skill of perspective taking
- conflict management and resolution
- adaptability of thinking and behaviors.

The building blocks for attitudes and values are essential in developing global competence and build into our character education curriculum and the learning paths will include:

- the dispositions and attitudes of openness
- respect and human dignity
- global mindedness and cultural diversity.

Novastar Academy students are provided a unique opportunity to actively engage in co-creating their learning paths by sharing their unique and diverse cultural experiences and perspectives.

Building Career Readiness and Character Skills

In addition to global competence our curriculum will be created to enable students to explore the world of work and the skills and experiences they need to build for entering the workplace from 2030 onwards. The CDE Essential Skills framework identified “20 core skills are necessary to enter the workforce or continue education beyond high school.” These include skills such as critical thinking, creativity, self-direction, cultural awareness, time management and self-advocacy. They can be grouped under four core categories of to add greater clarity that all graduates should demonstrate:

- Entrepreneurial
- Personal
- Civic/Interpersonal

https://www.cde.state.co.us/standardsandinstruction/essentialskills

creating a new generation learning experience
Professional skills

The four named above groups of Essential Skills will be interrelated with the four blocks of global competence knowledge, skills, attitudes, and values.

In addition, and 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, social-emotional intelligence, in addition to essential career readiness skills. The future economy and our society predict that the leaders of tomorrow cannot rely only on academic knowledge and technology, but have to become active agents in the global world, developing transformative competence.

OECD Future of Education and Skills 2030 brief notes that “To meet the challenges of the 21st century, students need to feel that they can help shape a world where well-being and sustainability – for themselves, for others, and for the planet – is achievable. The OECD Learning Compass 2030 identifies three “transformative competencies” that students need in order to contribute to our world and shape a better future: creating new value, reconciling tensions and dilemmas, and taking responsibility.”

Novastar Academy offers a unique methodology of Student Mentorship Paths (SMP) with their own processes and content. It includes life skills, career readiness and social-emotional learning.

Life Skills

According to Family Education(R), there is a suggested list of basic life skills a child needs to master during teenage years in order to be prepared for young adulthood:

10 to 14-year olds should have the following skills:

- basics needs preparing food, doing laundry, going to the store and making purchases, using basic hand tools
- basic skills of self-care caring for others

14 to young adult should have the following skills:

- to perform sophisticated cleaning and maintenance of household items
- read and understand medicine labels and prescriptions
- be able and ready for interview
- maintaining a personal calendar

Young adults to prepare to live on their own need to be able to:

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● interview and go through a job hiring process
● understand and manage personal finances
● understand basic contract, such as lease, insurance
● maintain a vehicle (if needed)

At Novastar, learning life skills will happen organically and mapped through projects and relevant scenarios, students will study during the Character Education hour on Fridays. Scenarios will be incorporated in the personalized learning paths each student co-create with the mentor.

**Multiliteracy: Health**

As mentioned in the Terms subsection of the Educational Program section, multiliteracy includes academic, digital and data, financial, social wellbeing, health, cultural, and social literacy. When we create a learning path for life skills; wellness is our intended destination. To foster life-long skills necessary for wholesome child development, Novastar team will incorporate a wellness curriculum in personalized learning paths for each student. In interrelation with the life skills scenarios listed above, wellness curriculum will introduce students to practices of maintaining physical, mental and spiritual health.

**Social-emotional Learning**

Social-emotional learning (SEL) curriculum is incorporated in the Core-LX platform and presents a diversity of learning objectives and materials. Mentors and teachers are able to select materials relevant for each student or a group of students and compile it in a playlist with a SEL learning goal.

Additional resources to incorporate into SEL learning paths are

- Core Collection (™) (appendix E. Student Mentorship Path)
- iThrive^28
- TEDe^29
- EdTogether^30
- EducationReimagined resources^31
- CASEL^32

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28 [https://thrivingteens.org/ithriveprogram](https://thrivingteens.org/ithriveprogram)
29 [https://ed.ted.com/](https://ed.ted.com/)
30 [http://edtogether.org/](http://edtogether.org/)
31 [https://education-reimagined.org/resources/](https://education-reimagined.org/resources/)
32 [https://casel.org/resources/](https://casel.org/resources/)
Novastar academic team will review the analysis of 25 leading SEL programs provided in Wallace Foundation report\(^3\) to identify the SEL foundational curriculum for our program. The key deciding factors are cultural relevance, flexibility, and adaptability to personalized learning paths structure of Novastar pedagogy.

**Digital Citizenship and Competence**

To teach digital citizenship effectively, we will model ethical use of technology daily and seamlessly incorporate conversations about it in the learning processes. Digital citizenship doesn’t end with knowledge and skills of accessing and processing digital information; it takes us further into the world of digital multimedia and communication. To become a responsible citizen in a digital world, our students will need to engage in all nine aspects of digital citizenship.

![9 Elements of Digital Citizenship](image)

**Picture 5. 9 Elements of Digital Citizenship**

To foster responsible digital citizenship in our students, Novastar Academy will incorporate curriculum from Common Sense Education\(^4\), which provides a free research-based digital citizenship curriculum.

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\(^4\) [https://www.commonsense.org/education/digital-citizenship/curriculum](https://www.commonsense.org/education/digital-citizenship/curriculum)
citizenship curriculum designed to help children to make good decisions and smart choices in accessing digital content. Along with Common Sense education, our teacher teams will tap into multiple resources available through International Society for Technology in Education (ISTE)\(^3\)

Creating an awareness about cyberbullying and its dangers within the school and community is an important task. Novastar Academy will follow best practices from reputable organizations addressing cyberbullying, such as StopBullying.gov, World of Children, It Gets Better Project, Stomp Out Bullying, and others.

**Technology and One-to-Web Best Practices**

iPads/ Chromebooks or web-enabled devices will be issued to all students at Novastar Academy to enhance their education learning experience. It is a top priority that students are given the knowledge they need to act responsibly and interact positively in the digital world. Students will have the digital citizenship course integrated into their daily curriculum to allow for Novastar Academy to develop safe online learners at all grade levels. Please refer to Common Sense Media - Digital Citizenship Curriculum for an overview of the digital literacy and citizenship curriculum. Appendix E. Common Sense Media - Scope & Sequence provides the scope and sequence for this curriculum that will be used. Appendix E. One-to-Web Implementation (SAMR and TRACK models)

**STEAM Interdisciplinary Approach**

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 learning systems).

Novastar Academy should not be confused with a STEAM school. Our educational program focus is in global competence. Integrating a STEAM infused 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 New 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 learning processes, daily lessons and routines. To connect and create relevancy between knowledge skills, attitudes and values, we will need to live and breathe the STEAM infused education which has become a part of a holistic approach.

\(^3\) [https://www.iste.org/](https://www.iste.org/)
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 real-time updates in alignment of learning materials with technology and science advances. The key to cutting-edge content comes with the teacher’s ability to modulate interdisciplinary learning and at the same time with the flexibility of adapting those materials to learning needs and goals of each student. To achieve that goal, Novastar Academy will incorporate STEAM curriculum in personalized learning paths hosted at the mastery-based Core Learning Exchange learning management system. Our teaching and learning system based on experiential learning pedagogy is in line with the STEAM education 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.

Please refer to the appendix E. STEAM Infused Curriculum List and project examples. The following Novastar Academy educational program design elements are created within the described structural blocks of global competence.

- World language academic 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 (CTE-integrated curriculum).

**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 effective 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, efficacy, respect by the teacher for what the child brings to the class…”


37 Hattie, 2009
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)

Curriculum Design

Curriculum development and process is outlined in appendix E. Education Program E. Curriculum E. Curriculum Scope and Sequence.

Larisa Hegenbarth will lead an academic team in curriculum development. The team planned a pilot project to start in August 2020 as a blended / home -school program for grades 1-12. The team has applied for a Daniel’s grant to facilitate the pilot. With about 153 students registered for the pilot and a team of teachers with content expertise, we will have an opportunity to move through a full design thinking cycle and process. The curriculum development and pilot is creating a new generation learning experience
organized in 4 phases and will include the following processes and resources (A full collection of resources used can be found in appendix E. Education Program E. Research Based Approach).

During this phase, the team conducted interviews with future students and parents to identify the interest in academic program offerings, learning needs, and expectations. The team has researched a number of learning platforms and various curriculum frameworks. The best fitting learning system was identified and the curriculum framework developed. The team has been working to develop assessment rubrics and curriculum blueprints. The next step in this phase is development of course maps.

Tools and resources used:
- GPS Strategies Group LLC
- expertise of Colorado League of charter schools and Colorado Charter Institute
- expertise of Core Learning Exchange and StrongMind academic teams
- Academy Charter School, American Charter School, APS Avenues, Parker Performing Arts School, Primavera Learning Technical Center (AZ)

Picture 6. Design Thinking Process
Along with 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.


During this phase, data and frameworks development in phase 1 will be used to create a pilot program for 86 students in grades 1-12. Curriculum blueprints are aligned with Colorado Academic Standards, Colorado Essential Skills and Dispositions Framework, and OECD Education 2030 Framework. Pilot courses to be developed based on curriculum blueprints and adaptable for personalized learning paths playlist, badges, and stacks of badges.
Tools and resources:
- KED inspired schools network\(^{52}\)
- GPS Strategies Group LLC
- CDE graduation guidelines\(^{53}\) and Essential Skills and Dispositions Framework\(^{54}\)
- Harvard’s Project Zero
- Global Citizens Curriculum
- Core Collection\(^{™}\) in Core Learning Exchange\(^{55}\)
- WIDA standards\(^{56}\)
- The school of Kitaygorodskaya\(^{57}\) and more.


Phase 3 will allow the academic team to evaluate the prototype and validate curriculum framework and blueprints. As the planned blended/homeschool program is still in session, the academic team will have the opportunity to adapt and adjust curriculum in real time with instant feedback from students and parents.

Tools and resources:
- students and parents feedback and surveys
- community events
- expert support and guidance from Core-LX, KED and GPS Strategies Group LLC academic teams

Phase 4. March-August 2021. Final revisions and implementation of the courses 6-12 grades.

In phase 4, Novastar teams will work together to finalize the curriculum framework, blueprints, and courses’ revisions to prepare for the implementation cycle starting August 2021. The teams will utilize tools and resources from all of the process phases 3 and CCSD academic department supports and feedback.

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\(^{52}\) [http://www.kunskapsskolan.com/thekednetwork.4.5076c33d16653570b6746121.html](http://www.kunskapsskolan.com/thekednetwork.4.5076c33d16653570b6746121.html)

\(^{53}\) [https://www.cde.state.co.us/postsecondary/graduationguidelines](https://www.cde.state.co.us/postsecondary/graduationguidelines)

\(^{54}\) [https://www.cde.state.co.us/standardsandinstruction/essentialskills](https://www.cde.state.co.us/standardsandinstruction/essentialskills)

\(^{55}\) [https://www.corelearningexchange.com/corecollection/](https://www.corelearningexchange.com/corecollection/)


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. The curriculum blueprints will provide:
- evidence-based outcomes
- units’ objectives
- learning targets
- alignment with standards and success criteria
- unit of study outline 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 6-12 prior to the charter school opening projected for August 2021, as discussed above.

With the curriculum blueprints, teachers will plan according to the pacing guides through the Core-LX system. 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)

Coretime: English Language Arts, Mathematics, Science, Social Studies and World Language

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 201 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

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58 [https://www.oecd-ilibrary.org/sites/5c07e4f1-en/index.htm?itemId=/content/component/5c07e4f1-en](https://www.oecd-ilibrary.org/sites/5c07e4f1-en/index.htm?itemId=/content/component/5c07e4f1-en)
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 provided 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 the flexibility and functionality 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. Education Program E. Curriculum. E. Co-Constructing.

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.

Picture 6. Learning formats

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59 L. Hegenbarth. English 12 web-based curriculum created for blended learning in 2014

creating a new generation learning experience
Creating a new generation learning experience

It is our inspiration to help children grow in 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:

Picture 7. Unit of Study Scenario

Mathematics

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.)

Quarter 3 Essential Questions:
- How does understanding different cultures help us understand the struggles of humanity?
- How is diversity represented in literature?
- How do literary movements diversify the world’s texts and provide access to new points of view?
"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 recognise the role that mathematics plays in the world and to make the well-founded judgements and decisions needed by constructive, engaged and reflective citizens."\textsuperscript{60}

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), New 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: A snapshot of Math curriculum lists)
2. Sophisticated curriculum authoring tool
3. Built-in assessment system supported by Learnosity and Data Systems

\textsuperscript{60} \url{https://www.oecd-ilibrary.org/sites/13c8a22c-en/index.html?itemId=/content/component/13c8a22c-en}
Picture. 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 proved to be project-based (PBL) and as it was mentioned in program rationale, the key to an 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 New 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 practice and markets 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.

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 authentic new-generation learning experience. (Please refer to appendices E Education Program E. Schedules and E. Curriculum)

Social Studies
To provide a complete and progressive education to our students, Novastar Academy team researched a number of curriculum options for Social Studies block. Our choice of the Big History Project\(^61\) (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\(^62\), 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
- 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 developing their collaborative skills and creativity through interdisciplinary themes across cultures, time and media. Knowledge and understanding of history are important steps in development of wholesome identity and global competence in our children. Students will experience learning

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\(^61\) https://school.bighistoryproject.com/bhplive
\(^62\) https://school.bighistoryproject.com/bhplive
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 Language academic block / Global Competence block**

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 utilized a number of innovative language acquisition technology (Rosetta Stones, and other software and applications), multimedia (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

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63 [https://www.educacionyfp.gob.es/dam/jcr:44142ea4-8d69-4fffd-9e72-c301fd44f9cb/pisa%202018%20frameworks.pdf](https://www.educacionyfp.gob.es/dam/jcr:44142ea4-8d69-4fffd-9e72-c301fd44f9cb/pisa%202018%20frameworks.pdf)

64 [http://kitaygorodskaya.ru/method](http://kitaygorodskaya.ru/method)
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: Electives, CTE tracks course, Opportunity Project**

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 or 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.

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 courses blueprint to personalize every student’s learning experience by creating their own learning path to reach their goals. (Please refer to the appendix E. Education Program E. Curriculum E. Co-Constructing) to learn more about the curriculum co-constructing processes).

