

SEACOAST CLASSICAL ACADEMY
CHARTERED PUBLIC SCHOOL



CHARTER APPLICATION

Submitted to: New Hampshire State Board of Education

Date Submitted: 30 June 2022

Date Approved: 10 November 2022

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SECTION I: LETTER OF INTENT

The letter of intent of 19 November 2021 (Exhibit A) proposed that Seacoast Classical Academy Chartered Public School would serve grades K to 12. This application proposes to serve grades K to 8. All Exhibits are incorporated by reference.

SECTION II: APPLICATION COVER SHEET

Charter School Name: Seacoast Classical Academy Chartered Public School (“SCA”)
Sponsoring Organization: Seacoast Classical Education Foundation (“SCEF”)
Contact Person: Timothy Galitski, PhD
Mailing Address: P.O. Box 844, Exeter, NH 03833
Telephone: 1-603-212-1433
Alternate Telephone: 1-603-580-1698
Email Address: info@scefnh.org
Projected Opening Date: August or September 2023
School Location: Seacoast Region, New Hampshire
5-Year Enrollment Projections:

5-YEAR ENROLLMENT PROJECTION					
Grade	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Kindergarten	60	60	60	60	60
Grade 1	40	60	60	60	60
Grade 2	20	40	60	60	60
Grade 3	20	20	40	60	60
Grade 4	20	20	20	40	60
Grade 5	20	20	20	20	40
Grade 6	60	60	60	60	60
Grade 7	40	60	60	60	60
Grade 8	20	40	60	60	60
Total	300	380	440	480	520

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that

incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application.

Signed: Seacoast Classical Education Foundation

By: 
 Timothy Galitski, Chairman and President

Date: 30 June 2022

SECTION III: INTRODUCTION

PART A. General Description and Proposed Location

General Description

At Seacoast Classical Academy Chartered Public School we believe that families want academic excellence and family rights. Our core purpose is to provide those to our community in a tuition-free public school. SCA will educate young scholars in Kindergarten through 8th Grade, and will open in the fall of 2023.

Proposed Location and Facility

SCA seeks a location near the center of the Seacoast region, and will prioritize Exeter and nearby towns. Of special interest is a location in the NH101 corridor from Epping to Hampton. Such a location would maximize the number of potential scholars within a half-hour driving radius, and would maximize accessibility from Seacoast population centers and Seacoast towns with the highest poverty rates in Rockingham County.

SCEF has identified facility-site guidelines and calculated building-space guidelines based on: (1) Ed 321 regulations concerning school sites and minimal school spaces; (2) enrollment projections (Section 3G); and (3) plans to co-locate with a future separately chartered High School. See Section XI (Facilities).

PART B. Contact Person See Section II.

PART C. Identity of the Applicant

Seacoast Classical Education Foundation, a New Hampshire nonprofit organization, is the eligible entity submitting this application for a charter for Seacoast Classical Academy Chartered Public School.

PART D. Education Vision and Mission Statements

Vision of Seacoast Classical Academy

Our vision is academic excellence through education that is classical in its curriculum and proven in its pedagogy. We view academics broadly to include literacy, numeracy, humanities, sciences, and arts. We recognize the primacy of the family in the upbringing of the child, and focus our role on academics.

Mission of Seacoast Classical Academy

Our mission is providing academically excellent instruction and opportunities for creative exercise of learning to young scholars, while upholding family rights.

- We impart knowledge, and develop understanding through the examination and synthesis of that knowledge. Ultimately, we teach our scholars how to think critically, not what to think.
- We educate our scholars in traditions of moral and civic virtue, with a central and recurring emphasis on Western and foundational American principles.
- We recognize and reinforce the parental role as the primary decision maker and moral authority in the life of the child.

PART E. School Goals, Characteristics, and Methods

Academy Social Goals

The twin social goals of Seacoast Classical Academy are:

1. To provide an educational choice focused on academics and family rights.
2. Thereby to increase educational satisfaction in all schools in our community.

Educational choice is a community asset.

Academy Virtues (Characteristics)

Seacoast Classical Academy will carry out its mission in ways that exemplify the Academy Virtues, which guide our curricular choices and everyday actions.

<i>Sapientia</i>	Wisdom	We exercise understanding and good judgment.
<i>Veritas</i>	Truth	We uphold objective standards of knowledge and thought.
<i>Fortitudo</i>	Fortitude	We do what we believe is right though difficult.
<i>Excellentia</i>	Excellence	We strive persistently to surpass our former selves.

Academy Methods

By what methods will Seacoast Classical Academy pursue its vision and carry out its mission? SCA is a champion of classical education. We are building anew by reclaiming and revitalizing classical education in our community. Section 3H (Educational Need) describes classical

education. Section 5 (Education Plan) details our curriculum and pedagogy. For an understanding of our approach to family rights, see Sections 9 (School Culture) and 10 (Stakeholder Engagement).

PART F. Target Population

Functional illiteracy and innumeracy are too prevalent in America. For example, according to the US Department of Education’s 2019 report on “Adult Literacy in the United States” 21% of US adults have difficulty “comparing and contrasting information, paraphrasing, or making low-level inferences”. This difficulty severely hinders the cultural and socio-economic prospects of many millions of Americans. Public schools exist to minimize the incidence of such outcomes. Nonetheless, substantial percentages of scholars graduate in this condition, which causes and magnifies destructive personal and social problems. These disasters disproportionately afflict educationally disadvantaged and at-risk scholars and their families. The coronavirus pandemic exacerbated our educational difficulties.

According to the most recent National Assessment of Educational Progress (NEAP), “The Nation’s Report Card”, in New Hampshire the below-tabulated percentages of scholars fall in the categories of Advanced, Proficient, Basic, and below Basic in reading and mathematics. Considering that the *minimum* standard is Proficient, and Basic is substantially less than the minimum, the data indicate that most New Hampshire scholars are less literate or numerate (or both) than our minimum standards, and large percentages are at risk of functional illiteracy and innumeracy. The NH Department of Education’s most recent assessment data show similar results both statewide and in the Seacoast region, where the percentages of proficient scholars are 56% in English language arts and 41% in mathematics.

	NH NEAP %: ADVANCED PROFICIENT BASIC BELOW BASIC											
	Grade 4				Grade 8				Grade 12			
Reading	10	28	33	29	4	34	40	22	7	38	36	19
Mathematics	9	37	40	14	10	28	39	23	3	29	42	26

The K-8 scholars represented in the below-Proficient majorities (large bold numbers in the above table) are among those who could benefit most from education at Seacoast Classical Academy. The data indicate that problems start early and persist. This observation makes a sound K-to-8 education all the more urgent.

Literacy and numeracy are of paramount and immediate importance for academic development. Unnecessary delays and difficulties achieving them cause cascades of consequent problems. In contrast, expedition and effectiveness in achieving literacy and numeracy promote positive academic experiences. Positive academic experiences support positive attitudes in scholars toward learning, and themselves. Seacoast Classical Academy’s

classical curriculum and proven pedagogy will increase the chances of advantageous and healthy outcomes for our scholars and families.

The Seacoast region has multiple categories of families who would be highly motivated to join the Seacoast Classical community. All are welcome.

- Families of the numerous young scholars who have experienced academic setbacks or slow progress due to pandemic disruptions, and would benefit from a strong focus on academics, especially literacy and numeracy;
- The 10% of Seacoast scholar families (data from NH Dept. of Ed) who are at-risk with limited ability to choose private schools offering strong academics;
- Families attracted to classical liberal-arts education, with its emphasis on copious knowledge, broad understanding, and critical thinking;
- Families of scholars who would benefit from a pedagogical approach combining direct instruction, learning exercise, and progression by mastery;
- Homeschool families and others seeking an educational alternative that does not otherwise exist for them;
- The 62% of Seacoast scholar families who believe, according to NHEd's Bright Futures Survey, that family engagement needs improvement in public schools.

PART G. Objectives and Timeline for School Opening See Section XVI.

PART H. 5-Year Enrollment Projections See Section II.

PART I. Scholars to be Served

Seacoast Classical Academy will serve grades K to 8. We project an opening enrollment of 300 expanding over time to about 500. We anticipate the greatest initial enrollment interest in the early grades, K and 1, as well as Grade 6. In our region Grade 6 is a transition from elementary to middle schools. At full capacity, we project 3 sections of 20 scholars in each grade. Our enrollment projections are based conservatively on the actual enrollments of Lionheart Classical Academy and The Founders Academy, and our local population density.