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:

- Arts: Musical Arts, Visual Art and Arts Applications, Multimedia Arts, Design
- Health and Wellness: Martial Arts, Gymnastics, Dance, Yoga, Mindfulness

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.
Complete curriculum list is provided in the appendix E. Curriculum. E. Core Collection

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. During that 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. Instructors and mentors are available for the (Please refer to the appendix E. Education Program E. Curriculum E. Opportunity Project.)

Curriculum and Standards Alignment

The Novastar Academy curriculum framework is organized around the principles of mastery-based learning. In building mastery-based and student-centered curriculum, learning targets need to be transparent, accessible and viable. For all teachers and students to be able to navigate and monitor the learning of standards, curricula needs to be organized by identified learning targets. The process of building a scope and sequence is essential in creating a manageable system of learning, given that there are more standards than can be taught in the available instructional time.

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

- Curricula and learning evidences must be based on the learner demonstrations of skills and knowledge, 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.

To prioritize standards, the Novastar academic team uses research-based criteria of standard endurance, leverage, and readiness. With that, essential standards (also called power standards) can be aligned to badges or badges stacks with supplemental standards aligned to playlists or learning objects. Every learning object can be built on a clear learning target that will guide students to achieve the desired mastery on a proficiency scale.

When curriculum writers consider the essential understandings and standards clusters in the process of curriculum scope and sequence development, Core-LX system offers an efficient way to vertically and horizontally align curriculum, creating logical learning progressions within playlists and badges stacks framework. The flexibility of the Core-LX blended environment

65 https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process

creating a new generation learning experience
allows students to learn at their own pace with better content retention and engagement. In conjunction with the mastery-based blended approach, cyclical assessment design and versatile student performance reporting makes Core-LX a perfect system for creating and maintaining a manageable learning system that leads every student to success.

**Colorado State Standards**

Colorado State Board of Education approved revisions to Colorado Academic Standards (CAS) moving into full CAS implementation in 2020 with an extended timeline for full implementation of science standards in the 2021-2022 school year. Novastar's academic team is constructing a curriculum aligned with the revised CAS. The major revisions in standards reflect the following changes:

- 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 the revised standards in Novastar curriculum, the academic team will include CDE Transition to the 2020 Standards training in our induction program for all teachers. Curriculum items within Core Collection Core-LX systems are tagged with CAS, Essential Skills, and NGSS.

CAS outlined graduate readiness statements (formerly, competencies) to pave the pathway for our students in preparation for future careers and college. Our belief that preparation has to start as early as possible for the students to identify their abilities and interests in possible career tracks by high school age. With the whole child approach, we provide multiple opportunities to our students to try out their talents and passions and mentor them in professional orientation and pathways.

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

**Whole-child approach**

School leadership and faculty will also collaborate on the following supports to ensure that our approach supports all aspects and needs of our students:

- native language support for student learning English

[66](https://www.cde.state.co.us/standardsandinstruction/2020implementation)
• 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.
E. Educational Program and Standards: Pedagogy

In order to provide a world class education, whereby young people can achieve more than they thought possible, students need to become self-regulated learners. They need to be invested in their learning and not just recipients. There are three elements to the acquisition of self-regulation – 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 the skills, confidence, and curiosity.

So, for instance Novastar Academy program is based on the six “clusters” of innovative pedagogies in instruction (Learning Framework 2030): 67

- 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.
- Gamification, which is engagement through play and the pedagogies of games.
- Computational thinking, which addresses mathematics as a coding language and looks at information and communication technology (ICT) as a platform for developing problem-solving reasoning in students.
- Experiential Learning, which focuses on the process of discovery.
- Embodied Learning, which focuses on the non-mental factors involved in learning and that signal the importance of the body and feelings; and
- Multi-literacies and Discussion-Based Teaching, which situates knowledge in the political and cultural context.

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.”  

Personalized learning should not be confused with Individualization of learning, because individualization takes away motivation and a very important social component of learning. Novastar Academy envisions personalization of learning at the core of our pedagogy. The learning and teaching organization will include all six modes of individualization of learning to expand access to quality learning opportunities and provide equitable access to content by creating a modality of “learning anywhere, anytime”. (Please refer to the Hybrid Blended Learning subsection for more information about organization of learning) At the same time, our main focus is on meeting the needs and developing the abilities of each student supporting high expectations and high standards.

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

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68 appendix E. Educational Program E. Research Based Approach E. Leadership for Personalized Learning
- 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 recognises 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

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69 http://kunskapsskolan.com/
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 organization of 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 (Bloom’s Taxonomy diagram). 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 detail in section of this application F. Plan for Evaluating Pupil Performance.

2. By creating a 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

70 http://www.kunskapsskolan.com/thekedprogram.4.1d96c045153756b0c14d5798.html
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.
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. The four component 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 recognise 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

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creating a new generation learning experience

encouraging students to make the decisions as to how they reach their goals by teachers asking challenging questions rather than always prescribing learning paths.

Mentorship Paths

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:

- **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 personalised 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. It should be noted that mentorship is equally important to us at a teacher level and this will be discussed further in the ‘organization’ section below.
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 Vygotsky that emphasizes the social influence on the cognitive development of a child. Per Lev 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”.

73 https://www.simplypsychology.org/vygotsky.html
The Novastar funding 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 relationship based on advisory, mentorship and coaching processes. In 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 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.

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 8:10-8:55 am Mentorship “hour” and 1:45-2:30 pm 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.

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.74

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".75) “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

74 https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/what-is-culturally-responsive-teaching
75 Ladson-Billings, Culturally responsive teaching, 1994, p. 382
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 labour 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 Implicit77 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.

**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 include 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[^78], 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. 79

The research tells us that: 80

- 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.

80 https://www.aee.org/what-is-ee
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.

Mastery Based Pedagogy

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.

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

creating a new generation learning experience
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, New Generation Science Standards, and 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

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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.

E. Educational Program and Standards: Organization

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

Picture 15. Organization
- Labtime: Electives and CTE tracks, Opportunity Project, Mentor Hour, Character Education

**NOVASTAR ACADEMY schedule elements**

**PERSONALIZED LEARNING PLAN**

**CORETIME**
will take place in a blended learning environment on a rotation schedule

- ELA
- MATH
- SCIENCE

- WORLD LANGUAGES
- GLOBAL COMPETENCY

- SOCIAL STUDIES

**LABTIME**
individually focused activities

- INDIVIDUAL WORK
- SMALL GROUP PROJECT

**ELECTIVES**
Career Technical Education

- MUSIC
- ARTS

- SPORTS

- CODING
- DESIGN

- ENGINEERING

**OPPORTUNITY PROJECT**
student-driven independent and group explorations of cross-curriculum research and projects

*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 groups instead of the traditional age or grade
creating a new generation learning experience
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 classes will be taught during 221 or 155 minute project blocks (A/B and C/D). 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 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. 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 experiential learning cycle.

**Character Education** is the time assigned for systematic work on soft skills and building up of 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.
Creating a new generation learning experience

Daniel is 11 years old; he has completed the fifth grade level curriculum in Social Studies and Humanities, the eighth grade curriculum in Mathematics and Science. He is interested in aerospace engineering and rock climbing. Daniel is usually on campus all day, but several times a year he travels with his family and studies online. His personalized learning path includes all of the classes and studies and is web-based, available anytime anywhere.

INDEPENDENT STUDY
I take lunch with my friends. We can eat wherever we like as long as there is an adult in sight. After we eat, we get to choose our recess activity. We can play outside on the playground, enjoy indoor gym, art, or musical games.

LUNCH
I see that I have a new math mission in our learning platform. If I get stuck, the Path helps me with additional videos in Khan Academy, if I’m still struggling, my math teacher will be notified.

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

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 and 1080 hours 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).

<table>
<thead>
<tr>
<th>Weather / emergencies</th>
<th>Teacher PD</th>
<th>State Testing days</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

Our school will follow the conventional Cherry Creek School District school year calendar, observing the Fall, winter, and spring breaks and national holidays. Please see Appendix 2020-2021 Conventional Calendar for more information. By choosing to align with CCSD, the Novastar Academy parents and students will have a set standard to follow when planning personal activities for the year. This calendar allows for 16 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 5 Induction PD days dedicated to teacher and staff development at the beginning of the school year and 4 days - at the end.

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.

<table>
<thead>
<tr>
<th>time allotment in minutes</th>
<th>Coretime: Math, ELA, World Language block, Science, Social Studies</th>
<th>Labtime: Electives, CTE, Character Education, Opportunity Project, Mentor Hour</th>
</tr>
</thead>
</table>

83 [https://www.cde.state.co.us/standardsandinstruction/instruc-time-req](https://www.cde.state.co.us/standardsandinstruction/instruc-time-req)
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. Educational Program E. Schedules)

**Hybrid Blended Learning Environment**

To achieve this, 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.

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

- In learning zones rotation during Coretime, students rotate through 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 approach.

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.

http://www.blendedlearning.org/models/
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.

**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.”

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-curricula project based on conducted research
- Revise, review and publish the project in a selected media format
- Present what they have learned to others.

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

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85 [https://geniushour.com/what-is-genius-hour/](https://geniushour.com/what-is-genius-hour/)
86 [https://geniushour.com/what-is-genius-hour/](https://geniushour.com/what-is-genius-hour/)
Examples of Opportunity Project could be 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\(^87\) 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 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.

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 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)

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[^88], 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.

To align the school with the local business community needs, Novastar Academy team developed the following processes:

- 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 provide remote web-based mentoring and coaching,
- Capture accomplishments in a Comprehensive Learner Record (CLR) which serve as a portable transcript and portfolio for high school, community college and employers,
- Present CLR data to participating local businesses to evaluate the quality and rigor of the student competencies, and evidence of learning. (If up to their expectations, business partners endorse micro-credentials.),
- Present CLR data to CTE program administrators and local community college to evaluate student achievement for dual college credit,
- Issue qualified students with micro-credentials IMS Global Consortium; and

[^88]: [https://www.imsglobal.org/digitalcredentials](https://www.imsglobal.org/digitalcredentials)
• Offer students with micro-credentials first acceptance to internships, apprenticeships and entry-level jobs.

Novastar Academy will foster and develop a culture where students and families experience an education based on the following qualities:

• 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

In researching the changes in our country’s economic development and labor market, it became clear that our students need a more 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.

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

89 http://www.imsglobal.org
90 https://www.oecd.org/pisa/
91 https://edreform.com
92 https://www.coloradoedinitiative.org
93 https://careertech.org
94 http://coloradostateplan.com/cte-strategic-vision/
95 http://www.cacte.org/home/
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.

Within the CTE tracks, Novastar curriculum items and playlists organized in career clusters (E. Educational Program E. Curriculum E. Career Clusters). CDE 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.

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 etc.

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) can be tapped into and adapted to Novastar CTE tracks.

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,

96 https://drive.google.com/drive/u/0/folders/18G4UmxlFkWjmuAPaStL_JIS6YRdwhid4nG
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 objects
- 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 CCSD 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 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

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creating a new generation learning experience
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)

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.
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 Mentor Hour (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.
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 E. Education Program 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.

98 https://vimeo.com/220743857
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)\textsuperscript{99} which is a portable digital transcript and portfolio. For highschoolers, 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\textsuperscript{100} 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. (Picture X Mastery-Based Learning located in Mastery-based Pedagogy 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

\textsuperscript{99} https://www.imsglobal.org/activity/comprehensive-learner-record

\textsuperscript{100} https://www.imsglobal.org/activity/digital-badges
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.

**Technology and Digital Security**

Technology and digital security is vital in a one-to-web educational environment. Our goal is to ensure digital responsibility by employing systems such as AirWatch for iPad devices and/or Google built-in protection for Chromebooks. As the basic requirement of the Children’s Internet Protection Act (CIPA) is to monitor minors’ online content and behavior and protect them from online dangers and inappropriate or illegal content, Novastar Academy’s team will take additional measures to improve security while these devices are off-network:

- Ensure anti-malware and anti-phishing technology are enabled across all Chromebooks. This can be accomplished with security solutions, which secure these devices in the cloud while students are at home, ensuring security and CIPA compliances are always enforced.
- Enable the required password feature to wake the computer from sleep mode, to avoid an unattended Chromebook being accessed by a non-authorized user when off-campus. This may sound simple, and is obviously not foolproof, but it is the first line of defense to protect against unauthorized access.
- Make sure only valid extensions are allowed on Chromebooks by using Google admin tools to ensure that only extensions from the Google Chrome Store are installed."\(^{102}\)

Novastar Academy has researched several specialized Chromebook security software vendors, including industry leaders. For example, GoGuardian and Barracuda web protections offer additional safety, although not all “outside” security software allow schools to track the websites students have attempted to use at home. Another vendor Lightspeed Systems’ Relay content filters provide smarter content filtering. The full-service program of Gaggle Safety Management helps protect students from cyberbullying, self-harm, and other potentially harmful situations. Gaggle combines machine learning technology and professional hands-on experts to spot potentially harmful content in email, documents, shared files, images, and photos in G Suite, providing 24/7/365 protection, and their trained professionals alert school officials immediately if they identify an unsafe situation. Following charter approval, an IT specialist will be employed to further review and research digital security vendors and advise the Executive Director and the Board on the best choice to ensure adequate security.

\(^{101}\) [http://www.air-watch.com/industries/education](http://www.air-watch.com/industries/education)

Apple -

Novastar Academy will work with Apple Education\(^\text{103}\) to negotiate a proposal for device leaving option and mobile device management solutions, inclusive of:

1. Managed Accounts: Installation, management, and removal of accounts that provide access to email and calendar.
   a. Managed Configurations: Configuration of settings such as passcodes and restrictions.
   b. Managed Apps: Installation, configuration, management, and removal of apps.
   c. Managed Books: Distribute and manage books, ePubs, and PDFs created or purchased from the Apple Volume Purchase Program.

2. Managed Domains: Control which apps have permission to open documents downloaded from school domains using Safari.
   b. Security Commands: Ability to enforce passcode policies and remotely lock or wipe a lost or stolen device.

Device management solutions provide a simple way to securely enroll, configure and manage all devices within the school IT systems:

- teachers can limit access to unidentified application and software (for example during assessments)
- wireless stream content to Apple TV via AirPlay
- possibility to utilize AirWatch application, which provides additional restrictions and controls.

With an Apple Education account, Novastar Academy will be able to employ a secure and comprehensive system to support educational program and technology use and management.

\(^{103}\) [https://www.apple.com/education/k12/](https://www.apple.com/education/k12/)
F. Plan for Evaluating Pupil Performance

Progress monitoring and assessment

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

- 360° diagnostic, formative and interim performance assessment provided with the learning management system Core-LX
- efficient utilization of formative and interim assessment
- summative assessment aligned with the mastery criteria
- data management and reporting systems.

With 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”.  

<table>
<thead>
<tr>
<th>ASSESSMENT “OF”, “FOR” and “AS” LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment OF LEARNING is summative and performance based.</td>
</tr>
<tr>
<td>Assessment FOR LEARNING is formative, real-time, and diagnostic.</td>
</tr>
<tr>
<td>Assessment AS LEARNING is self-examination by the learner.</td>
</tr>
</tbody>
</table>

Novastar Academy 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 program. To measure student learning outcomes, the team of master teachers

104 The Cube. Charter Application 2017
A framework will be created with the 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 grading schemes within the Novastar assessment framework.

<table>
<thead>
<tr>
<th>Grading scheme</th>
<th>Purpose</th>
<th>Alignment</th>
<th>Functionality</th>
</tr>
</thead>
</table>
| 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 grading    | Student achieving mastery in knowledge, skills, values and attitudes    | Common Core standards  
New Generation Science Standards  
Colorado Academic Standards  
International Academic Standards (OECD Education 2023 Framework)  
Colorado Essentials Skills and Dispositions Framework | Formative  
Summative  
Growth markers  
Content milestones  
CTE badges  
e-Portfolios  
e-Transcripts |
Novasta Academy will utilize grading schemes described above within the two grading scales:
- Completion scale (complete/incomplete)
- 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>
<thead>
<tr>
<th>Competent</th>
<th>Expert</th>
<th>The student consistently and independently demonstrate knowledge, skills, values, and attitudes above mastery level in a new task</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master</td>
<td></td>
<td>The student consistently and independently demonstrate the ability to apply and transfer knowledge, skills, values, and attitudes in a new task</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 1. Grading schemes
Emerging master

The student independently demonstrate the ability to apply knowledge, skills, values, and attitudes in a task

Not competent

Beginner

The student is learning to demonstrate knowledge, skills, values, and attitudes in a task

Table 2. Grading Scale

Novastar Academy will employ assessment frameworks of Centerpoint 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 task, formative, interim, summative, and performance assessments.
<table>
<thead>
<tr>
<th>Teacher review / Peer review protocol</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-reflection protocol</td>
<td></td>
</tr>
<tr>
<td><strong>Meta-cognitive</strong></td>
<td></td>
</tr>
<tr>
<td>Mentorship Path menu (essential skills and dispositions, global competence, and etc.)</td>
<td></td>
</tr>
<tr>
<td><strong>Formative</strong></td>
<td>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 is used by teachers and mentors in adjusting personalized learning paths and implementation of interventions when needed.</td>
</tr>
<tr>
<td>Core-LX menu (quizzes, voice recordings, written responses/journals, simulations, inactive worksheets, and etc.)</td>
<td>6-12</td>
</tr>
<tr>
<td>Close reading</td>
<td></td>
</tr>
<tr>
<td>Formal discussions/debates</td>
<td></td>
</tr>
<tr>
<td>Writing assignments</td>
<td></td>
</tr>
<tr>
<td>Web-based presentations</td>
<td></td>
</tr>
<tr>
<td>Oral presentations</td>
<td></td>
</tr>
<tr>
<td><strong>Interim</strong></td>
<td>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.</td>
</tr>
<tr>
<td>Core-LX menu (quizzes, voice recordings, written responses/journals.)</td>
<td>6-12</td>
</tr>
<tr>
<td>Formal discussions/debates</td>
<td></td>
</tr>
<tr>
<td>Writing assignments</td>
<td></td>
</tr>
<tr>
<td>Web-based presentations</td>
<td></td>
</tr>
<tr>
<td>Oral presentations</td>
<td></td>
</tr>
<tr>
<td><strong>Summative</strong></td>
<td></td>
</tr>
</tbody>
</table>

Creating a new generation learning experience
| 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 | Thematic blocks (refer to the annual calendar) |
| Writing assignments | 6-12 All | Portfolios are the 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 student’s 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. | | |
| Web-based presentations | | | | |
| Oral presentations | | | | |
| Portfolios (mastery-based assessment) | | | | |
| Badges (micro-badges, badges stacks, CTE badges) | | | | |
| Web-based presentations | | | | |
| Oral presentations | | | | |
| Opportunity Project | 6-12 All | | | |
| | | | | |
| PSAT/SAT | | | | |
| PSAT - April for Freshman and Sophomore year | 9, 10, 11 Mathematics, English Academic: measure of college readiness*. Meta-cognitive: life skills (test taking skills require a number of developed soft skills such as time management, | Standardized | bi-annual | September, April |
| SAT and writing - April for Junior year | | | | |

creating a new generation learning experience
<table>
<thead>
<tr>
<th>Test Description</th>
<th>Subject Details</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Subject Tests (optional for students who are applying to colleges that request SAT subject test scores) - spring or summer after Junior year</td>
<td>Understanding directions, ability to focus on a task, managing anxiety etc.)</td>
<td></td>
</tr>
<tr>
<td>CMAS/ CoAlt</td>
<td></td>
<td>State standardized tests provide a base-line data to understand student performance growth compared to 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.</td>
</tr>
<tr>
<td>CMAS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Languages Arts and Mathematics</td>
<td>6-8</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>8, 11</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>CoAlt - Alternative CMAS Assessment</td>
<td>7,8, HS</td>
<td></td>
</tr>
<tr>
<td>ACCESS</td>
<td></td>
<td>Provides multiple measures of current level of English proficiency, to determine students’ preparedness to exit ELL program, to inform and improve instruction.</td>
</tr>
<tr>
<td>ACCESS</td>
<td>6-12</td>
<td>English</td>
</tr>
<tr>
<td>ACCESS</td>
<td></td>
<td>Standardized annual Fall/spring</td>
</tr>
<tr>
<td>PISA- based test for schools</td>
<td>15 year old students</td>
<td>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.</td>
</tr>
<tr>
<td>PISA- based test for schools</td>
<td>Reading, Mathematics, Science</td>
<td>Norm-referenced (PISA) / Formative (PISA for schools)</td>
</tr>
<tr>
<td>PISA- based test for schools</td>
<td></td>
<td>Annual TBD</td>
</tr>
</tbody>
</table>

* Novastar Academy will utilize a national test approved by CDE
Table 3. Assessment Inventory Summary
The table is also provided in the appendix F. Novastar Academy Assessment Inventory Summary

Student Performance Targets
Novastar Academy mission is to educate students is to deliver rigorous and personalized instruction preparing students for the 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 Ultimate goal is to reach a “distinguished” level on 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 the 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 state-wide 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 adaptation of instruction and curricula configuration. Data will also be collected from classroom informal assessment, national and international tests, stakeholders’ surveys, all formative and informal assessments conducted throughout the school year.
Please refer to the section Q. Serving Students with Special Needs subsection RtI and MTSS for more 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.
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.

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105 Allison, 2010
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.

<table>
<thead>
<tr>
<th>Team</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time of Meeting</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Items to Bring</th>
<th>Agenda</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Curriculum materials that may be used to create a pre-assessment • Priority Standard that will be addressed</td>
<td>Action</td>
<td>2 min</td>
</tr>
<tr>
<td></td>
<td>Timeframe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 min</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Step 1: Review which priority standard will be addressed through Data Teams first | 10 min |
| 2 min |
| 10 min |</p>
<table>
<thead>
<tr>
<th>Step 3: Create Pre-assessment</th>
<th>30 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 4: Identify the date to administer the pre-assessment</td>
<td>2 min</td>
</tr>
<tr>
<td>Step 5: Identify when all data must be inputted into template</td>
<td>2 min</td>
</tr>
<tr>
<td>Step 6: Dismissal and any housekeeping issues</td>
<td></td>
</tr>
</tbody>
</table>

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 Core-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)

106 Allison at. el. (2010)
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\textsuperscript{107} 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

\textsuperscript{107} \url{https://www.imsglobal.org/about/k12}
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, 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 promotion criteria for all courses/subjects:
- Students must complete a 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/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 Novstar Academy Homeschool program online option.

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

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Method of Communication</th>
<th>Frequency</th>
<th>Intended Uses</th>
</tr>
</thead>
</table>

creating a new generation learning experience
<table>
<thead>
<tr>
<th><strong>District/Authorizer</strong></th>
<th>Annual school data report and Unified School Improvement Plan</th>
<th>Once per year, more frequently if requested</th>
<th>Assure that Novastar Academy is adequately meeting student achievement requirements to maintain authorization as a charter school</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Board of Directors</strong></td>
<td>Data report at time of annual report to parents</td>
<td>Once per year, more frequently if requested</td>
<td>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</td>
</tr>
<tr>
<td><strong>Instructional Staff</strong></td>
<td>School-wide: school data team meetings</td>
<td>Quarterly / per need</td>
<td>Provide feedback on the school's academic success. Guide school-wide discussion on areas of focus and next steps.</td>
</tr>
<tr>
<td></td>
<td>Classroom: Copies of formative/summative assessment data</td>
<td>Weekly (team based) during teacher data team meetings both vertical and horizontal</td>
<td>Inform individual classroom instruction, vertical and horizontal alignment among teams</td>
</tr>
<tr>
<td><strong>Students:</strong></td>
<td><strong>Student Level Data</strong></td>
<td>Quarterly / Per need through Student Portal</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Progress reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Informal student-teacher conferences</td>
<td>Weekly (Mentorship Path time on Fridays)</td>
<td>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.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Students: School Level Data</th>
<th>Annual school report card</th>
<th>Once per year</th>
<th>Engage students at an age-appropriate level as key members of the school and its progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents: Student Level Data</td>
<td>Progress reports</td>
<td>Quarterly / Per need through Parent Portal</td>
<td>Provide feedback about student academic progress and how each parent may support it.</td>
</tr>
<tr>
<td>Parents: Student Level Data</td>
<td>Formal parent-teacher conferences</td>
<td>Biannually</td>
<td>Provide feedback about student academic progress and how each parent may support it.</td>
</tr>
<tr>
<td>Parents: School Level Data</td>
<td>Annual school report card</td>
<td>Once per year</td>
<td>Engage parents as a partner in the school’s academic process. Allow parent to make informed decisions about the quality of their student’s education</td>
</tr>
</tbody>
</table>

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. The goal of meeting the Colorado graduation requirements, the

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108 [https://www.cde.state.co.us/postsecondary/graduationguidelines](https://www.cde.state.co.us/postsecondary/graduationguidelines)
school's academic team has reviewed the Menu of Options\textsuperscript{109} and outlined the Novastar graduation menu starting with 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. 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:

\begin{itemize}
  \item Personalised body of learning evidence against generic skills
  \item Learning style and preferences
  \item The lens through which they view the world/life
  \item Communication tool”\textsuperscript{110}
\end{itemize}

(A sample of e-portfolio\textsuperscript{111} 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:

\begin{itemize}
  \item future career plan development (ICAP)
  \item 24 academic credits
    \begin{itemize}
      \item English 4 credits
      \item Math 4 credits
      \item Science 3 credits
      \item Social Studies 3 credits
      \item Physical Education 1 credit
      \item Arts or eligible CTE courses 1 credit
      \item Approved Electives 8 credits
    \end{itemize}
  \item demonstrated competencies showcased in e-portfolio (a combination of motion from the menu).
\end{itemize}

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

\textsuperscript{109} https://www.cde.state.co.us/postsecondary/graduationguidelines

\textsuperscript{110} https://www.globalfocusmagazine.com/eportfolios-what-employers-think/

\textsuperscript{111} https://drive.google.com/file/d/1RrlZO_e955jYAHektrCOpfp1QL0sy6U5/view?usp=sharing

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College and Career Ready Demonstrations\textsuperscript{112} 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.

\textsuperscript{112} http://www.cde.state.co.us/postsecondary/menu-of-options-fact-sheet


**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:113

• 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

113 [For future drafts of this application, each of these items in the list could be expanded to be a sentence summary of the procedure/control.]
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,
2. The school will operate in a manner which insures its long-term financial strength:
   a. The school will operate with a positive net income each year.
   b. Cash will be managed in a way that ensures maximum liquidity and safety.
   c. Restricted contributions will be used only for the reason the donations were given.
   d. Restricted fund balances will not be used for operations.
   e. Payroll and other debt obligations will be paid in a timely manner.
3. 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 services (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.114

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

114 [This part likely needs further input from G&G Consulting and should align with Novastar's contract with them.]
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.

Natasha Byalskiy has been appointed by the board to serve as its Treasurer. Natasha has extensive experience in financial management acquired serving as Administrative Director at Sevilla at the Pavilions Inc and System Coordinator at Coldwell Banker (2002-2004). 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.

Legal Ref.: C.R.S. 22-44-101 through 22-44-117; C.R.S. 22-44-203 and 22-44-204 (3)

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

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115 [https://www.cde.state.co.us/cdefinance/sffinancialtransparency](https://www.cde.state.co.us/cdefinance/sffinancialtransparency)

116 [https://www.cde.state.co.us/cdefinance/alertwaiverpostingcharterschools](https://www.cde.state.co.us/cdefinance/alertwaiverpostingcharterschools)
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**: FY22 is estimated at current FY21 funding—$7,989.49, per the FY21 School Finance Act (HB 20-1418). FY23 and FY24 also assume flat PPR. FY25 and FY26 both assume 2.5% 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**: FY22 MLO is estimated at $2,062 per funded pupil and declines by 1% per funded pupil each year to account for district-wide enrollment growth. The
FY22 estimate was derived based on an analysis of total CCSD MLO and enrollment, as well as a review of Cherry Creek Academy’s FY20 Amended Budget.