Enrollment Limits for the First School Year ~~2023-2024~~

The above table contains enrollment projections for 5 years. For the purpose of the state's budgeting of funding for scholars, the maximum enrollment ~~in 2023-2024 will be, by grade from K to 8: 66, 44, 22, 22, 22, 22, 66, 44, 22. That makes a total limit of 330 scholars in the first~~ year of operation. ~~While remaining within the total enrollment limit, each year before any lottery the Executive Director, or designee, shall set an enrollment limit for each grade. The Executive Director or designee shall set, and may change, the number of sections in each grade. The Executive Director or designee may limit the class size of any section.~~

PART J. Educational Need

CONVENTIONAL EDUCATION	CLASSICAL EDUCATION
<p>Narratives</p> <p>Skills</p> <p>Dispositions</p>	<p>Knowledge</p> <p>Understanding</p> <p>Critical Thinking</p>
WHAT TO THINK	HOW TO THINK

How is Classical Education Different?

Classical education—the central elements of which are Knowledge, Understanding, and Critical Thinking—offers a clear choice differing from the currently prevalent conventional emphasis on Narratives, Skills, and Dispositions.

Conventional education often de-emphasizes objective knowledge in favor of subjective **Narratives** as frameworks in which to select and organize knowledge, whereas in classical education, copious objective **Knowledge** is the raw material of learning in a content-rich curriculum.

Conventional education provides training in **Skills** of prospective value, whereas in classical education, we impart not only skills, but also a broad **Understanding** of humanity and nature through examination and synthesis of knowledge.

Conventional education inculcates favored social and intellectual **Dispositions**, whereas in classical education, we develop **Critical Thinking** strengthening the intellectual and moral autonomy of young scholars.

A general tendency of contemporary conventional education is to teach what to think, as prescribed by others, whereas classical education teaches how to think for oneself. In this way, classical education is both deeper and more broad-minded than conventional education. Classical education is good for young scholars and for our community.

Scholars and Schools in the General Area

According to welfareinfo.org, the poverty rate in Rockingham County is 4.8%. Within the county, the towns with the highest poverty rates are Raymond (12.4%) and Epping (9.8%). These towns, as well as the population center of Exeter (6.6%), are squarely in the geographic area of interest. See Section 3F for a description of the target population, which includes disproportionate numbers of educationally disadvantaged and at-risk scholars.

Outside of a small number of religious tuition-charging private schools, there are no schools within the Seacoast region that we would classify as offering classical education. The charter schools in the region offer project-based learning (Great Bay CS), arts integration (Seacoast

CS), and Waldorf education (Coastal Waters CPS). Our public-school mission, focusing on academic excellence through classical education and family rights, will broaden access to the kind of education that would otherwise be out of reach for many families in the second-most-populous county in the state.

District Schools in the NH Seacoast Region

SAU5: Mast Way ES, Moharimet ES, Oyster River MS and HS
 SAU11: Garrison ES, Woodman Park ES, Horne Street School, Dover MS and HS
 SAU14: Epping Elementary, Middle, and High Schools
 SAU16: Main Street ES, Lincoln Street ES, Newfields ES, Stratham Memorial School, Kensington ES, East Kingston ES, Swasey Central, Cooperative MS, Exeter HS
 SAU17: Memorial ES, Daniel J. Bakie ES, Sanborn Regional MS and HS
 SAU21: Lincoln Akerman School, Barnard School, North Hampton ES, Seabrook ES, Seabrook MS, Winnacunnet HS
 SAU31: Newmarket ES, Newmarket HS
 SAU33: Lamprey River ES, Iber Holmes Gove MS, Raymond HS
 SAU50: Newington PS, Greenland CS, Maude H. Trefethen School, Rye ES, Rye JHS
 SAU52: Dondero ES, Little Harbour ES, New Franklin ES, Portsmouth MS and HS
 SAU82: Chester Academy
 SAU83: Ellis School
 SAU90: Centre School, Adeline C. Marston School, Hampton Academy
 SAU106: Atkinson Academy, Danville School, Pollard School, Sandown Central, Sandown North, Timberland Regional MS and HS

Chartered Public Schools in the NH Seacoast Region

Great Bay CS (Exeter), Seacoast CS (Dover), Coastal Waters CPS (Exeter)

Nonpublic Schools in the NH Seacoast Region

Phillips Exeter Academy (Exeter), Heronfield Academy (Hampton Falls), The Cornerstone School (Stratham), Portsmouth Christian Academy (Dover), St Thomas Aquinas HS (Dover), Sacred Heart School (Hampton), St Patrick Academy (Portsmouth), St Mary Academy (Dover), Acton Academy Seacoast (Dover)

PART K. Request for Shortening of Deadlines

Seacoast Classical Education Foundation respectfully asks the New Hampshire State Board of Education to conduct a hearing of this application at the earliest opportunity. The applicant has not yet found a suitable facility. Much time will be needed to find, lease, and prepare a facility in time to open in late August 2023. Having a charter, if granted by the Board, would help to expedite that process.

SECTION IV: GOVERNANCE

PART A. Governing Board

Founding Board

Seacoast Classical Education Foundation (SCEF) is the applicant. The members of its Board of Directors will comprise the Founding Board of Seacoast Classical Academy Chartered Public School (SCA). Upon the approval of a charter for SCA, the Founding Board will serve as the governing board of SCA until it can establish, in accordance with the charter and applicable laws, the SCA Board of Trustees. Because the Board of Trustees must include parents of enrolled scholars, the election of the first Board of Trustees will occur after the enrollment lottery, within 3 months. At all times, SCEF will remain an independent non-operating private foundation.

SCEF plans that there will be a second chartered public school that will be affiliated with SCA. This school, prospectively named Seacoast Classical High School Chartered Public School (“High School”), is planned to open in late August 2024 serving grades 9 and 10, subsequently expanding to grade 12. The charter of SCA does not apply to the High School. The High School would require a separate charter. Each school would have its own finances, though they might be co-located, or share operational synergies, or both. Together, the schools would offer a continuous K-to-12 curriculum, and would coordinate their admission and enrollment operations. For example, scholars who complete the SCA 8th grade would not be subject to an admission lottery to enroll in the High School’s 9th grade. This enrollment coordination, which is authorized by Section 4310(2)(H)(ii) of the Elementary and Secondary Education Act of 1965 as amended, would preserve the benefits of educational continuity and avoid unreasonable disruption of families. In case one is needed, Exhibit B is a draft affiliation agreement between the schools.

Roles of the Board of Trustees

The Board of Trustees (“Board”) of Seacoast Classical Academy Chartered Public School is the governing body of the same, and has full authority to determine SCA’s organization, methods, and goals (RSA 194-B:3(b)). The Board has general supervisory control and authority over SCA’s operations (RSA 194-B:5 I). RSA 194-B:5, as amended, prescribes the authority and duties of the Board of Trustees.

Subject to all applicable laws and regulations, the roles of the Board of Trustees are:

1. The Board is entrusted by the State Board of Education to protect and advance the interests of the enrolled scholars, their families, and employees.
2. The Board is a promoter of academic excellence and family rights.
3. The Board is the ultimate interpreter of the Vision, Mission, Virtues, and Policies.

4. The Board is the sole approver and authorizer of Curriculum, Pedagogy, and Assessment Practices.
5. The Board is the sole maker and enactor of the Policies of the Academy.
6. The Board is the steward of the Academy's financial and institutional health.
7. The Board is the provider of suitable Academy facilities and infrastructure.
8. The Board is the employer of the Executive Director of the Academy.

Duties of the Board of Trustees

Subject to all applicable laws and regulations, the Board of Trustees shall:

1. Promote—in all matters of governance, administration, and operations—the pursuit of the Vision, the execution of the Mission, and the practice of the Virtues.
2. Consider annually for approval and authorization, the Academy's Curriculum, Pedagogy, and Assessment Practices.
3. Defend and promote family rights as explicated in Section X Part A1.
4. Report as required to the State Board of Education.
5. Develop and determine, in consultation with the Executive Director, the Academy's multi-year strategic plans, annual goals, and measurable and attainable objectives pursuant to the plans and goals; require the implementation of the plans, goals, and objectives; review the performance of these at least annually; and make public the results of the review.
6. Make and enact, in consultation with the Executive Director, the Policies.
7. Raise sufficient funds to enable operations.
8. Establish and oversee the Parent Council (Section X, Part A2), and consider its reports and advice.
9. Make and approve, in consultation with the administration, an annual budget.
10. Monitor continually the finances of the Academy.
11. Consider for hiring approval, the Executive Director's nominees for the positions of Principal, Office Manager, and all salaried Teachers.
12. Adopt a Teacher performance evaluation system.
13. Issue to the Executive Director annual written goals and an evaluation of the performance of those goals and regular duties, and set his or her compensation.
14. Make, with outside entities, agreements or contracts that secure SCA's interests, and ensure proper implementation of these.
15. Oversee risk management.
16. Meet in public (RSA 91-A:2)—except for those proceedings designated as nonpublic sessions as defined in RSA 91-A:3,II— to transact business at least bimonthly, require the attendance of the Executive Director or designee, and cause to be kept a written record of each meeting.
17. Elect Trustees according to RSA 194-B:5,II, this charter, and the Board's Bylaws.
18. Establish or dissolve—from time to time as it deems advisable—Committees either standing or ad hoc, charge or discharge them with duties, and appoint or remove their members.

19. Amend the Board's Bylaws as required by law or as the Board deems advisable.
20. Perform all other duties required by law.

Qualifications, Skill Set, and Experience

The Founding Board and the subsequent Boards of Trustees shall elect new Trustees who are expected to be champions of academic excellence (as set out in Section V) and family rights (as explicated in Section X), and to uphold the Vision and the Mission (Section III, PartD). In their personal characteristics, Trustees should exhibit the Academy Virtues—Wisdom, Truth, Fortitude, and Excellence (Section III, Part E). The Trustees, collectively, should have professional skills and experiences preparing them for leadership in:

1. Overseeing educational performance
2. Providing strategic counsel
3. Developing policies
4. Fundraising
5. Overseeing institutional finances and facilities
6. Establishing and maintaining organizational culture
7. Setting expectations and evaluating performance
8. Facilitating interpersonal and community connections of value

The professional skills and experiences of the Founding Board members fulfill these.

PART B. Trustees and their Terms

The composition of the Board of Trustees will comply with RSA 194-B:5,II. The Trustees will include:

- 2 or 3 persons with experience as: an education professional, or a school board member or other elected official, or a board member or officer of a nonprofit, or a business professional with relevant experience;
- 2 or 3 persons who are major donors to SCA, or who are board members of organizations that are major donors to SCA;
- No fewer than 25 percent or 2 parents of enrolled scholars, whichever is greater.

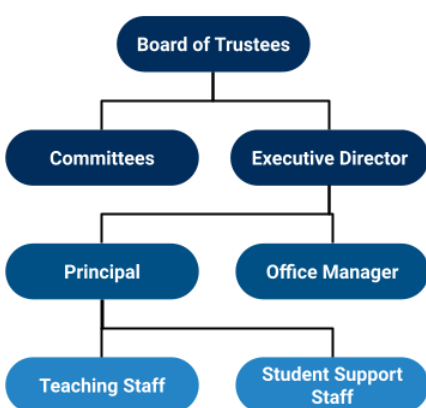
Each Trustee will be elected to a position in one specified category of the foregoing three. The number of Trustees shall be no fewer than 6, but no more than 8. None of the following may serve as a Trustee: a School employee; a child, parent, or spouse of a School employee; or, a member of a School employee's household. For stable governance, the Founding Board shall elect initial Trustees to 1-year, 2-year, or 3-year staggered terms such that continuity of Board membership is maximized. Thereafter, Trustees shall serve 3-year terms, except that persons elected as Parent Trustees shall serve 1-year terms. Unless otherwise specified at the time of election, terms will begin on July 1 and end on June 30. Trustees are eligible for re-election to no more than two full consecutive terms. By $\frac{2}{3}$ vote of the Trustees then in office whose terms will not end on or about the end of the current fiscal year, the Trustees shall elect persons to the Trustee positions with terms coming to an end. In the case of a vacancy, the remaining

Trustees may elect a person to complete the term of the vacant position. Each year the new Board of Trustees shall elect, from among the Trustees, a Chairperson, a Secretary who shall serve also as Vice Chairperson, and a Treasurer. These Board Offices have duties and powers customarily incident to them. The Board of Trustees may remove a Trustee from the Board by a vote of all but one of the other Trustees then in office.

PART C. Bylaws of the Board of Trustees

After approval of the charter, at its first meeting the Founding Board will approve the Bylaws of the Board of Trustees. Exhibit C is a draft of these Bylaws. The Board has the power to amend the Bylaws (Board Duty #19).

PART D. Organizational Structure and Growth Plan



The organizational chart shows the reporting lines of groups and persons. The Board of Trustees may revise this. The Board will seek to minimize the growth of this chart. For example, SCA will outsource accounting related functions (Section VIII, Part A). Also, Head Teachers (Section VI, Parts I&J) will assist the Principal. If necessitated by organizational growth or needs, the Board may approve positions to assist the Executive Director, the Principal, or the Office Manager. Draft position descriptions, including qualifications and responsibilities, are in Exhibit D.

Board of Trustees and its Committees

The State Board of Education entrusts the Board of Trustees with the governance of the Academy (Section IV, Part A). The Board may commit specific work to Committees (Board Duty #18). Such work may comprise, non-exclusively, generating and reporting findings and recommendations to the Board, drafting policies and other instruments for Board consideration, recruiting position candidates, negotiating agreements, and implementing the Board's decisions. Committees increase the work capacity of the Board. The Board may not delegate to a Committee an authority to bind SCA.

Pursuant to its role as the steward of the Academy's financial and institutional health (Board Role #6) and its duty to raise sufficient funds to enable operations (Board Duty #7), the Board shall have a standing Fundraising Committee charged with carrying out this duty. To the Fundraising Committee the Board shall appoint:

- At least 2 Trustees, but fewer than a Board quorum;
- The Executive Director and the Principal;
- At least 2 members of the Parent Council.

The Board may appoint other additional persons, as the Board deems advisable.

Executive Director

The Executive Director is the employee of the Board of Trustees, and the Chief Executive Officer of Seacoast Classical Academy. The Executive Director is accountable to the Board for the Academy's Vision pursuit and Mission execution. Enabling this accountability, the Board delegates authority to the Executive Director through bylaws, policies, directives, decisions, and communicated expectations. This executive authority is subject to Board review and to the Academy charter.

Principal

The Principal is the academic administrator and the lead teacher of Seacoast Classical Academy. The Principal reports to the Executive Director. The Principal shall ensure that the Academy meets its academic goals while upholding family rights.

Office Manager

The Office Manager performs administrative and supervisory work in the non-academic operations of the school, and reports to the Executive Director.

Initial Growth

At the time of the granting of a charter, the Founding Board will execute the plan for the initial growth of SCA (Section XVI). To facilitate this execution, the Founding Board may use SCEF's existing Committees: Fundraising & Marketing, Facilities, and Chartering (repurposed as Recruitment & Operations), and establish additional committees as needed. At a time after chartering, the SCEF Chairman and President, Tim Galitski, will transition to become the Executive Director of SCA. The foremost early priorities will be:

1. Secure an appropriate facility for the Academy.
2. Raise funds.
3. Recruit a Principal.

PART E. Fundraising Plan

New Hampshire charter schools must reconcile an annual revenue gap. Most of the gap is bridged by cost reductions from operational efficiencies and frugality relative to school-district practices. This typically leaves a remaining gap that can range higher than \$1000 per scholar per year. Based on study of our 5-year budget and enrollment projections, we have a simple quantitative model of our revenue gap. Our annual fundraising goal will be equal to the expected revenue gap. The model accounts for fixed costs that do not depend strongly on enrollment, as well as variable costs that are enrollment-dependent.

$$\text{Fundraising_Goal} = \text{Fixed_Cost_Gap} + \text{Per_Scholar_Gap} \times \text{Enrollment_Projection}$$

Rough estimates of the fixed-cost gap (\$100,000) and the per-scholar gap (\$200), combined with our projected enrollment (Section III, PartG), yield the following fundraising goals by school year.

SCHOOL YEAR	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
FUNDRAISING GOAL	\$160,000	\$179,520	\$195,595	\$207,997	\$220,816

The SCA administration will update the revenue-gap model each year based on the budget approved by the Board of Trustees. This annual update will yield both a suggested fundraising goal for the coming year, as well as projections of future revenue gaps that will inform the planning of future budgets.