4. **Charter School Capital Construction**: FY22 capital construction revenue is estimated at $278.85 per funded pupil. This amount is based on the final FY20 allocation, which may be conservative given that FY21 allocations are currently higher (CSI advised its schools to budget $304 per funded pupil in July 2020). The FY22 amount per funded pupil is held flat through the forecast period.

5. **Other State Categorical Aid**: The school expects an average of $125 per prior year K-12 ELL student and $150 per prior year identified GT student, starting in FY23 (Year 2).

6. **Colorado Charter School Program Grant (CCSP)**: Novastar intends to apply for a three year federal start-up grant and conservatively approximates $150,000 in FY21 through FY23 to help cover start-up costs such as staffing in Year 0, consultant services, marketing, supplies, and equipment, for example.

7. Other potential local revenue sources that are not included in the budget include private donations, fundraising, and rental income via numerous planned partnerships (Please refer to the Appendix D. Evidence of Support D. Partnerships).

8. To be conservative, Novastar has not included any federal entitlement funding, such as ESSA funding. However, note that the school does anticipate a 60% FRL population and plans to only collect fees from 40% 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 11.75 instructional FTE in Year 1, growing to 5 non-instructional FTE and 29.5 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 no annual compensation increases until Year 3 and then 2.5% annual increases through Year 5. 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 and increase by .5% each year. Salaries also include substitutes at $120/day and 10 day per teacher.

2. **Benefits (0200)**: Staff benefits are made up of Medicare (1.5% of salaries each year), PERA (21.4% 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 $6,500 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 $390 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 ($69/student in Year 1, growing by 3% each year), as well as a placeholder for additional costs associated with the CTE program as necessary ($5,000 in Year 1, growing to $9,000 in Year 5), 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 per staff 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:

<table>
<thead>
<tr>
<th>Year</th>
<th>Nurse</th>
<th>Psych/SW</th>
<th>Speech</th>
<th>OT/PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>0.20</td>
<td>0.60</td>
<td>0.20</td>
<td>0.20</td>
</tr>
<tr>
<td>Year 2</td>
<td>0.40</td>
<td>1.00</td>
<td>0.40</td>
<td>0.40</td>
</tr>
<tr>
<td>Year 3</td>
<td>0.60</td>
<td>1.40</td>
<td>0.60</td>
<td>0.60</td>
</tr>
<tr>
<td>Year 4</td>
<td>0.60</td>
<td>1.40</td>
<td>0.60</td>
<td>0.60</td>
</tr>
<tr>
<td>Year 5</td>
<td>0.80</td>
<td>1.60</td>
<td>0.80</td>
<td>0.80</td>
</tr>
</tbody>
</table>

6. **Technical Support (0340)**: School-wide tech support is budgeted at $50 per student in FY22. This per student amount increases by 2% each year.

7. **Other Purchased Professional and Technical Services (other 0300)**: Other purchased professional and technical services include banking fees, legal services, and audit services.

8. **Utility Services (0410)**: Total utility services (including water, disposal services, gas, and electric) are estimated at $5.00 per square foot in FY22 and increase by 2% per square foot each year. This estimate comes from a quote on the rented facility currently under consideration.

9. **Custodial Services (0423)**: In anticipation of possible ongoing guidance related to COVID-19, the school is conservatively estimating cleaning costs to be very high in FY22 and FY23 ($90,000) and then to stabilize around $50,000 in future years.

10. **Facility Rental (0441)**: The cost of facility rental is based on the cost to lease 15,302 square feet at 9800 E Geddes Ave in Englewood, CO at $14.00 per square foot (plus NNN included in utilities, above). The planning budget assumes a 2% increase 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 to be in the facility at any given time. Therefore this relatively small space will be sufficient through the forecast period (about 94 square feet per student in Year 5 with 540 students enrolled).
11. **Other Purchased Property Services (other 0400)**: Other purchased property services include snow removal services, lawn care, repairs and maintenance, and copier rental.

12. **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 80% participation and an average of 10 miles per round trip (or lower participation and a greater number of miles per round trip, depending on student need).

13. **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.

14. **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 3. The planning budget includes $5,000 for this purpose in FY24, increasing to $15,000 in FY26.

15. **Insurance (0520)**: Insurance costs include unemployment compensation at 3.3% of salaries, workers’ compensation at 1% of salaries, and multiple coverage insurance (see Section J. Insurance Coverage for details), at $175 per funded pupil in Year 1, increasing by 2% per pupil each year.

16. **Concurrent Enrollment (0569)**: The concurrent enrollment budget accounts for 2 courses per semester for each junior and senior enrolled at the school. Tuition is assumed to be $750 per course, increasing by 2% each year.

17. **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 Cherry Creek Academy’s online budget documents.

18. **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.

19. **Other Purchased Services (other 0500)**: Other purchased services include phone, postage, internet services, advertising, and travel, registration, and entrance.
20. **Supplies (0600)**: The supplies budget accounts for instructional supplies ($300 per student in Year 1, which includes start-up costs, down to $200 per student by Year 3), clinic supplies (higher at $25 per student in Years 1 and 2 to cover any needed COVID 19-related supplies, down to $15 per student by Year 3), office supplies ($100 per student), custodial supplies ($50 per student), food, including supplies for monthly teacher/student/parent meetings ($5,000), books and periodicals (ranging from $10,000 to $30,000 per year- note that the Core-LX curriculum subscription is included in 0320), electronic media materials ($5,000), and miscellaneous other supplies ($25 per student).

21. **Furniture and Fixtures (0733)**: The facility currently under consideration (9800 East Geddes Avenue in Englewood, CO) comes furnished to meet the school's immediate needs; therefore the budget excludes instructional and non-instructional furniture and fixtures in Year 1; however, subsequent years include $200 per new student (a more typical cost would be $500 per new student but the hybrid model allows for lower costs) and $500 per new staff member, plus replacement costs at $2,000 per year starting in Year 3.

22. **Technology Equipment (0734)**: Technology equipment accounts for a server in Year 1 plus miscellaneous costs in Years 2 through 5.

23. **Non-Capital Equipment (0735)**: Novastar plans to enter into continuous three year lease agreements with Apple for 1:1 student and staff iPads and computers, iPad carts, accessories and JamF licenses. The annual costs included in the budgets have been derived from Apple lease agreements at another Colorado charter school. Non-capital equipment also includes wi-fi hotspots for FRL students to support remote learning ($100 per FRL student per year) and other equipment such as high-tech white boards and televisions ($10,000 per year).

24. **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 below 10% of revenue by Year 3 (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 budget (50-70% is a commonly used metric).

<table>
<thead>
<tr>
<th></th>
<th>FY22 Year 1</th>
<th>FY23 Year 2</th>
<th>FY24 Year 3</th>
<th>FY25 Year 4</th>
<th>FY26 Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Margin</td>
<td>4%</td>
<td>13%</td>
<td>10%</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>Reserves (months)</td>
<td>0.09</td>
<td>1.75</td>
<td>2.39</td>
<td>4.00</td>
<td>4.76</td>
</tr>
<tr>
<td>Lease as % of Revenue</td>
<td>10%</td>
<td>6%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Total Facility Costs as % of Revenue</td>
<td>18%</td>
<td>12%</td>
<td>8%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>S&amp;B as % of Budget</td>
<td>46%</td>
<td>44%</td>
<td>49%</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>Student:Teacher Ratio</td>
<td>17.02</td>
<td>20.65</td>
<td>18.22</td>
<td>19.80</td>
<td>18.95</td>
</tr>
<tr>
<td>Student:Staff Ratio</td>
<td>13.56</td>
<td>15.80</td>
<td>14.96</td>
<td>16.00</td>
<td>15.65</td>
</tr>
</tbody>
</table>

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 three different contingency budgets, one that demonstrates the impacts of no CCSP grant, another that illustrates a FY22 PPR decrease, and another that outlines a 80% enrollment scenario. In each contingency budget file, changes are highlighted in purple with red text.

1. No CCSP: The school does anticipate a CCSP grant award to support start-up operations in Years 0-2. However, in the unlikely event that this grant is not secured, the school will make the following adjustments:
a. Heighten efforts to secure private grants and donations, including fundraising efforts, in Year 0.

b. Eliminate staff bonuses in Year 1.

c. Reduce the employer portion of health benefits in Year 1.

d. Reduce the Year 0 consultant budget and rely on founding members’ and school supporters’ expertise to continue the work of operationalizing the school’s mission and vision after approval and before opening. Note that a significant portion of the consultant budget includes Core-LX training which will be done by school administration.

e. Reduce travel, registration, and entrance fees in Year 1. Note that the budget still includes $250 per staff member for professional development.

f. In Year 1, reduce instructional and office supplies, eliminate the food budget for monthly teacher/student/parent meetings, and eliminate the other supplies budget (a contingency).

g. The budget includes furniture, fixtures, and equipment but much less of this will be critical if the school moves forward with the 9800 East Geddes Avenue location, which is sufficiently furnished with desks, chairs, computers for in-person learning, etc. to meet the school’s needs. The Year 0 budget for these items can be eliminated and the Year 1 budget can be reduced to account for only high-tech white boards and TVs and student computers for off-campus learning.

h. Reduce the placeholder for costs associated with getting internships established and international collaboration located in miscellaneous expenditures in Year 1.

i. Eliminate the contingency in Year 1.

2. **PPR Decrease in Year 1**: Given the current economic environment and the possible lasting impact to the state budget, the founding team recognizes the possibility of further PPR declines. As such, a contingency budget that accounts for a 6.5% decline in PPR in Year 1 has been included. Compared to the original budget, the following expense changes will be made in the event of a decline in PPR:

a. Eliminate staff bonuses in Year 1.

b. In Year 1, reduce office supplies, eliminate the food budget for monthly teacher/student/parent meetings, and eliminate the other supplies budget (included as a contingency).

c. Reduce the budget for student computers in Year 1. Again, because the planned facility includes computers, the school does not necessarily need to purchase an iPad for each student.

d. Reduce the placeholder for costs associated with getting internships established and international collaboration located in miscellaneous expenditures in Year 1.

e. Eliminate the contingency in Year 1.
3. **80% Enrollment** : Although the school is confident in its enrollment assumptions, the team has included a budget scenario that accounts for 80% enrollment, or 160 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:

a. Hire a part-time CTE director in Year 2, rather than Year 1.

b. Reduce teaching staff by 1.5 FTE in Year 1 and 1.25 FTE in Years 2-5.

c. Eliminate bonuses in Year 1.

d. Reduce benefits and staff bonuses correspondingly.

e. Reduce the employer portion of health benefits in Year 1.

f. 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.

g. 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.

h. Limit Year 1 teacher professional development to $400 per staff member for Core-LX training, rather than also including an additional $250 per staff member.

i. Adjust contract student support for lower enrollment.

j. Rely on parent volunteers and in-house expertise for technical support in Year 1.

k. Reduce the travel, registration, and entrance budget in Year 1 (from $5,000 to $2,500).

l. Reduce instructional and office supplies, eliminate the food budget for monthly teacher/student/parent meetings, and eliminate the other supplies budget (included as a contingency) in Year 1.

m. Reduce the budget for technology equipment in Year 1 by $5,000, which still leaves $25,000 for a server and other needs, much of which is expected to be offset by E-Rate funding.

n. Reduce the budget for student computers in Year 1. Again, because the planned facility includes computers the school does not necessarily need to purchase an iPad for each student.

o. Reduce the placeholder for costs associated with getting internships established and international collaboration located in miscellaneous expenditures in Year 1.

p. Eliminate the contingency in Year 1.
H. Governance

Founding Board/Steering Committee Member

Novastar Academy’s initial founding team consisted of three (3) members who have been actively engaged in the school’s development. All of the members have extensive expertise in education and business. The team created a charter development plan and has continued to work in close collaboration on every aspect of the school’s development.

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 charter schools in order to learn more about school management and governance, as well as successful and unique educational programs. These include:

<table>
<thead>
<tr>
<th>Academy Charter School (Castle Rock, CO)</th>
<th>Rocky Mountain Prep Fletcher (Aurora, CO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>APS Avenues (Aurora, CO)</td>
<td>Parker Performing Arts school (Parker, CO)</td>
</tr>
<tr>
<td>AXL Academy (Aurora, CO)</td>
<td>Biddeford School District (Biddeford, MN)</td>
</tr>
<tr>
<td>Primavera Technical Learning Center district (Chandler, AZ)</td>
<td>Highline Academy Southeast and Northeast (Denver, CO)</td>
</tr>
</tbody>
</table>

Along with 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\(^\text{117}\)

Latest research in innovative educational programming and practices published by OECD PISA Consortium\(^\text{118}\), Center for Education Reform\(^\text{119}\), Colorado Education Initiative\(^\text{120}\), Advance CTE\(^\text{121}\), NEXT GenEd\(^\text{122}\), CACTE\(^\text{123}\) and other organizations.


\(^{118}\) [https://www.oecd.org/pisa/](https://www.oecd.org/pisa/)

\(^{119}\) [https://edreform.com](https://edreform.com)

\(^{120}\) [https://www.coloradoedinitiative.org](https://www.coloradoedinitiative.org)

\(^{121}\) [https://careertech.org](https://careertech.org)

\(^{122}\) [http://coloradostateplan.com/cte-strategic-vision/](http://coloradostateplan.com/cte-strategic-vision/)

\(^{123}\) [http://www.cacte.org/home/](http://www.cacte.org/home/)
The founding team was expanded to nine (9) members to form the founding Board of Directors (BOD) in January 2019. Seven (7) members with diverse expertise and experience in education management, curriculum writing, business, real estate, community outreach, and advocacy have already been identified for the governing board. The team has continued board recruitment efforts searching for individuals with expertise in legal and finance fields to fill the two remaining slots. The added board members are (resumes provided in Appendix H. Governance).

Novastar Academy founding team is diverse and represented by teachers, parents, and community members. Novastar Academy founding team has grown from three (3) to eight (8) members forming the founding Board in January 2019. The Board currently consists of seven (7) members with diverse expertise and experience in education management, curriculum writing, business, real estate, community outreach, and advocacy. The team has continued board recruitment efforts searching for two additional members with expertise in legal and finances fields.

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 a 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, which has particularly become useful due to restrictions on movement and in-person meeting imposed due to the COVID-19 virus threat. 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. After the charter is authorized, the Board will have an identified 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 with 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.
<table>
<thead>
<tr>
<th>Board member</th>
<th>Area of expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natalia Home</td>
<td>15+ years of multidisciplinary experience, including bilingual Education, Special Education, Youth Leadership Development, Administration and Program Management</td>
</tr>
<tr>
<td>Tetyana Palamarchuk</td>
<td>20+ years of teaching Musical Arts experience, curriculum writing, owner of a music studio</td>
</tr>
<tr>
<td>Larisa Hegenbarth</td>
<td>Blended learning and online educational models, Education Administration, Curriculum writing and evaluation, 20+ years of teaching experience in traditional, online, and blended environments. Bilingual education</td>
</tr>
<tr>
<td>Tatiana Zeltser - Valverde</td>
<td>20+ years of teaching experience, Education Administration, curriculum writing and evaluation. Bi-lingual and ESL education, the director of Novastar Academy Language Center</td>
</tr>
<tr>
<td>Natasha Byalskiy</td>
<td>14 years of experience in residential and commercial real estate</td>
</tr>
<tr>
<td>Christina Poler</td>
<td>co-founder of World Compass Academy, 7 years of leading WCA governing board</td>
</tr>
<tr>
<td>Sasha Sosniak</td>
<td>13+ years of experience in marketing and business development, expert and owner of digital marketing company</td>
</tr>
</tbody>
</table>

The founding members:
Larisa Hegenbarth completed the Educational Leadership and Policy Studies program at Denver University in spring 2019 and received her Executive Director License. Her previous career encompasses a Masters in Linguistics and an MBA, an international business start-up and community advocacy. Larisa is a licensed teacher and school leader with versatile experience in education management, instructional design, personalized competency-based learning, academic research, entrepreneurship, instructional platform development, and business management. She has been responsible for drafting the school design and educational program documents that serve as the foundation for Novastar Academy charter school application.
Tetyana Palamarchuk graduated the State Conservatory in Piano and Choir Conducting with a Master’s Degree. She has versatile experience in Musical Arts education for children and adults in public and private educational settings. Tetyana owns Adagio School of Music and serves as co-founder of the annual musical festival for children SongBird in Denver, CO. She is also one of the leaders of the school’s community outreach and advocacy.

Tatiana Zeltser-Valverde has over 20 year of teaching and educational management experience. With experience in the public and private education sector, she has a strong background in educational methodology and pedagogy. Tatiana has experience of starting and managing a private language school as well as developing curriculum for all levels of English language acquisition. Since 2017, Tatiana organized, piloted and successfully has been managing Novastar Academy Language Center serving our future students’ parents and families by providing English as a Second Language courses and tutoring.

The new members are represented by perverse experts in education and business:
Natalie Horne (Community Committee and Marketing Coordinator). Natalie has received her advanced professional training in teaching. Natalie had a privilege to work with some of the best professionals and leaders in the field of Education at both Colorado charter and public sectors. A few years ago, Natalie made a major career shift from public education to international business. In 2017, she joined an international company to manage its logistics and operations. That path took Natalie to the next step. She recently started a position with one of the largest national non-profit hospital networks supporting contract life cycle for a medical category. Natalie learned from her mentors how to lead by example, constantly testing the boundaries for improvements, bringing innovative approaches, taking healthy risks, and, with all of that, still build a caring community. She spends her free time pursuing a graduate degree in Organizational Leadership with Leading Innovation focus at the University of Colorado, Boulder.

Natasha Byalskiy (Board Treasurer) has been a licensed real estate agent since 2004. She received an independent broker’s license in 2006 and has been experienced in both residential and commercial real estate. Her expertise is in commercial tenant representation, new construction, residential relocation, and the first time buyers processes. Natasha graduated with a Civil Engineering degree and Master’s Degree in Business Administration. With more than 14 years expertise in real estate, Natasha is also a passionate advocate of rigorous bilingual education and a devoted parent.

Christina Poler - co-founder of World Compass Academy, 7 years of leading WCA governing board

Sasha Sosniak - 13+ years of experience in marketing and business development, expert and owner of digital marketing company
An Advisory Committee has been assisting with 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.

Resumes of the Founders, Founding Board, and Advisory Committee can be found in Appendix H Governance.

Board Procedures
1. Include board non-profit articles of incorporation and bylaws as an attachment to the charter school application.
2. Describe the length of board terms, a description of board officers and their roles, how often the board will meet, a description of the key expectations for board members and the following:
   ● Election of new members
   ● Number of parents to serve on the Board
   ● Number of community members to serve on the Board
   ● Number of positions on the Board voted on by parents, vs number of positions filled by appointment.
   ● Duties of individual board members and of the governing board as a whole
   ● How members will be held to and will hold themselves to:
     ○ Responsibility to develop policies
     ○ Provide financial and operational oversight
     ○ Address parent and staff complaints
     ○ Commit to board training regarding governance best practices
     ○ Development of a policy describing the relationship between the Board and the school leader, including a plan for hiring and evaluating the school leader
     ○ Compliance with statutory requirements regarding the staffing and role of the School Accountability Committee
     ○ Compliance with Open Meeting Statutes (Sunshine laws)
     ○ Compliance with Open Records laws and FERPA
     ○ Compliance with Conflict of Interest requirements
     ○ Preparation, attendance and participation in scheduled board meetings
     ○ Understanding charter’s corporate documents and financial statements

124 [As Legal Counsel is currently reviewing the Bylaws draft, this section should be reviewed again prior to the next draft to ensure that it aligns with any revisions to the bylaws, board agreement, and conflict of interest policy]
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 (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 Directors, 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 nine (9) 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 membership 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 members and shall have staggered terms as follows:
● Three (3) Directors shall serve from appointment through three (3) fiscal years and these seats will be transitions to appointed ex officio directors of the governing board.
● Four (4) Directors shall serve from appointment through two (2) fiscal years. The four directors’ seats will be transitioned to the elected directors of the governing board. According to the Bylaws, there shall be two classes of Directors: class A, voting director elected by parent voting group and class B non-voting Directors, an ex officio Board member represented by the School administration.

During the first year of school operations, a voting protocol will be established for Board elections. Every parent or legal guardian of an enrolled student will be included in the parent voting group. The Board election protocol, as stated in the Bylaws (Appendix H. Bylaws), will be the following:
● Not later than the last Tuesday of March, eligible voters shall be notified of the date of the next Board election, of the qualification for the Board positions then open, that candidates must complete written applications for submission to voters, of the procedure for obtaining such application, and that completed applications will be
accepted until 4:00 p.m. on the Wednesday preceding the third Tuesday of April. The Board shall prescribe the form of the application.

- The names of qualified candidates will be placed on the ballot upon timely receipt of a completed application and the school shall distribute such completed applications to eligible voters. The school shall not otherwise communicate with voters regarding, or on behalf of, any candidate.

- The “director voting group” is hereby formed. The term “eligible voters” as used in these bylaws means members of the director voting group. The director voting group shall consist of each parent or legal guardian of every child currently enrolled in the school and all paid employees of the school. Each member of the director voting group shall have one vote regardless of the number of children enrolled in the school and of the basis of eligibility, except that the parent or legal guardian of a child having only one parent or legal guardian shall have two votes. Membership in the director voting group shall terminate automatically for a parent or legal guardian when the parent or legal guardian no longer has a child enrolled in the school and for an employee of the school when such employment terminates.

- Whenever notice to eligible voters is given or required to be given under these Bylaws, such notice shall be sufficient if given by the school’s normal means of communicating with all parents and staff, and the school shall have no obligation to separately notify parents or staff who, through no action of the school lack access to such means of communication.

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 two meetings in a school Board year, May to April, 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. A volunteer will be selected by a vote of the Board from among those who have volunteered. This vote shall be by the ballot. 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.

Committees
The Board shall be supported by two standing committees: academic and finance. The School Advisory Committee (SAC) exists to inform, to encourage, and provide opportunities for parent and community members to be involved in the planning and evaluation of the school’s instructional program and quality improvement processes. By definition, the SAC is an advisory body. Final authority of any decision rests with the Board of Directors.

The Finance Committee is charged with monitoring the School’s financial activities and to advise the Board on appropriate actions to ensure continued financial strength. The Board treasurer shall serve as the chairperson of the Finance Committee.

To follow CDE recommendation, CCSD AE. Accountability/Commitment to Accomplishment policy, and in accordance with Novastar Academy Bylaws, an Accountability Committee will be formed with parents, students, community members, and school staff representatives with the purpose of participating in the school’s accountability program:

- accreditation process and results
- implementation of improvement plan
- reporting to all stakeholder accountability program results.

Quorum
The majority but not less than 60% 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.

Transition to governing board
The School’s founding committee shall appoint the founding Board which shall consist of at least five (5) members (currently 7), some of whom may be the founding committee members. The initial Board shall have staggered terms as follows:

- Three (3) Directors shall serve from appointment through three (3) fiscal years; and
- Four (4) Directors shall serve from appointment through two (2) fiscal years.
● Election of the remaining Directors. By the end of the first school year, the Board shall hold an election as described below for four (4) Class A Director positions. By the end of the second school year, the Board shall appoint three (3) Class B Director positions.

Commencement of Office. Newly elected Board members shall assume an ex officio Board position at the first Board meeting following their election, with voting privileges to begin the following school year, commencing July 1. Board members leaving the Board will remain in their positions until June 30 of the current school year. If a Board member leaves early, the new member will assume responsibilities and voting rights.

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 that 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, holding public meetings and posting 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 Stage 6 Planning Grant from CLCS 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 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

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 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.
I. Employees

I. 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 Intent to Apply from teachers and educators who carry dual certification. (Please refer to Appendix. I. Employees) We project that about 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 hand-on experience for middle schoolers. All full time school staff will serve at-will, CTE instructors/mentors will be employees of the companies/ organization Novastar will partner to provide support and instruction in industry-specific subjects and programs.

<table>
<thead>
<tr>
<th>INSTRUCTIONAL STAFF</th>
<th>YEAR 0</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>YEAR 5</th>
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<td>Teacher - ELA</td>
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<td>2</td>
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<td>Teacher - Humanities</td>
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<td>1</td>
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<td>3</td>
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<tr>
<td>Teacher - Math</td>
<td>0</td>
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<td>4</td>
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<tr>
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<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Teacher - Creative Arts</td>
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<td>Teacher - SPED/Initial SPED coordinator</td>
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<tr>
<td>Teacher - Building Resource Teacher / Instructional Coach</td>
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<td>1</td>
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<tr>
<td>Teacher - ELL</td>
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<tr>
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<td>15.5</td>
<td>25.25</td>
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<td>-------</td>
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</tr>
<tr>
<td>Total Instructional Staff</td>
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<td></td>
</tr>
<tr>
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<td>460</td>
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<td>Administrative Assistant</td>
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<tr>
<td>Administrative Assistant</td>
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<td>CTE Director</td>
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<td>1</td>
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<tr>
<td>Director of Operations</td>
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<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total Admin &amp; Support</td>
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<td>5</td>
<td>5</td>
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<tr>
<td>Total Instructional Staff</td>
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<td>15.5</td>
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<td>25.25</td>
<td>28.5</td>
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<tr>
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<td>19.25</td>
<td>29.75</td>
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<td>Compared with student projection numbers:</td>
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<tr>
<td>Assumed 10% SPED population</td>
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</tr>
<tr>
<td>Assumed 50 -60% ELL population</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**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.\textsuperscript{125}

\textbf{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)

\textsuperscript{125} Glickman, Gordon, Ross-Gordon, 2013, p. 337
**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 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.

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Length</th>
</tr>
</thead>
</table>
| 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  |
| 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 |
Behavior Plans: Dos and Don’ts of supporting students exhibiting challenging behavior

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 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.

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.

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.

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.
<table>
<thead>
<tr>
<th>Project Based Learning: PBL 101 Training (3 days) (Support and coaching occurring throughout the year) (All teaching staff and Executive Director, BOD invited)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and Technical Training Bootcamp (3 days) (support and coaching occurring throughout the year) (CTE guides, BOD invited)</td>
</tr>
<tr>
<td>Personalized Learning Plan and Core Learning Exchange training (All teaching staff and Executive Director, BOD invited)</td>
</tr>
<tr>
<td>Mentorship Path (All teaching staff and Executive Director, BOD invited)</td>
</tr>
<tr>
<td>Half days: individual planning time</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>Team Building and Culture (All staff and DOB invited)</td>
</tr>
<tr>
<td>Assessment systems (All teaching staff, Executive Director, counselors, and BOD invited)</td>
</tr>
</tbody>
</table>

**Collaborative inquiry-action cycle approach to PLCs**

Militeillo, 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.”  

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126 Militeillo, Rallis, and Goldring. 2009
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.”

Milite llo 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:\(^{128}\)

- 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 through 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.

<table>
<thead>
<tr>
<th>Weekly sessions</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
</table>

\(^{128}\) Terrell, 2018, p. 127
<table>
<thead>
<tr>
<th>60 minutes</th>
<th>Culturally responsive curriculum development</th>
<th>Cultural proficiency journeys</th>
<th>Opportunity Hour projects development</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 minutes</td>
<td>Service learning projects development</td>
<td>Global competencies and curriculum alignment</td>
<td>SEL curriculum and instruction planning</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Data Teams CIAC cycle</td>
<td>Data Teams CIAC cycle</td>
<td>Data Teams CIAC cycle</td>
</tr>
</tbody>
</table>

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-LXPD library.

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129 Bambrick-Santoyo, 2012, p. 155
130 PPAS charter application, 2015, p. 153
PD Evaluation
According to Thomas R. Guskey, effective professional development evaluations require the collection and analysis of the five critical levels of information\(^{131}\), 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)

International Teacher Exchange Program
A school can never exceed the quality of its teaching quality. Novastar will therefore place 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\(^ {132}\). However, this professional development will also be continuous and Novastar will work with other high quality networks that have a proven record in personalised 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 look out 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 International Centre Of Education Enhancement based in the UK and linked directly to the KED network.


\(^{132}\) [https://visible-learning.org/](https://visible-learning.org/)
When starting a new educational venture, it is essential that implementation is effective, consistent, and understood. 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* 133. 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.