The foregoing fundraising goals do not include fundraising in the time between chartering and the opening of SCA. The costs of securing and preparing a facility are difficult to estimate at this time, and are a major variable in startup expenses. Nonetheless, we project preliminarily a need for approximately \$1.97M in startup fundraising, with \$1.87M in Year 0 and \$100K in Year 1. The Founding Board is responsible for this startup fundraising, and will update projected needs as more information becomes available. The SCEF Board will pursue funding through a combination of individual donors, corporate donors, and fundraising social events.

Upon chartering, the Founding Board, then the Board of Trustees, will be responsible for setting fundraising goals and accountable for meeting them. The Board will set the fundraising goal based on the revenue-gap model, as well as the Board's assessments of present and future opportunities and risks. The Board's fundraising responsibility and accountability reflects its role as the steward of SCA's financial and institutional health (Board Role #6) and the Board's duty to ensure sufficient funds to enable operations (Board Duty #7). Clarity on this arrangement will prevent excessively burdening employees with fundraising, so that they can maintain focus on the mission.

The SCA Board of Trustees will be accountable, and its Fundraising Committee will be responsible, for obtaining funding from SCEF, the founder of the Academy. The granting of funding, and the amount of funding, will be subject to:

- Availability of funds;
- The SCEF Articles of Agreement, bylaws, and policies, as amended;
- Teaching of a high-quality classical curriculum;
- Mission focus on academics and strong academic performance;
- Upholding and protecting family rights;
- Justification of a proposed budget.

So that both SCEF and SCA can develop their annual budgets and fundraising plans, both organizations will make good-faith efforts to agree on grant funding from SCEF to SCA, early in the SCA budget-making process.

The following table presents SCA’s annual fundraising plan, which is subject to change by the Board. The plan apportions fractions of the total annual fundraising goal—as preliminarily set forth in the nearby table, and as set annually by the Board—to several sources.

SOURCE	AMOUNT	DATE	PURPOSE	WHO	TIME	EXPENSE
SCEF grant	0.75 Goal	December	Fill most of funding gap	Fundraising Committee	10 hr	\$0
Annual Fund	0.10 Goal	December	Community support, Family support	Fundraising Committee	20 hr	\$0
Spring Auction Dinner	0.10 Goal	April	Family support, Social capital	Fundraising Committee	50 hr	\$3000
Academy Social Events	0.05 Goal	Various	Social capital	Fundraising Committee	100 hr	\$2000

Within the category of Academy Social Events, we imagine 2 to 4 events whose primary purpose is the formation and maintenance of many positive interpersonal interactions and collaborations. The Fundraising Committee will be responsible for planning and putting on these events. It is expected that the Parent Council will play a leading role in these. This parent leadership will promote support and involvement among our families.

In addition to annual fundraising serving the purposes tabulated above, the Board of Trustees may from time to time initiate a capital campaign to support specific facilities needs. Among other strategies, the Board may seek to arrange matching donors to stimulate the raising of funds for capital improvements.

PART F. Grievance Process

No scholar, parent, or employee will be penalized, formally or informally, for expressing a grievance in a reasonable and business-like manner, or for using the grievance process. The SCA Grievance Process will comply with RSA 194-B:15.

SCA encourages grievants to attempt at first to resolve their grievance directly with involved parties in a manner that reflects the Academy Virtues. If this attempt is unavailing, or if a direct approach is not appropriate, the grievant may submit the grievance in writing to either the Principal or the Executive Director. The receiving administrator shall investigate the claimed grievance and respond to the grievant, while documenting the process.

If the grievant is not satisfied with the administration’s response, the grievant may present their grievance to the Board of Trustees. The Board of Trustees shall conduct a hearing according to rule Ed 204.01. If, after the proceedings of the Board of Trustees, the grievant

believes the grievance has not been adequately considered or redressed, the grievant may submit it to the State Board of Education, which shall investigate and make a determination.

SECTION V: EDUCATION PLAN

PART A. Curriculum and Instruction

Curriculum

The Hillsdale College K-12 Curriculum, as updated from time to time, is the curriculum of Seacoast Classical Academy, serving grades K to 8. It is planned that Seacoast Classical High School, serving grades 9 to 12, will use the same curriculum. A continuous classical K-12 curriculum is essential to the success of both schools. The Founding Board, on behalf of Seacoast Classical Academy, has obtained a license to use this curriculum. The Board of Trustees shall endeavor to maintain this license.

The Board of Trustees is the sole approver and authorizer of the SCA Curriculum, Pedagogy, and Assessment Practices (Section IV, Part A, Board role #4). The Board shall consider annually for approval and authorization, the Curriculum, Pedagogy, and Assessment Practices (Section IV, Part A, Board duty #2). The Board of Trustees may modify the curriculum, pedagogy, and assessment practices.

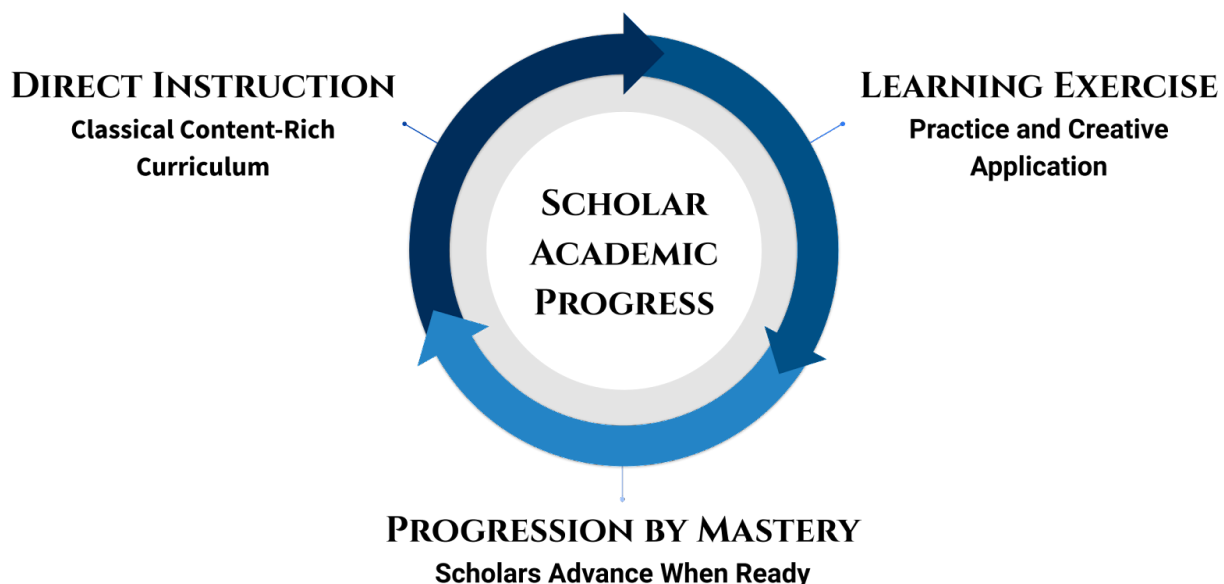
The SCA curriculum is clearly defined. The Hillsdale *K-12 Program Guide* and associated *Bill of Materials* specify the curriculum, and supporting materials, in weekly detail for each subject in each grade. The curriculum is designed for classical education in public charter schools. It is in use in dozens of schools in many states, including New Hampshire at Windham Academy and Lionheart Classical Academy. The curriculum is content-rich with a focus on literacy, numeracy, history, and science, with strong components of foreign language, art, music, and physical education. The literacy curriculum reflects the urgency of learning to read using a sound phonics-based approach. The mathematics curriculum is Singapore Math, a key success factor of the consistent top performance of Singaporean scholars in international math comparisons. The history curriculum emphasizes rigorous study of primary historical sources. The literature curriculum leads scholars in the study of classic works revealing human nature. The science, foreign-language, art, and music components complete a well-rounded liberal-arts early education.

An overview of the K-8 curriculum is below. Exhibit E is an alignment, graciously provided by Lionheart Classical Academy, of the curriculum to the NH College and Career Ready Standards. This alignment demonstrates that SCA's curriculum meets or exceeds New Hampshire state standards in the subject areas offered.