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 real impact into 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 programmes with other colleagues in the network. Teachers will be required

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133 [https://drive.google.com/drive/folders/1dHPYIYl8Z403LAsyvE5sRnLQS0oLWbe](https://drive.google.com/drive/folders/1dHPYIYl8Z403LAsyvE5sRnLQS0oLWbe)
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.

I. Leadership Structure

Philosophy of Novastar Academy leadership in teaching and learning has four propelling forces of transformative leadership in capacity, culture, governance, and innovation. The school’s leadership main goal is in creating a strong foundation for interdependent and cohesive school culture through building:

- 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.

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 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. (Terrell et al., 2018) 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 schools community, instruction, and operations?
- How is curriculum responsive to different cultures of the students?
- How data can be utilized for the purpose of meeting the cultural needs of the sub-groups?
- How do we discuss student academic performance and needs with the equitable opportunity as a goal?
- How 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. (Terrell et al., 2018)

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.

A healthy student culture is as important. 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 vision a reality
- Practice. Provide multiple opportunities to practice
- Monitor and maintain. Evaluate progress with a measurable tool.
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 curriculum and instruction, assessment and accountability, parent and community communication and outreach, 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 highly 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 personal learning environment
- use student time strategically, emphasizing core academics and literacy.134

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 four phases:
- building collective leadership capacity
- planning and rollout
- driving instructional improvement
- reflecting and making adjustments.135

TLC model will be fitting Novastar Academy flipped pyramid organizational structure and accelerating 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 Design Thinking process of solving problems

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134 Mike and Frank, 2008, p. 18
135 Denver Public Schools, n.d.
creating effective feedback loops.

The strongest component of Novastar Academy’s TLC model utilized within the Teacher Mentorship Paths (TMP). 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 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 and within our Teacher Exchange Program to provide leadership and coaching to our teaching and instructional staff. 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:

- teacher exchange program (locally and internationally)
- good neighbor initiative
- Tech Talks (PPAS, n.d.)
- high school internships collaborative (locally and internationally)
- CTE collaborative
- service learning projects
- curriculum development and audits for cultural responsiveness; and alignment with standards (CAS, PISA)
- teacher driven PD
- community engagement projects.

With consideration to Novastar Academy ambitious strategic goals, 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) and innovative global competencies aligned curriculum.

**Organizational Structure**

Novastar Academy organizational structure, presented as a flipped pyramid, has the governing board as an ultimate decision making authority.
Novastar Academy 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

Parent, student, and teacher councils are represented by three persons elected by the respective communities. The purpose of the Teacher Council is in stewardship of professional development and teacher mentorship. Student and Parent Councils are responsible for creating a new generation learning experience.
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 disruptive 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. Executive Director Job Description.

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
Leadership Recruitment

Twelve month 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 highly 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 Executive Director and staff. A copy of the Executive Director evaluation rubric and Executive Director Quality Standards can be found in Appendix I. School Leader Evaluation Standards.

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 improve job performance. 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.

I. Employment Policies

Teacher Recruitment

Novastar Academy is a grassroots movement that has been growing within Denver’s multicultural community. We are our community and our goal is to serve our 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 purposed 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 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 well being as 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. (Hanushek, 2011) 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 network 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 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 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 supervising evaluation model has two major elements: Individual Professional Growth Paths (PGP) for professional development journey and teacher mentorship 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 “learning lab” 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 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

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136 Learning Labs, n.d
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’s 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 evaluation will be developed during the planning year; it will present a combination of the CDE Principal rubric and the school head evaluation toolkit including the guidance from DPS LEAD Framework (Please refer to the appendix I. Leader Evaluation)

Formal staff evaluations will include such items as salary and performance reviews, area 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 use 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

137 http://www.cde.state.co.us/educatoreffectiveness/rubric-for-colorado-principals
138 http://www.cde.state.co.us/educatoreffectiveness/overviewofsb191
139 http://www.cde.state.co.us/educatoreffectiveness/revised-teacher-rubric
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. A sample of the CDE evaluation rubrics for teachers and the Principal can be found in Appendix I. Employees Teacher and Leader Evaluation.

**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. 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 of the seven principles of community (Garmston and Wellman, 2016) will guide our conversations in engaging and embracing the conflict with special tools: restorative practices, difficult conversations, collaborative norms, and strategies of systems thinking.

**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 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 Executive Directors, 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

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.
J. Insurance Coverage

Insurance Policy

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 Molestiation; 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 Finance Committee will annually review the authorizer’s policies on insurance requirements to ensure compliance with all specific policies.

140 The school’s draft budget allocates funding for the above insurance based on quotes from XXXXX, though the school will obtain further quotes from other reputable providers.
K. Parent and Community Involvement

1. In the table that follows, please list existing community partnerships anticipated or currently in place with the Steering Committee or Board, including networking relationships.

Identify the entity in the Entity column.

- In the Nature of Partnership / Description of any Planned Resources or Agreements column, please provide a brief summary of the nature of the partnership, as well as any planned resources or agreements in place.
- In the Attachment Title column, please identify the attachment that includes the agreement or letter that formalizes the partnership.

Building on the understanding that the “community lives within” us (Garmston and Wellman, 2016) and a "school being a part of a much larger ecosystem” (Glickman et al., 2013), 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.

To honor our commitment of creating an authentic experience for our families, our team will provide the following unique paths for parents and community involvement:

- Parent University: educational classes for parents and communities (e.g., Novastar Academy Language Center has been working since 2016)
- 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, “Executive Director corner” page on FB, coffee with the director
- Internship partnerships with local and international community businesses
- Cross-curricula and service projects involving other schools in the neighborhood (Good Neighbor Initiative).

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.

We strive to develop global citizens who will participate in community development through service learning and social action. The Novastar Academy Opportunity 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 the Schedules section) will integrate our school into the greater community, demonstrating our values of openness and mutual respect.

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 Glendale, Denver and Aurora:

- Staenberg-Loup Jewish Community Center
- Colorado African Organization
- Russian Eloise May Library
- Ukrainian Cultural Center
- Asian Pacific Development Center
- Science, Arts and Sport Center for children
- Vestnik and Gorizont, Russian-American media portals in Denver and metro.

The founding team of Novastar Academy will utilize resources available from trusting educational organizations and experts to include, but not limited to:

- Colorado Department of Education (CDE)
- Colorado League of Charter Schools (CLCS)
- Colorado Charter Institute
- University of Denver (DU)
- Center for 21st Century Classroom
- The National Education Association
- Asia Society
- National Endowment for the Arts
- National Association for K-12 Online Learning
- International Association for K-12 Online Learning (iNACOL)
Nova’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

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 on-going, consistent, self-reflection.

In order to accomplish our goal of helping steer students towards a 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. Nova 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 founding team has also identified strong formal and informal partnerships with local businesses and community organizations that offer support to innovative educational programs (Please refer to the list of organizations above.)

Formal and informal partnerships:

<table>
<thead>
<tr>
<th>Entity</th>
<th>Nature of Partnership / Description of any Resources or Agreements and Status (i.e., in place or planned)</th>
<th>Attachment Title</th>
</tr>
</thead>
</table>

creating a new generation learning experience
<table>
<thead>
<tr>
<th>Core Learning Exchange</th>
<th>learning platform provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMS Global Consortium</td>
<td>standards body defining ed tech ecosystem</td>
</tr>
<tr>
<td>CACTE</td>
<td>Colorado ACTE</td>
</tr>
<tr>
<td>iNACOL</td>
<td>thought leadership in blended and personalized learning</td>
</tr>
<tr>
<td>CompetencyWorks</td>
<td>thought leadership in competency-based education</td>
</tr>
<tr>
<td>Center for Educational Reform</td>
<td>policy advocacy for Charter Schools</td>
</tr>
<tr>
<td>Christensen Institute for Disruptive Innovation</td>
<td>policy advocacy for educational reform</td>
</tr>
<tr>
<td>ACT</td>
<td>provider of assessment and career readiness resources</td>
</tr>
<tr>
<td>Northern Colorado Reading Initiative</td>
<td></td>
</tr>
<tr>
<td>Colorado League of Charter Schools</td>
<td></td>
</tr>
</tbody>
</table>

**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
- Suggestions/recommendations for improvement
Students will be invited to share their thoughts on how meaningful academic and supplemental programs are and perspective 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.

Communication Strategies
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 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 the culturally proficient educational practice. As part of that process, the staff, and parents 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.

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.

The school staff will collaborate in providing the following opportunities for parents and community to participate in their students’ education and work together on school improvement

141 [https://ccpep.org/home/what-is-cultural-proficiency/guiding-principles](https://ccpep.org/home/what-is-cultural-proficiency/guiding-principles)

142 [https://ccpep.org/home/what-is-cultural-proficiency/guiding-principles/](https://ccpep.org/home/what-is-cultural-proficiency/guiding-principles/)
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, “Ask the Principal” page on Facebook, Twitter and Instagram accounts; internal email communication protocols including weekly email newsletters and quarterly school progress reports
- Parent University with educational classes for families (e.g., Novastar Academy Language Center has been working since 2016)
- Beginning of the school year orientation nights, school tours

Teacher parent conferences

- Informal meetings opportunities for families and stakeholders: coffee with the School Executive Director
- PTO, PTA committees
- Teacher and parent appreciation days
- School and district community based events (festivals, holidays celebration, thematic nights, and etc.)
- Cross-curricula and service projects opportunities involving other schools in the neighborhood (Good Neighbor Initiative)
- Student-led service learning projects
- Open door policy for parents to participate in the Opportunity Projects (refer to Schedules section)
- Open door collaborative Design Thinking cycle meetings: cross-teams of students, parents, and community (third Friday of every month, refer to Schedules section)
- 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
- Parent access to evidence of student work via Core-LX parent portal.

Novastar Academy currently hosts a website and Facebook business page 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 Market SWOT Analysis conducted by the founding team, there were three market segments 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 high school students 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 the 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 and how they have changed with time?

3. Marketing mix strategy
   - What is the school marketing action plan?

Suggested Marketing Strategies
A mix of channel strategies and outreach programs will establish Novastar Academy’s presence in the recruitment and retention of students seeking a personalized, globally-focused high school experience. Primary tools for reaching students will include expanded media presence in channels preferred by students and their families, family and community oriented offers and creating a new generation learning experience
events, and general school communications. To expand our community, we will seek partnerships with the 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 deepening role in the community.

Novastar Academy founding team has developed a market growth plan to increase student enrollment and engage more families in recruitment processes. Please refer to the appendix K. Growth Strategy.

An example of a social media marketing plan is presented below. Please refer to the appendix K. Social Media Marketing Plan.

<table>
<thead>
<tr>
<th>Media category</th>
<th>Timeline</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website blog (posted once a month)</td>
<td>ongoing</td>
<td>Community Outreach</td>
</tr>
<tr>
<td>- articles about school design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- updates on development (will mirror letters/emails to parents)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- overview of innovation in education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- overview of district / CDE news related to charters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- repostings related to our school design from other educational media (edweek and such)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facebook posts categories:</td>
<td>ongoing</td>
<td>Community Outreach</td>
</tr>
<tr>
<td>- school design elements (explanation of the elements and how they will be implemented)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Parent Institute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- word of the day (use terminology to educate parents about the programs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- ESL class (looks like English grammar tips, new words, slang and idioms description [connotations, nuances, and etc.] and more)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- short ads about family engagement opportunities</td>
<td></td>
<td></td>
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<tr>
<td>- parent Q&amp;A (actual questions received form parents and answers, no more than 3-4 sentences)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- parent surveys on current problem/issue related to charter development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- posts/ ads for different FB groups related to target student population</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- targeted advertisements on Facebook and Google</td>
<td></td>
<td></td>
</tr>
<tr>
<td>@PrincipalCorner posts categories:</td>
<td>ongoing</td>
<td>Community Outreach: Larisa</td>
</tr>
<tr>
<td>- “Ask the Principal” (questions from parents)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- “Innovation in Leadership”, a paragraph descriptions of innovations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- school culture building (related to the school’s values)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instagram</td>
<td>ongoing</td>
<td>Community Outreach</td>
</tr>
<tr>
<td>- photobooth (pictures from the events, families and more)</td>
<td></td>
<td></td>
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<tr>
<td>- pictures describing schools’ programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LinkedIn</td>
<td>ongoing</td>
<td>Community Outreach</td>
</tr>
<tr>
<td>- professional profile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- local and international business connections and presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- IMS Global showcase (micro-credentials and career tracks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian-American newspapers</td>
<td>school opening phase</td>
<td>Community Outreach</td>
</tr>
<tr>
<td>- ads to mirror FB ads and flyers</td>
<td>school opening phase</td>
<td>Community Outreach</td>
</tr>
<tr>
<td>National Public Radio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

creating a new generation learning experience
L. Enrollment Policy

Novastar Academy plans to open for fall 2021 with a cohort of 200. The first year budget is based on enrollment of 200 students in grades 6 through 10 with cohorts of 40 students in each grade. The founding team plans to grow enrollment to 320 students the subsequent year and also add grade 11. The school will reach full build out of 540 students in grades 6-12 by year five.

Novastar Academy will follow these guidelines:

- In December 2020, the School will conduct a lottery to fill the projected 200 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, and etc.) are provided in several languages
- enrollment team member are bilingual
- enrollment team recruits bilingual parents as volunteers
- social media advertisement includes specialized and focused parents groups (for example, Facebook group “Professional Moms”)
- the enrollment team participates in the 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\(^\text{143}\), 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, 2020, in order to receive priority enrollment. Founding Families and Teacher child(ren) will not exceed 20% of

\(^{143}\) [http://www.cde.state.co.us/dropoutprevention/transitions-enrollment](http://www.cde.state.co.us/dropoutprevention/transitions-enrollment)
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**

The School's open enrollment period will begin October 5th and conclude one week before the scheduled lottery date, to be held in December prior to the initial academic year. 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. To ensure authenticity and integrity of the lottery process, no fewer than two Board members and the Executive Director will oversee the randomization of computer-generated Lottery ID assignments; the final sort will be printed and signed by all witnesses.

**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

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144 Adapted from PPAS charter application, 2017
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 wants to be inclusive of 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, on-going, 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.