ELEMENTARY SCHOOL CURRICULUM OVERVIEW						
Subject	K	1	2	3	4	5
Literacy	Phonics, Reading, Spelling, Writing, Speaking			Grammar, Spelling, Greek & Latin Roots, Composition, Speaking		
Literature	Classic Children's Literature, Sayings & Phrases, Poetry					
Mathematics	Singapore Math <i>Dimensions</i>					
Science	Life, Physical & Earth Science					
History & Civics	World and American History & Geography; Study of American Founding Documents					
Foreign Language	French, Spanish, or German					
Fine Arts	Studio Art, Art & Music History, Music Theory					
Physical Education	Cardiovascular Health, Endurance, Strength, Flexibility, Body Composition, Speed, Power, Agility, Balance, Coordination, Reaction Time					

MIDDLE SCHOOL CURRICULUM OVERVIEW			
Subject	6	7	8
Literacy	Grammar, Composition & Speaking		
Literature	K-5 cont'd	Classic Literature & Poetry	
Mathematics	Singapore Math <i>Dimensions</i>		Algebra I
Science	K-5 cont'd	Life & Chem. Sci.	Conceptual Physics
History & Civics	K-5 cont'd	America to 1877	America 1877 to Now
Foreign Language	Latin Ia	Latin Ib	Latin II
Fine Arts	Studio Art, Art & Music History, Music Theory		
Physical Education	Cardiovascular Health, Endurance, Strength, Flexibility, Body Composition, Speed, Power, Agility, Balance, Coordination, Reaction Time		

Instruction



An excellent education is rigorous and enjoyable, stimulating and inspiring. Our educators cultivate learning through direct instruction of a classical content-rich curriculum. Our scholars exercise this learning, and make it truly their own, through practice and creative application. Our scholars progress through the curriculum by demonstrated mastery, and advance when they are ready. Within this schema, the interactions of educators and scholars can take diverse forms.

Educator-led direct instruction is a fundamentally sound pedagogical approach. It is both traditional and adaptable. Skilled instructors engage learners with a variety of stimulating strategies, and readily recognize learning gaps. Assigning practice solidifies learning. Knowing that scholars need to accumulate knowledge and strengthen core mental faculties, we do not shy away from memorization. Making connections between curricular elements builds a network of stably integrated knowledge in the minds of scholars, and stimulates them to new heights of understanding.

Our view of learning exercise and creative application by scholars is expansive and includes many forms of knowledge application and critical thinking: solving unfamiliar math problems, writing composition, group discussion and debate, interacting with invited guests, exercise of foreign language, research of open questions, engineering and design, expressions in fine arts and performance arts, scientific experimentation, use of manipulatives and other forms of hands-on learning, among others. Creativity makes a well-rounded and self-motivated scholar.

Progression by mastery allows scholars to advance from lesson to lesson at a natural pace, when they are ready. There are two components to progression by mastery at SCA. One is differentiated instruction. The other is supplemental instruction. SCA implements differentiated instruction in the form of small-group instruction in literacy and mathematics. It is entirely natural for there to be differences in academic development among scholars in rigidly-defined age cohorts (grades). Breaking classrooms down into developmentally matched reading groups and math groups simplifies teaching and enables all to progress well. Supplemental instruction, described below in Part K, provides additional learning opportunities for scholars who are either excelling or needing to accelerate.

We understand that learning happens everywhere and in various ways. We encourage creative and unstructured play. Field trips extend the learning experience. Energetic physical activity promotes bodily health, invites social interaction, and supports learning.

Grades and Report Cards

At Seacoast Classical Academy, grades and report cards are tools to advance learning through feedback. Teachers will provide scholars with ongoing feedback on their work in an age-appropriate manner. Teachers will hold parent-teacher conferences. Report cards will include written progress narratives, grades, and evaluation comments. On a case-by-case

basis, there might be additional communications about academic progress to parents. In early grades the Academy will use a symmetrical grading scale, e.g., U, S-, S, S+, E. In the middle-school years, teachers will employ the A/B/C/D/F grading system. Each scholar will receive a grade for conduct. The conduct grade will be assigned by the group of instructional employees who work with the scholar. The Academy will explore expanding grading by groups of teachers, for cases in which this is applicable and reasonably practicable. Grading and reporting systems are subject to change and approval by the Board of Trustees (Board Role #4 and Board Duty #2, Section IV, Part A).

Part B. Current Research for the Curriculum

A Seacoast Classical Academy education is rigorous, stimulating, and inspiring.

In classical education, abundant knowledge is the raw material of learning. Accordingly, the Academy's curriculum is content rich, and our instructional methods include direct instruction of this content to expedite rigorous knowledge acquisition through literacy and numeracy.

Classical education inspires a strong understanding of humanity and nature. Correspondingly, the curriculum is strong in the liberal arts—literature, mathematics, history, science, and fine arts—and our instructional methods strengthen this understanding through practice and creative application of knowledge.

In classical education, knowledge and understanding lead to independent critical thinking. The curriculum affords ample age-appropriate opportunities to develop critical thinking through contemplation of literature, a math curriculum emphasizing problem solving, and a history curriculum promoting consideration of primary historical sources. Demonstrations of critical thinking evince mastery, affirming readiness to progress.

The Seacoast Classical Academy curriculum is research-based with evidence of effectiveness. Classical education originated in antiquity, and developed continuously over many centuries in Europe, the Middle East, and North Africa. It continues to have a broad influence. In an important sense, classical education is the educational gold standard to which other educational models should be compared. Seacoast Classical Academy is reclaiming and revitalizing this gold standard in our community.

Classical education can rightfully claim millennia of civilizational development as evidence of its success. The central elements of classical education—which we express in modern English as Knowledge, Understanding, and Critical Thinking—have clear antecedents in ancient Greek philosophy, and are concisely expressed in the medieval-Latin Trivium: *Grammatica, Dialectica, et Rhetorica*. The educational model of Seacoast Classical Academy is influenced by

the first universities, whose durable success and profound influence are unmatched in education.

The components of the Academy's curriculum are research-based with evidence of effectiveness. The components are *Literacy Essentials* for literacy, *Singapore Math*, and *Core Knowledge Sequence* for literature, history, science, and arts. In Exhibit F we reproduce verbatim Section 5B of the charter of Lionheart Classical Academy, which uses the same curriculum. The Lionheart charter includes information supplementing the following.

Literacy Essentials (journeytoliteracy.com) is a multi-sensory approach for teaching phonics, spelling, vocabulary, reading, handwriting, and grammar. Literacy programs fall along a gamut of instructional approaches. On one end is a whole-language approach; the other end is an Orton-based method of intensive phonics instruction leading from spelling to reading through a multi-sensory approach. While the research (e.g., The Report of the National Reading Panel, 2000) tends to support the Orton-based approach, some Orton-based curricula are difficult to use without intensive training. As a result, most current phonics programs use a blended approach of phonics and whole language. The curriculum includes *Literacy Essentials* because it is a robust and accessible Orton-based program. Teachers report that it has a user-friendly design.

In mathematics, the Academy will employ the *Singapore Math* curriculum (singaporemath.com). From the earliest grades, this program emphasizes concepts, mental math, and number sense while employing physical and graphical illustrations of underlying mathematical rules and relationships. The program presents mathematical skill building and problem solving such that scholars have a better understanding of not simply when to use a particular method—but why. In typical US math programs, scholars get a worked example, then solve problems that very closely follow that example, repeating the same steps with different numbers. Two international tests, the TIMSS (Trends in International Mathematics and Science Study) and the PISA (Programme for International Student Assessment), assess math and science competency in countries around the world. Singaporean scholars consistently rank at the top. With the use of *Singapore Math* programs, more scholars rank “At or Above NAEP Proficient” in US national math assessments.

Much of the curriculum in the areas of literature, science, history, art, and music is derived from the *Core Knowledge Sequence* (coreknowledge.org) used widely across the United States for over twenty years. This curriculum is characterized by a strong emphasis on language, content-richness in all subjects, and a focus on historical, literary, and scientific traditions. E. D. Hirsch, Jr. is the founder and chairman of the Core Knowledge Foundation and professor emeritus of education and humanities at the University of Virginia. He is the author of several acclaimed books on education in which he has persisted making the case for equality of educational opportunity. The Core Knowledge Language Arts (CKLA) program was piloted in 10 public schools in New York City and an additional 7 schools throughout the country,

including rural and suburban schools. In these schools, 30% to 99% of scholars received free and reduced lunch, and 15% to 60% were English learners. Results of this three-year study (see coreknowledge.org) show that scholars in the schools using CKLA outperformed their peers in 10 comparison schools on measures of reading, science, and social studies.

The demonstrated success of the Academy’s curriculum in literacy, numeracy, and core subjects directly addresses urgent educational needs of the scholar populations identified in Section III Part F, especially those at risk. This population is at-risk of delayed or underdeveloped literacy and numeracy, and consequent academic stagnation. Our classical educational model, including successful curriculum components, will mitigate this risk and prepare our scholars for success.