Along with completed enrollment application, families will need to provide legally required documentations for school enrollment:

- birth certificate(s)
- immunization record(s)
- proof of residency

Students’ immunization records must comply with Colorado Law which requires all children going to school be vaccinated as a preventive disease control measure. Families who object to
vaccination for 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.

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 6-12 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.\textsuperscript{145, 146}

\textsuperscript{145} [http://www.cde.state.co.us/dropoutprevention/transitions-enrollment#transferring](http://www.cde.state.co.us/dropoutprevention/transitions-enrollment#transferring)

\textsuperscript{146} Vacancies, Withdrawals, and Transfers
This is not required here according to the authorizer’s rubric, but you could include something on this.
M. Transportation and Food Services

Transportation Services

Transportation and school access is critically important to a school’s success. In order to address barriers to transportation, Novastar Academy will employ the following:

To assist low-income students and families with transportation challenges, Novastar Academy will partner with WaytoGo Schoolpool\(^\text{147}\) 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.\(^\text{148}\) for 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 for these providers. For Transportation-related insurance, see Section J: Insurance Coverage.)

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.

\(^{147}\)https://waytogo.org/getting-around/schoolpool

\(^{148}\)https://www.hopskipdrive.com/
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 identification or 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 food service requirements. Breakfast and lunch will be made available for free (or at required reduced rates) 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).

Novastar recognizes that it will need some food service equipment for delivery of the food program, and is working with HSFC to identify potential equipment based on likely facility scenarios. The draft school budget currently includes sufficient funding to provide at minimum a milk cooler/refrigerator and a warmer.

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.
N. Facilities

Novastar Academy has sought to design a facility for new generation learning experiences utilizing a global classroom and contemporary -style flexible & collaborative workspaces. Each cohort will be capped at 40 students in a hybrid classroom with rotation -based schedule and will utilize a multifunctional classroom space modeled after future creative laboratory and co-working style workspaces (similar to those utilized at Google, WeWork, and more). With this in mind, the school’s facility will not look like nor be utilized in the same fashion as a typical middle or high school. Instead, Novastar Academy’s learning spaces will look more like those of Kunskapsskolen\textsuperscript{149} or School Of One\textsuperscript{150} where students’ flexible learning opportunities are offered through a variety of station rotations, lab rotations, flipped classroom through blended computer-based 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.

Founder Larisa Hegenbarth has documented expertise in meeting school facility code, security and requirements. She previously prepared two facilities for educational occupancy: a learning center for grades K-12 and a preschool. She has compiled a list of reliable contractors and consultants with whom she has previously worked on space conversion and appropriation. Novastar Academy Finance Committee is involved in short- and long-term planning for securing a future school facility.

Needs Assessment

Novastar Academy commissioned a facility needs assessment and feasibility study through Hollis and Miller\textsuperscript{151} 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 70-75 sq.ft. per student), and considers the learning environment needs for Novastar’s unique educational program, scoping out facility needs as follow over three build-out phases:

<table>
<thead>
<tr>
<th>Initial capacity for opening (200 students, 25 staff).</th>
<th>Additional facility needs for up to 560 students, 55 staff</th>
<th>Optional facility expansion for 640+ students</th>
</tr>
</thead>
</table>

\textsuperscript{149} https://vimeo.com/43938001
\textsuperscript{150} https://www.youtube.com/watch?v=HSTrl6nj5xU,
\textsuperscript{151} www.HollisandMiller.com

creating a new generation learning experience
**Administration** (Visitor Waiting, 2 Reception Stations, Small Conference Room, School Executive Director Office, Director of Operations Office)

<table>
<thead>
<tr>
<th>School Nurse</th>
<th>School Nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1 ensuite treatment room, 4 cot areas, large storage)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Counseling</th>
<th>Teacher/Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Staff Workroom #1, Counselor Offices #1-6)</td>
<td>(Staff Workroom #2, Counselor Offices #7-14)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Spaces</th>
<th>Learning Spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Classrooms #1-6, Small Collaborative rooms #1-6, Large Collaborative rooms #1-6, teacher restrooms #1-2)</td>
<td>(Classrooms #7-20, Small Collaborative rooms #7-20, Large Collaborative rooms #7-20, teacher restrooms #3-4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education &amp; Student Services</th>
<th>Special Education &amp; Student Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Calming/Sensory Area, Storage, Conference/Collaborative Room #1, Washer/Dryer #1, Restroom #1)</td>
<td>(Study-Based Resource Classrooms #1-3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specials/Supplementary Curriculum</th>
<th>Specials/Supplementary Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Full-size PE gym, Bleachers for 300+ADA, PE Office, PE Storage)</td>
<td>(Community Partner Space, 280-seat Auditorium with state, storage, AV closet, mechanical and electric)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dining</th>
<th>Dining</th>
</tr>
</thead>
<tbody>
<tr>
<td>(200-student Cafeteria/Multipurpose room, Storage for tables/chairs, Food Service area)</td>
<td>(Food Service Prep area including cold storage, dry storage, office, restroom, lockers, and dishwasher)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Building Services</th>
<th>Building Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Student restrooms #1-8, Janitor Closet #1, Central Receiving with office &amp; storage, Central Mechanical, Central Electrical, Central Technology)</td>
<td>(Student restrooms #9-16, Janitor Closets #2-3, Technology Closets #1-2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Building Services</th>
<th>Building Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Central Receiving Workspace and Outdoor Equipment)</td>
<td></td>
</tr>
</tbody>
</table>

Additional details are outlined in Appendix N. Facility Needs Assessment.

**Facility Option 1: New Build**

Novastar Academy’s board prefers a design and new build for its campus. 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 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.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Completion by SY</th>
<th>Student Capacity</th>
<th>Build Scope (sq.ft.)</th>
<th>Phase Cost</th>
<th>Total Cost + Land</th>
<th>Total Size (sq.ft.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1 Build</td>
<td>2021-22</td>
<td>200-400</td>
<td>~27,000</td>
<td>$8.1M+Land</td>
<td>$8.1M</td>
<td>~27,000</td>
</tr>
<tr>
<td>Phase 2 Build</td>
<td>2024-25</td>
<td>440-560</td>
<td>~20,000</td>
<td>$6.2M</td>
<td>$14.3M</td>
<td>~47,000</td>
</tr>
<tr>
<td>Phase 3 Build (optional)</td>
<td>2027-28 or later</td>
<td>640+</td>
<td>~22,000</td>
<td>$6.3M</td>
<td>$20.6M</td>
<td>~69,000</td>
</tr>
</tbody>
</table>

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 CCSD and begin the zoning and permit process prior to submitting facilities proposals to the Planning Department.

**Facility Selection Timeline**

<table>
<thead>
<tr>
<th>Month</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2020</td>
<td>Finalize financing</td>
</tr>
<tr>
<td>July 2020</td>
<td>Finalize location</td>
</tr>
<tr>
<td>July 2020</td>
<td>Complete financing approvals for facility</td>
</tr>
<tr>
<td>August 2020</td>
<td>Complete traffic study</td>
</tr>
<tr>
<td>August 2020</td>
<td>Finalize architectural drawing</td>
</tr>
<tr>
<td>August 2020</td>
<td>Submit Charter Application to CCSD</td>
</tr>
<tr>
<td>November 2020</td>
<td>Approval from Planning Commission</td>
</tr>
</tbody>
</table>
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 preliminary conversation, financing is expected to be made feasible through an initial lease (without an accelerater), and Novastar is seeking to have a buy-out option for 3-5 years into the lease. Currently the budget reflects estimated figures, which will be updated as financing details firm up.

Facility Option 2: Appropriate an existing facility
Should a suitable property for a new build not be secured so that building may begin no later than October 2020, or should a new building be delayed, then Novastar Academy will look to locate and appropriate an existing facility. In surveying available properties, it is estimated that this approach would cost approximately $150-200 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 years 3-5 years. With the prospect of additional costs from a subsequent move, Novastar’s preference is for a new build.

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.

Possible Locations

**Location #1: Dove Valley Business Park, 7801 S. Fairplay Street | Centennial, CO**
Dove Valley Business Park is located on the southwest corner of E. Broncos Parkway and S. Fairplay Street with easy access from major travel conduits E-470, I-25 & Parker Road. This site is located in close proximity to Cherry Creek School District’s new Innovation Campus, and is near the Denver Technological Center, Inverness Business Park, Meridian International Business Park, Compark Business Campus, and Centennial Airport that enable the school to develop meaningful local partnerships for its STEM and CTE programming.

Dove Valley recently advertised availability of 19.75 acres of land for a listed sales price of $4.50/sq.ft., which would approximate to a range of $980k to $1.2M depending on lot location.
and size. Initial review of the site indicates several lots suitable to accommodate the New Build facility option outlined above.

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
Location #2: 9800 E Geddes Ave, Englewood, C, 80112

The proposed location at 9800 E Geddes Ave is conveniently situated at the corner of Hwy I-25 and E Dry Creek Rd, about 3.6 miles west from the proposed location in Dove Valley Business Park, which will keep the school campus within a close reach to Cherry Creek School District’s new Innovation Campus, the Denver Technological Center, Inverness Business Park, Meridian International Business Park, Compark Business Campus, and Centennial Airport.

The founding team has considered a sublease option through May 31, 2024 at $14/ sq.ft. plus NNN at $5/sq.ft. and a longer lease term between 5 -7 years at a negotiated price. The facility plan presents a number of built-out classrooms and flexible learning spaces. There is no tenant improvement needed for the school to launch the program at the location # 2.

This location is currently the most likely option and therefore has been incorporated into the budget. The sublease includes access to furniture (including tables, desks, and chairs) and computer equipment (sufficient for all in -person learning), limiting the need for furniture and computer purchases until Year 2.

Location #3: 2101 E Arapahoe Rd, Centennial, CO

The property at 2101 E Arapahoe Rd in Centennial offers 14,992 s.f. at $1227/sq.ft. Sales price of the building is not disclosed at this time. The property has two levels advertised at the following prices:

- LL 3,292 sq ft $3,292 per month
- 1st 2,550 sq ft Floor $5,742 per month
The Founding team foresees some tenant improvements for the property to accommodate a hybrid learning program.

Location #4: 7030-7036 S Potomac St, Centennial, CO
The property at S. Potomac St in Centennial offers between 11,147 and 22,950 sq.ft. at the prices of $10.17/sq.ft. Total of 22,905 sq.ft. at $19,412 per month. The sale price is $3.8 million. The Founding team will consider tenant improvements for the property with the lease to purchase option.
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

The safety of our students and staff is Novastar Academy’s highest priority. An Emergency Management and Safety Plan (“EMSP”), aligned with the Healthy School domains and CCSD requirements, will be created by the founding team. The School’s Executive Director will be responsible for overseeing the plan and compliance with CDE and CCSD school safety rules and regulations. The list of threats includes, but not limited to: arson/fire/explosion, bomb threat, negligence/abuse reporting, kidnapping, group violence, hazardous materials, medical emergencies, field trip incidents, weather emergencies, sexual assault, intruders in the building, suicide threat, terrorism, suspected alcohol or drugs, utilities malfunction, violence or hostage...
situation. According to the EMSP best practices, threats are classified into categories and every category of threats has a detailed emergency procedures plan.

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 trainings 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-practices safety and preventive measures in order to support a healthy school community.
O. Waivers

Waivers of District Policy

Novastar Academy is requesting all automatic district and state waivers. Along with the automatic waivers, the following 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 consider to request. The cross reference chart is presented in the appendix O. Waivers. No impact on the Cherry Creek Schools District finances or operations is anticipated with the requested waivers implementation at the proposed Novastar Academy school.

- AD. Educational Philosophy/School District Mission.
- AC Policies Regarding Nondiscrimination and Sexual Harassment (including Regulations and Exhibits)
- AD-R. School District Goals and Objectives.
- AE. Accountability/Commitment to Accomplishment.
- AE-R. Accountability/Commitment to Accomplishment (Accountability Committees).
- BE. School Board Meetings/Regular Meetings/Special Meetings
- BEA. Electronic Participation in Board Meetings
- BEC. Executive Sessions/Open Meetings
- BDA. Notification of Board Meetings
- BEDB. Agenda
- BEDF. Voting Method
- BEDG. Minutes
- BEDH. Public Participation in School Board Meetings
- BG. School Board Policy Process, Adoption and Implementation
- BGE. Policy Communication/Feedback
- D. Fiscal Management
- DB. Annual Budget
- DBG. Budget Adoption
- DBI. Budget Implementation.
- DFAA. Use of Surplus Funds (Investments)
- DG. Banking Services Deposit of Funds, Authorized Signatures and Check Writing
- DI. Fiscal Accounting, Reporting and Inventories
- DIE. Audits/Financial Monitoring
- DN. School Properties Disposition
- DJ. Purchasing/Purchasing Authority
- DJF. Purchasing Materials and Services
- DJG. Vendor Relations
- DKB. Salary Deductions
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.