Part C. Availability of Information about Curriculum and Policies

As required by RSA194-B:2,II and Ed 318.07(b)(6), information about SCA’s curriculum and policies will be available to all persons, including families considering enrollment.

- Printed copies of the *K-12 Program Guide* and the Policy Manual will be on site.
- Curriculum overviews and the Policy Manual will be on the SCA website.
- At enrollment-information sessions and yearly curriculum nights, SCA will share curriculum overviews and policy highlights.
- Parents will receive regular electronic curriculum updates so that families can monitor progress, support learning at home, or exercise their rights.
- SCA will update parents and staff about Policy Manual changes.

Reasonable efforts will be made to provide curriculum and policy information to English learners and those of impaired visual and reading abilities.

Part D. Academic Learning Goals and Objectives and Timeline for Accountability

The alignment (Exhibit E) of the SCA curriculum with the NH College and Career Ready Standards supplies the measurable academic learning goals and objectives for each grade level. Part G below describes the assessments with which teachers will measure progress toward meeting the academic standards.

Timeline for Accountability

- After two years of instruction at the Academy, we expect our scholars will show an average of 10% growth on state assessment scores.
- After four years of instruction at SCA, we expect scholars will show a proficiency percentage that is 1 standard deviation higher than the mean percentage of public elementary schools in the Seacoast region (Section 3H). These mean percentages, and our target percentages, are tabulated below based on 2021 proficiency data. The state’s targets are shown for comparison.

- The Seacoast mean proficiency percentage and standard deviation, and therefore SCA’s target, may vary from year to year. This will allow accountability that is less sensitive to changes in the assessment regime or other uncontrolled sources of variability.
- SCA might attract disproportionate numbers of scholars who are educationally disadvantaged. SCA will seek to quantify any such disproportionalities, and will adjust its targets accordingly.

2021 PROFICIENCY PERCENTAGES			
Percentage	English Lang. Arts	Mathematics	Science
Seacoast Mean	59%	45%	44%
State Target	64%	51%	None
SCA Target	76%	65%	60%

Part E. Performance Standards

The minimal performance standards of SCA are the NH College and Career Ready Standards. Exhibit E is an alignment of these standards and the SCA curriculum. Academic performance will be measured as described below (Part F).

SCA expects all persons associated with it to exercise the Academy Virtues—Wisdom, Truth, Fortitude, and Excellence—as explicated in Section III Part E. Grades for conduct, and components of annual evaluations for employees, will reflect the exercise of the Virtues.

In addition to the expectation of academic excellence, SCA expects of itself the upholding of family rights. The Board of Trustees will require the Parent Council, in consultation with the administration, to formulate a set of parent-survey questions intended to be asked and scored the same way every year, to enable collection of longitudinal data on multidimensional school performance, including upholding family rights, from the perspective of parents.

Part F. Achievement Tests Measuring Academic and Other Goal Achievement

To measure achievement of the NH College and Career Ready Standards, the Academy shall comply with RSA 194-B:8 V. This requirement is implemented at present in the form of annual SAS testing in mathematics and english language arts in grades 3 through 8, and science in grades 5 and 8.

The Academy may use, in addition, the Classical Learning Test for 7th and 8th grade (CLT8). The CLT is a classically oriented test of verbal reasoning, writing & grammar, and quantitative reasoning. The Academy may use this, or other assessments, for formative and summative measurements, to measure growth during the year and achievement at the end of the year.

The expeditious development of literacy and numeracy is mission-critical to SCA. Both SAS and CLT measure academic achievement of scholars in third grade and later, after potential academic-development problems would have become chronic. To measure growth and achievement in literacy and numeracy from the earliest grades, SCA may employ *Literacy Essentials* and *Singapore Math* scholar inventories, or other assessments compatible with the curriculum.

Part G. High-School Graduation Requirements Not applicable

Part H. Scholar Performance Data Management System

The Academy will select a scholar performance data management system based on comparisons of: scholar and family privacy; compatibility with curriculum, pedagogy, and assessment practices; support of policies; compliance with applicable laws; ease of implementation and use; and cost. The Academy will consider Alma through its contract with NHED, as well as Powerschool, FACTS, Infinite Campus, TeacherEase, among others.

Part I. Schedule Sample

ELEMENTARY SCHOOL		
Time	Grades K-2	Grades 3-5
8:10 - 8:30	Literacy	Literacy
8:30 - 8:50		
8:50 - 9:10		
9:10 - 9:30	Literature	Literature
9:30 - 9:50	Recess	
9:50 - 10:10	Math	Recess
10:10 - 10:30		Math
10:30 - 10:50		
10:50 - 11:10	Special1	Special1
11:10 - 11:30		
11:30 - 11:50	Lunch	Lunch
11:50 - 12:10	Recess	
12:10 - 12:30	Applied Math	Recess
12:30 - 12:50	Literacy	Applied Math
12:50 - 1:10		History & Civics
1:10 - 1:30	History & Civics	
1:30 - 1:50	Science	Science
1:50 - 2:10	Recess	
2:10 - 2:30	Special2	Special2
2:30 - 2:50	Literature	Literature

MIDDLE SCHOOL	
Time	Grades 6-8
8:10 - 9:00	Math
9:05 - 9:55	Literacy & Literature
10:00 - 10:50	Science
10:55 - 11:45	History & Civics
11:45 - 12:20	Lunch & Recess
12:20 - 1:10	Latin
1:15 - 2:05	Special
2:10 - 3:00	Study Hall

These schedule samples convey general information about the school day. They are subject to change. The elementary-school schedules emphasize Literacy and Mathematics, and frequent recess. In Grades 3 to 5 Literacy shifts toward Literature; Science and History & Civics, both core subjects in the curriculum, take greater prominence. In middle school, the day reflects the subject-specific organization of the faculty, increased time studying Science and History & Civics, study of Latin, and provision of study-hall time for independent work.

Part J. Supplemental Programming

Supplemental programming at SCA will have three linked purposes:

1. To accelerate the learning of scholars in need of academic intervention.
2. To enrich and add more joy to the academic programming of all scholars.
3. To provide advanced enrichment opportunities to excelling scholars.

Acceleration of Learning

Scholars who are in the lower 20% of proficiency of mathematics or english language arts, and who do not have an Individualized Education Program, will receive supplementary instruction, which may be provided in small groups, in areas of need. Acceleration of learning will involve the creative use of alternative learning approaches, including increased use of hands-on learning.

Academic Enrichment

The Parent Council (Section X, Part A2) will assist the faculty and administration to put on special academic events, which may include: art shows, musical or dramatic performances, geography bees, spelling bees, math team competitions, essay contests, debates, guest speakers, STEM exposition, physical education events, field trips, outdoor learning, and special-theme days.

Advanced Enrichment Opportunities

Scholars who are consistently at high levels of proficiency may be eligible for advanced enrichment opportunities. Eligibility will depend on—in addition to academic performance and possibly other factors—conduct grades, and availability of such opportunities. By way of examples, these opportunities could include poem discussion groups, mathematics puzzle solving, advanced science lessons, foreign-language immersion experiences, and the like.

SECTION VI: SCHOOL OPERATIONS

PART A. Admissions Procedures

Seacoast Classical Academy is an open-enrollment no-tuition chartered public school committed to academic excellence and family rights. Admission to SCA is open to any scholar

residing in the State of New Hampshire and wishing a classical education. For scholars residing outside New Hampshire, each school year the Board of Trustees shall set a tuition. SCA methods of admission will not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law. A planned future affiliated high school would offer automatic 9th-grade enrollment to SCA 8th-grade scholars. Subject to applicable laws, the Board of Trustees may change or further specify recruiting, admission, or enrollment policies or practices.

Recruiting

- SCA will recruit broadly in the Seacoast area, with an extra emphasis on high-poverty towns: Raymond, Epping, Seabrook, and Dover.
- Hold in-person recruiting events in the high-poverty towns, and possibly other towns.
- We may hold recruiting events also online, and by appointment if requested.
- We will employ a website, email, and other means to distribute informational electronic content that recipients can share with others and post online.
- To reach more families, including those without internet access, we will advertise in a local newspaper delivered free to all residences in 15 Seacoast towns.
- At recruiting events, we will provide information about our vision and mission, classical education, the Hillsdale K-12 curriculum, and policies and procedures.
- We will provide application assistance to interested families hindered by poverty, disability, language limitations, or homelessness.

Application

- We will ask, but not require, prospective families to attend a recruiting event.
- Application packets will be available online and in print at recruiting events.
- The application will require agreement to the Academy's mission.
- The application time will span November 1 (Jan. 13 in year 1) to February 15. The Board may change these dates.
- After the application due date, we will accept applications on a rolling basis.

Admission Lottery

- If in any grade there are more timely complete applications than the number of available spaces, admission will be offered according to a blind lottery for that grade. Each timely applicant will have one entry in the respective grade-lottery.
- Grade lotteries will be conducted in order from lowest to the highest grade.
- The following exemptions from each grade-lottery will apply on a space-available basis, and in the following order:
 - NH-resident siblings of scholars who are currently enrolled;
 - NH-resident siblings of scholars offered admission in a lower grade, including by lottery draw;
 - Up to 5 (first-come basis) NH-resident children of current SCA employees;
 - Up to 5 (first-come basis) NH-resident children of current SCA Trustees.

- All NH-resident non-exempt applicants will be placed in an order by a blind grade-lottery.
- This order will be used to offer admission to the remaining places in the grade.
- The supernumerary applicants will be placed, in lottery order, in a grade waitlist.
- After NH-resident applicants have been either admitted or placed in a waitlist, non-resident applicants will be considered similarly.
- All applicants will receive written notice of their admission status.

Enrollment

- Enrolled scholars will be offered continued enrollment, which can be reserved by returning a signed commitment letter by the application due date.
- Unenrolled scholars who wish to re-enroll must reapply for admission.
- To enroll an admitted scholar, the family must return, by a specified date, a signed commitment letter with the information needed for registration.
- Informational and social events will support the transition of newly admitted scholars and families to the Academy.

PART B. School Calendar and School Days

SCA will comply with RSA 194-B:3,II(s). Exhibit L is a draft calendar of the 2023-2024 school year. This draft calendar has 180 school days. There are 2 full Teacher In-Service days reserved for professional development. Plus, the Board may add half days in which teachers will benefit from further professional development in the afternoon after scholars have been dismissed. The duration of the school day is shown in Section V Part I (Schedule Sample). The calendar and start and dismissal times are subject to change by the Board of Trustees, which will consider using the school calendar and the start and dismissal times of the school district in which it is located. The Board's top considerations in these decisions will be the well-being of our scholars and families, and transportation. The Principal, with the approval of the Executive Director, shall set the schedules of school days.

PART C. Staffing Overview Including Qualifications

Instructional and administrative staff are expected to include: Executive Director, Principal, Office Manager, Classroom Teachers, Specialty Instructors, Instructional Aides, Special Education Coordinator, and Guidance Counselor. Exhibit D (Draft Position Descriptions) includes position qualifications. SCA will comply with RSA 194-B:14,IV, which requires at least "50 percent of teachers either New Hampshire certified or having at least 3 years of teaching experience".

PART D. Employee Job Descriptions See Exhibit D.

PART E. Teachers and Teacher:Scholar Ratio, First 5 Years

YEAR	TEACHERS	SCHOLARS	TEACHER:SCHOLAR
1	15	300	20:1
2	19	380	20:1
3	22	440	20:1
4	24	480	20:1
5	26	520	20:1

The numbers of teachers reflect regular classroom teachers, and do not include specialty instructors (foreign language, art, music, physical education).

PART F. Employee and Volunteer Background Check

Before employment or volunteer service begins, SCA shall procure a background check of each school employee or designated volunteer in accordance with RSA 189:13-a and Ed 318.07(3). The Executive Director may extend a conditional offer of employment to a selected applicant, subject to a successfully completed background check.

PART G. Compensation and Benefits Plan

All of the compensations and benefits proposed in this charter are subject to change by the Board, and to the constraints of the Board-approved annual budget.

Compensation

All employee contracts will be annual, coterminous with the fiscal year, and subject to Board approval. All employees will benefit from summer vacation and other school vacations. In addition to instructional and professional-development days in the Academy calendar, salaried employees must work 5 days before the first school day, 5 days after the last school day, any assigned professional development days, and any other days required by the Board. The draft budget (Exhibit G) assumes an average starting teacher salary of \$50K and a 4% annual cost-of-living increase. Individual compensation will vary depending on experience and other qualifications. To full-time salaried employees, SCA may offer health, life, dental, vision, retirement, and professional-development benefits.

Leave

Salaried employees will receive 3 paid personal leave days and 5 sick days per year. SCA may offer unpaid leave for employees pursuing educational studies. SCA will offer 1 week of paid jury leave, 3 days of paid leave on the death of a spouse, or a parent, child, brother, sister, grandparent, or grandchild of the employee or employee's spouse. Additional bereavement time off will be without pay or using other paid days off. In accordance with all applicable laws, employees who sustain work-related injuries are eligible for a medical leave of absence for the period of disability. Military leave of absence will be granted in accordance with the

Uniformed Services Employment and Reemployment Rights Act. As required by law, or if the Board so chooses, SCA will provide up to 12 weeks of unpaid job-protected leave per year through the Family and Medical Leave Act (FMLA) for any of the following reasons: birth, adoption, or start of foster care of a child; care for a spouse, child, or parent with a serious health condition; or medical leave if the employee is unable to work due to a serious health condition. Employees who worked for SCA the past 12 months, at least 1,250 hours (according to FMLA principles) during that time, are eligible for family medical leave.

PART H. Administration Performance Evaluation

The process for evaluating administrators will comprise 3 steps.

1. At the beginning of the school year, the evaluator shall assign to the administrator written enumerated goals, and measurable objectives pursuant to each goal, as well as a notice of the administrator's regular responsibilities.
2. At mid-year, the evaluator shall provide to the administrator a formative evaluation identifying points of performance strength and weakness, as well as guidance for improvement and goal achievement.
3. At the end of the school year, the evaluator shall provide to the administrator a written summative evaluation based on the performance of the regular responsibilities and the assigned goals.

The organizational chart (Section IV, Part D) identifies the evaluator of each administrator. The Board of Trustees may further specify, or change, the performance evaluation process.

PART I. Teacher and Paraprofessional Performance Evaluation

Effective mentoring is a critical antecedent process to rigorous evaluation of teacher and paraprofessional performance. Mentoring increases the prospect of strong performance, and helps to catalyze clarity and agreement about performance. Thus, the Executive Director, in consultation with the Principal, shall designate a small number of Head Teachers. The Principal and Head Teachers shall plan and implement a mentoring system in which each instructional employee has a mentor. The mentoring system will be an integral element of SCA's professional development plan (Part J).

The Principal, in collaboration with the Head Teachers and in consultation with the Executive Director, shall plan and implement, for all instructional employees, a performance evaluation system involving supervisors, mentors, and peers. Performance evaluation plans require Board approval. The Board may further specify, or change, the performance evaluation system.

PART J. Professional Development Plan

Seacoast Classical Academy requires professional development for all teachers, and prefers teachers who actively seek it. The Principal, with the Head Teachers, in consultation with the Executive Director, shall develop and implement a professional development plan, requiring Board approval. The Employee Handbook (Exhibit H) will include information about professional development and any related benefits.

The SCA professional development plan will include, non-exclusively:

- A mentoring system (see Part I);
- Study of resources referenced in the *Hillsdale K-12 Curriculum Guide*;
- Possible attendance of workshops, conferences, or courses;
- Sharing of professional-development learnings with colleagues;
- Professional-development days built into the Academy calendar.

PART K. Philosophy of Scholar Governance and Discipline

Our Academy Virtues, the curriculum, and the Academy culture are integral elements of our philosophy of scholar governance and discipline. Upholding of the Academy Virtues (Section III, Part E), and teaching about virtue and virtuous role models in the curriculum (Section V, Part A) will promote positive behaviors and help to prevent discipline problems. The Academy culture (Section IX) will further facilitate desired behaviors by diminishing peer pressures, discouraging overconsumption of social media and popular culture, and avoiding forced social conformity through school-imposed activism. Instead, SCA will promote for all a positive school culture buttressed by grades for conduct (Section V, Part A), and incentivized by possible eligibility for advanced enrichment (Section V, Part J).

While protecting safety, SCA will use infractions of scholar discipline as occasions for learning, in an age-appropriate manner, about the virtues that form the foundations of policies and expectations. SCA will inform parents of discipline problems and expect their leadership in the moral education of their children.