<table>
<thead>
<tr>
<th>State Statute Citation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.R.S. § 22-32-109(1)(f)</td>
<td>Local board duties concerning selection of staff and pay</td>
</tr>
<tr>
<td>C.R.S. § 22-109(1)(l)</td>
<td>Determine educational program and prescribe textbooks</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>C.R.S. § 22-110(1)(h)</td>
<td>Local board powers - Terminate employment of personnel</td>
</tr>
<tr>
<td>C.R.S. § 22-110(1)(i)</td>
<td>Local board duties - Reimburse employees for expenses</td>
</tr>
<tr>
<td>C.R.S. § 22-110(1)(j)</td>
<td>Local board powers - Procure life, health, or accident insurance</td>
</tr>
<tr>
<td>C.R.S. § 22-110(1)(k)</td>
<td>Local board powers - Policies relating to in-service training and official conduct</td>
</tr>
<tr>
<td>C.R.S. § 22-110(1)(ee)</td>
<td>Local board powers - Employ teachers' aides and other non-certificated personnel</td>
</tr>
<tr>
<td>C.R.S. § 22-32-126</td>
<td>Employment and authority of principals</td>
</tr>
<tr>
<td>C.R.S. § 22-33-104(4)</td>
<td>Compulsory school attendance - Attendance policies and excused absences</td>
</tr>
<tr>
<td>C.R.S. § 22-63-301</td>
<td>Teacher Employment Act - Grounds for dismissal</td>
</tr>
<tr>
<td>C.R.S. § 22-63-302</td>
<td>Teacher Employment Act - Procedures for dismissal of teachers</td>
</tr>
<tr>
<td>C.R.S. § 22-63-401</td>
<td>Teacher Employment Act - Teachers subject to adopted salary schedule</td>
</tr>
<tr>
<td>C.R.S. § 22-63-402</td>
<td>Teacher Employment Act - Certificate required to pay teachers</td>
</tr>
<tr>
<td>C.R.S. § 22-63-403</td>
<td>Teacher Employment Act - Describes payment of salaries</td>
</tr>
<tr>
<td>C.R.S. § 22-1-112</td>
<td>School Year - National Holidays</td>
</tr>
</tbody>
</table>

C.R.S. § 22-32-109(l)(n)(I) & (II)(A)&(B)—Local Board Duties concerning the school calendar, teacher-pupil contact hours, and adopting a district calendar

Rationale: The School must be able to set its own school calendar to best meet the needs of its students.
Replacement Plan: The School will work with its community to develop its own school calendar as approved by the Novastar Governing Board and its administration. The school year at Novastar will meet the minimum required school days and contact hours as required under Colorado law. Novastar will be responsible for defining and enforcing reasonable attendance and absence policies rather than the Cherry Creek School District (“District”). The plan will meet or exceed the expectations set forth in Colorado law.

Duration of Waivers: We formally request the waiver be in effect for the duration of our contract with the District. Therefore, the waiver is requested starting the Fall of 2020.

Financial Impact: Novastar anticipates that the requested waivers will have no additional financial impact upon District or the School.

How the Impact of the Waivers Will be Evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to the School as a whole, as per the charter contract.

Expected Outcome: Novastar expects that as a result of this waiver it will be able to implement its curriculum appropriately and ensure that students meet the educational and performance standards of the School.

C.R.S. § 22-32-109(1)(b) — Local Board Duties concerning competitive bidding

Rationale: In accordance with state law, Novastar will be responsible for its own contracting for goods and services.

Replacement Plan: Novastar will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). Procurement of goods and services shall be made by the Novastar Governing Board and school leader in the best interest of the School, upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to price, quality, availability, timelines, reputation and prior dealings. All goods and services must be included in the board-approved budget. Novastar shall not purchase goods or services from any members of the Governing Board, an immediate family member or any member of the Governing Board nor from any entity in which any member of the Governing Board or an immediate family member of a Governing Board member may benefit from such a procurement, unless authorized by the Governing Board after a full disclosure of the potential benefits and after the consideration set forth in the paragraph above. Novastar reserves the right to reject any or all bids and to accept that bid which appears to be in the best interest of the school. The Novastar Governing Board reserves the right to waive any informality, or reject, any and all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening bids. Any bid received after the time and dates specified will not be considered.

Duration of Waivers: We formally request the waiver be in effect for the duration of our contract with the District. Therefore, the waiver is requested starting the Fall of 2020.
Financial Impact: Novastar anticipates that the requested waivers will have no additional financial impact upon the District or the School.

How the Impact of the Waivers Will be Evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to the School as a whole, as per the charter contract.

Expected Outcome: As a result of these waivers, the School will select all goods and services in accordance with the terms and conditions set forth in the charter contract. As a result of this waiver, Novastar will be able to carry out its educational program, administer its affairs in an efficient manner, and accomplish its mission as set forth in the charter contract.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

<table>
<thead>
<tr>
<th>C.R.S. § 22-32-110(1)(y) — Local Board Powers</th>
<th>Accept Gifts and Donations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale: In accordance with state law, Novastar will be responsible for determining its own budget and issues associated therewith.</td>
<td></td>
</tr>
<tr>
<td>Replacement Plan: Novastar will not accept any gift or donation if the acceptance of said gift or donation is in violation of law, its charter contract, or any ethical or conflict of interest policies of the School.</td>
<td></td>
</tr>
<tr>
<td>Duration of Waivers: We formally request the waiver be in effect for the duration of our contract with the District. Therefore, the waiver is requested starting the Fall of 2020.</td>
<td></td>
</tr>
</tbody>
</table>

Financial Impact: Novastar anticipates that the requested waivers will have no additional financial impact upon the District.

How the Impact of the Waivers Will be Evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to the School as a whole, as per the charter contract.

Expected Outcome: As a result of this waiver, Novastar will be able to carry out its educational program, administer its affairs in an efficient manner, and accomplish its mission as set forth in the charter contract.

| 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). |
### Rationale:
The School uses its own evaluation system as agreed to in the charter contract. The School's evaluation system will continue to meet the intent of the law as outlined in statute. Additionally, the School should not be required to report its teacher evaluation ratings as a part of the commissioner's report as required by C.R.S. § 22-112(1)(q)(i) but will still report on in-field/out-of-field.

### Replacement Plan:
The methods used for Novastar's evaluation system include quality standards that are clear and relevant to the administrators' and teachers' roles and responsibilities, and have the goal of improving student academic growth, and meeting the intent of the quality standards established in C.R.S. §§ 22-9-101 et seq. In addition, the evaluation data is used to inform professional development decisions for each teacher. All staff have been trained in the Novastar evaluation system.

### Financial Impact:
Novastar anticipates that the requested waivers will have no additional financial impact upon the District or the School.

### Expected Outcome:
With this waiver, the School will be able to implement its program and evaluate its teachers in accordance with its evaluation system and in alignment with state directives, which is designed to produce greater accountability and be consistent with the School's goals and objectives. This will benefit staff members, students, and the community.

### Duration of Waivers:
We formally request the waiver be in effect for the duration of our contract with the District. Therefore, the waiver is requested through starting the Fall of 2020.

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### C.R.S. § 22-63-201 — Teacher Employment Act; Compensation & Dismissal Requirement to Hold a Certificate.

### Rationale:
In accordance with state law, Novastar must be granted the authority to hire teachers and principals that will support the School's goals and objectives as determined by Novastar.

### Replacement Plan:
Novastar will ensure that staff working in the School are selected based on who is most qualified to implement its educational program and fulfill the educational mission of the School. In order to attract the most qualified, it may be beneficial for the School to be able to hire teachers who don't have a certificate, but who possess unique background and/or skills, or fill a need for the School. The School may hire teachers licensed in the grade and subject area for the teaching position. In instances where a suitable licensed teacher is not available, the School will hire individuals who have a minimum of a bachelor's degree, preferably with a degree or content test in a related field, who are eligible to pursue a license with the Colorado Department of Education in the applicable grade and subject area.

### Duration of Waivers:
We formally request the waiver be in effect for the duration of our contract with the District. Therefore, the waiver is requested through starting the Fall of 2020.
Financial Impact: Novastar anticipates that the requested waivers will have no additional financial impact upon the District or the School.

How the Impact of the Waivers Will be Evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to the School as a whole, as per the charter contract.

Expected Outcome: As a result of these waivers, Novastar will be able to employ professional staff possessing unique skills and/or background filling all staff needs as they arise.

| 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 |

Rationale: Novastar should be granted the authority to develop its own employment agreements and terms and conditions of employment. The School will be operating differently from other schools with a unique curriculum for which having the proper teaching staff is essential. Not every teacher who is successful in a more traditional public school will be successful at Novastar. All employees of Novastar will be employed on an at-will basis.

Replacement Plan: Employment at Novastar will be on an at-will basis. Continued employment will be subject to a satisfactory performance evaluation(s) consistent with the employment policies and procedures created and adopted by the Novastar Governing Board.

Duration of Waivers: We formally request the waiver be in effect for the duration of our contract with the District. Therefore, the waiver is requested through starting the Fall of 2020.

Financial Impact: Novastar anticipates that the requested waivers will have no additional financial impact upon the District or the School.

How the Impact of the Waivers Will be Evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to the School as a whole, as per the charter contract.

Expected Outcome: As a result of these waivers, Novastar will be able to employ professional staff possessing unique skills and/or background filling all staff needs as they arise.
**C.R.S. § 22-63-205 — Exchange of Teachers**

**C.R.S. § 22-63-206 — Transfer of Teachers**

**Rationale:** Novastar is granted the authority under the charter contract to select its own teachers. No other school or the District should have the authority to transfer its teachers into Novastar or transfer teachers from Novastar to any other schools, except as provided for in the charter contract.

**Replacement Plan:** The School will hire teachers on a best-qualified basis. There is no provision for transfers.

**Duration of Waivers:** We formally request the waiver be in effect for the duration of our contract with the District. Therefore, the waiver is requested through starting the Fall of 2020.

**Financial Impact:** Novastar anticipates that the requested waivers will have no additional financial impact upon the District or the School.

**How the Impact of the Waivers Will be Evaluated:** The impact of this waiver will be measured by the performance criteria and assessments that apply to the School as a whole, as per the charter contract.

**Expected Outcome:** As a result of this waiver, Novastar will maintain control of employment matters at the School in order to better serve its students and unique programmatic needs.
P. Student Discipline, Expulsion or Suspension

Discipline Section for Novastar
Novastar Academy will facilitate a positive school culture by providing engaging learning opportunities for every student and to build 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 Nova. Student Mentorship Paths© (SMP) 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 appendix E. Mentorship 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 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”.

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 a positive and inclusive school culture and support responsive discipline and safe environment. The first year of the school operations, the Instructional Coach will receive intensive training in RJ and CCSD 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 infraction, to explain how a student will be removed from the school and for what offenses, will be developed prior to school starting in August 2021. 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 CCSD 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 CCSD Student Code and Discipline, Rights and Responsibilities handbook as well as CCSD Board of Education Policies related to student discipline. The school’s teams will commit to using data to track and improve 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 high school and once to each new student at Novastar Academy. Copies shall be available in each school of the organization. The ED 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

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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.
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 demonstrate 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

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153 Darling-Hammond, 1997
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\(^{154}\): 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

creating a new generation learning experience

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 school’s 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 the 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 CCSD. 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 CCSD 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 CCSD, 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

creating a new generation learning experience
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 CCSD guidelines and requirements.

The six components of RtI model are:
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:

<table>
<thead>
<tr>
<th>MTSS Coordinator</th>
<th>Organization and execution of MTSS process including</th>
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<tbody>
<tr>
<td></td>
<td>○ Universal Data Collection</td>
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<td></td>
<td>○ Universal Student Placement</td>
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<td></td>
<td>○ Ongoing data-based problem solving processes</td>
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<td></td>
<td>○ Student Care Plans</td>
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<td></td>
<td>● MTSS Knowledge Keeper: Development of Teachers and Teams</td>
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<tr>
<td></td>
<td>● Collaboration with Special Education and Referral Gatekeeper</td>
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| Student Support Team       | Schoolwide Decision Making Team                   |
| **(General Ed)             | Monitor MTSS Fidelity and Effectiveness through Data Review (Systems Level) |
| Teacher, Designated Admin, MTSS Coordinator, Mental Health Providers, etc.) | ● 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\textsuperscript{155} 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).

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.

\textsuperscript{155}\url{https://www.keydatasys.com/Home/AssessmentSuite}
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 overidentification 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 creating a new generation learning experience.
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, Novastar 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 process 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 CCSD 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 CCSD systems. The Enrollment team will also review the information in IC and will work with Cherry Creek 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 Cherry Creek 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

creating a new generation learning experience
Colorado League of Charter Schools Collaborative for Exceptional Education
- Colorado Charter Institute
- Cherry Creek School District ELD training and professional development
- Core Learning Exchange collaborative for professional development

Novastar Academy will partner with Cherry Creek 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:

156 Ladson-Billings, 1994, p. 382
● 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\(^{157}\) 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)

\(^{157}\) [https://www.elachieve.org/sysel-d-home.html](https://www.elachieve.org/sysel-d-home.html)

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**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
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 school’s 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

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 CCSD representative to ensure that the school’s gifted coordinator receives the necessary training to be qualified to complete this role.

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158 Colorado Dept of Education https://www.cde.state.co.us/gt/gifteddefinition

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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.

159 2020 CDE Writing Standards-aligned Advanced Learning Plans (ALPs)

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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”.

Seven Thinking and Action Steps toward Meaningful 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

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2020 CDE Writing Standards-aligned Advanced Learning Plans (ALPs)
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.

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 CCSD 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.

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 CCSD 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.

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161 https://www.cdc.gov/healthyschools/wsc/index.htm
162 C.R.S. 22-1-116 School Children - sight and hearing tests
163 https://www.cde.state.co.us/cdesped/guidelines_childhoodyouth_hearingscreening_2017

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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.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA/ELL</td>
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<td>8.00</td>
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<td>3.00</td>
<td>3.00</td>
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<tr>
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<td>0.80</td>
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<tr>
<td>Psych/SW</td>
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<td>1.40</td>
<td>1.40</td>
<td>1.60</td>
</tr>
<tr>
<td>Speech</td>
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<td>0.60</td>
<td>0.60</td>
<td>0.80</td>
</tr>
<tr>
<td>OT/PT</td>
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<td>0.40</td>
<td>0.60</td>
<td>0.60</td>
<td>0.80</td>
</tr>
</tbody>
</table>

The above FTE translates to the following budget numbers (salaries plus benefits for ELA/ELL and SPED staff and contracted services for other staff):

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA/ELL</td>
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<tr>
<td>Speech</td>
<td>$14,175</td>
<td>$28,350</td>
<td>$42,525</td>
<td>$42,525</td>
<td>$56,700</td>
</tr>
<tr>
<td>OT/PT</td>
<td>$14,175</td>
<td>$28,350</td>
<td>$42,525</td>
<td>$42,525</td>
<td>$56,700</td>
</tr>
</tbody>
</table>

The above FTE also translates to the following SPED student to staff ratios:

<table>
<thead>
<tr>
<th>Year</th>
<th>Special Education teacher (s) in FTE</th>
<th>Special Education teacher to student ratio (with projected 10% of total student count)</th>
<th>Assumed 10% SPED student population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>1:20</td>
<td>20</td>
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</tr>
<tr>
<td>3</td>
<td>2.0</td>
<td>1:23</td>
<td>46</td>
</tr>
</tbody>
</table>
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).

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 the appendix R. Policy Dispute Resolution.