PART L. Age-Appropriate Due Process in Disciplinary Matters

Administering Discipline

Teachers, or the Principal, will correct minor infractions in a proportionate and age-appropriate manner. Repeated infractions, or actions of a more serious nature, will prompt a conference of the scholar, a parent, a teacher, and the Principal. The purpose of the conference will be to collaboratively seek a suitable and durable remedy. Behavior that is chronic, criminal, or is otherwise egregious, may result in suspension or expulsion proceedings.

Suspension or Expulsion

SCA policies and practices regarding suspension or expulsion of scholars will implement RSA 193:13, as well as any other applicable state or federal laws. The Family Handbook (Exhibit I) will include details.

PART M. Scholar Transportation Plan

SCA scholars have access to transportation services only if they reside in the school district in which the Academy is located. SCA shall comply with RSA 194-B:3,II(l) and Ed 318.09(e)(7). To facilitate carpooling reducing family burdens and traffic, for out-of-district scholars the Office Manager will provide information about carpooling on our webpage and email communications. The draft position description of the Office Manager (Exhibit D) refers to this responsibility. SCA will provide for this responsibility from its own resources in the form of the use of communications infrastructure and the compensation of the Office Manager (Exhibit G Draft Budget). Future provision of SCA resources to assist in this effort will be determined based on demand and resource constraints.

PART N. Family and Employee Handbooks

Exhibits H and I are draft versions of the Employee Handbook and the Family Handbook. The Handbooks will remain subject to change by the administration.

PART O. Scholar Information System

See Section V Part H (Scholar Performance Data Management System). SCA will use the selected system to manage information on: parent contact, admission, enrollment, health, attendance, grades, report cards, assessment results, discipline, among others.

SECTION VII: MEETING SCHOLAR NEEDS**PART A. Special Education**

In compliance with RSA 194-B:8, Seacoast Classical Academy will not discriminate against any child with a disability as defined in RSA 186-C.

Seacoast Classical Academy will comply with RSA 194-B:11 III. In accordance with current department of education standards, the funding and educational decision-making process for children with disabilities attending SCA shall be the responsibility of the resident district and shall retain all current options available to the parent and to the school district. When a child is enrolled by a parent in a chartered public school, the local education agency of the child's resident district shall convene a meeting of the individualized education program (IEP) team

and shall invite a representative of SCA to that meeting. At the meeting, the IEP team shall determine how to ensure the provision of a free and appropriate public education in accordance with the child's IEP. The child's special education and related services shall be provided using any or all of the methods listed below starting with the least restrictive environment:

1. The resident district may send staff to SCA; or
2. The resident district may contract with a service provider to provide the services at SCA; or
3. The resident district may provide the services at the resident district school; or
4. The resident district may provide the services at the service provider's location; or
5. The resident district may contract with SCA to provide the services; and
6. If the child requires transportation to and/or from SCA before, after, or during the school day in order to receive special education and related services as provided in the IEP, the child's resident district shall provide transportation for the child.

Consistent with section 5210(1) of the Elementary and Secondary Education Act and section 300.209 of the Individuals with Disabilities Education Act, when a parent enrolls a child with a disability in SCA, the child and the child's parents shall retain all rights under federal and state special education law, including the child's right to be provided with a free and appropriate public education, which includes all of the special education and related services included in the child's IEP. The child's resident district shall have the responsibility, including financial responsibility, to ensure the provision of the special education and related services in the child's IEP, and SCA shall cooperate with the child's resident district in the provision of the child's special education and related services.

When SCA understands the plans of the parents and the LEA, SCA will coordinate to implement the decisions with the interests of the scholar as the primary objective. To enable this coordination, SCA will employ at least one Special Education Coordinator. Among the Coordinator's responsibilities will be: to participate in IEP meetings; to coordinate with the sending district regarding the scholar's schedule and work; to communicate about IEP progress to parents; and, to advocate for IEP scholars to help ensure their IEPs are carried out. Also, SCA will implement 504-plan services and accommodations, which are the responsibility of the chartered school.

PART B. Meeting the Educational Needs of Educationally Disabled, Economically Disadvantaged, and At-Risk Scholars

SCA will work to provide support needed by other educationally disabled and economically disadvantaged or at-risk scholars. SCA anticipates providing support for scholars who are educationally disadvantaged, English language learners, neglected or delinquent, homeless, or from migrant and refugee populations. To meet these educational needs, SCA will use its regular budget, in-house staff, and supplemental programming (Section V, Part J). The budget (Section VIII, Part B) includes funding, growing with enrollment over time, for 3 full-time

Special Education Coordinators and 2 full-time Guidance Counselors. Among the responsibilities of these employees will be to support learning, English language proficiency, building social skills, obtaining school supplies and more to meet educational needs. Also, with parent approval, SCA will connect disadvantaged scholars with local resources and programs to promote learning and well-being.

PART C. Additional Academic Support

Seacoast Classical Academy will employ multiple strategies to improve student achievement and to close achievement gaps.

- Our curriculum and pedagogy are rigorous and developmentally harmonious.
- Focus on expeditious development of literacy and numeracy will prevent or ameliorate achievement gaps.
- Curricular transparency and focus on family involvement will help to improve learning and prevent achievement gaps.
- Cooperation with resident districts, coordination of IEPs with the curriculum, and instructional collaboration with SCA teachers will accelerate special education.
- Supplemental Programming includes small-group acceleration of the learning of scholars in need of academic intervention (Section V, Part J), including creative alternative approaches to learning.
- Supplemental Programming includes academic enrichment for all scholars.
- Supplemental Programming includes advanced enrichment opportunities for excelling scholars.

PART D. Federal Title Programs

RSA 194-B:11 VI states, “A chartered public school may receive financial aid, private gifts, grants, or revenue as if it were a school district. A chartered public school shall not be compelled to accept funding from any source.” The Board of Trustees may seek funds from federal Title programs. These programs include, but are not limited to: Title I, Title IIA, and funding through the Every Student Succeeds Act. The Board may allocate money from fundraising to fund expenses that would otherwise be funded by federal Title programs.

SECTION VIII: FINANCIAL MANAGEMENT

PART A. Administration of Fiscal Accounts and Reporting

Seacoast Classical Academy will follow all accounting guidelines for NH public schools, and comply with all reporting requirements. The Board of Trustees will elect a Treasurer with financial oversight responsibilities. The Board will review SCA finances regularly. SCA plans to use an experienced third-party service that will handle accounting, bookkeeping, payroll,

bill payment, grants management, and preparation of reports to the Board and the State. The Board will procure annual audits by an independent auditor, post them on its website, and provide them to the State Board of Education. In compliance with the Initiative for School Empowerment and Excellence reporting, SCA will provide the NH Department of Education with quarterly financial reports. SCA will submit annual progress reports to the Department, by December 1 in Year 1, and by August 31 thereafter. The Department will conduct a program audit at the end of Year 1. The Board will provide its meeting minutes to the Department's charter school office.

The Board of Trustees has authority to authorize payment of any amount. The Treasurer, the Executive Director, and the Office Manager have authority—with the signature of any two of them—to issue payment of amounts less than \$10,000. The Treasurer, the Executive Director, and the Office Manager each have authority to issue payment of amounts less than \$1000. The Board of Trustees may change the foregoing constraints. All officers and employees authorized to issue payment, either alone or with others, will be covered by a fidelity bond.

PART B. Annual Budget

Exhibit G is the proposed pre-operations and 5-year budget in line-item detail. The Board may change the budget, and has the duty to make an annual budget.

PART C. Budget Narrative

Three parameters dominate the balance of the budget. They are enrollment, staffing, and facilities costs. The proposed budget reflects the enrollment projections of Section II and corresponding staffing with locally competitive compensation of \$50K average teacher starting salary and a base wage of \$18/hour, with 4% cost-of-living increases. The budget reflects facility rent payments for the space needs identified in the facilities plan (Section XI), and a lease rate per square foot (\$15/sf) based on recent experience of other NH charter schools. It assumes \$40K lease aid (less than the maximum possible). The Year-0 budget reflects, in addition, investments in technology and facilities-related expenses to prepare a facility for operations. Unanticipated expenses of 3% are built in. The reliance on fundraising is 100% of revenues in Year 0, then moderates (about 5% of revenues) in operational years. Though a start up grant might cover much of the pre-operational expenses, the budget assumes no CSP grant. The following tables show revenue sources and spending priorities from Year 0 to Year 5. Line-item expense justifications follow the tables. Exhibit G is the detailed budget.

REVENUE CATEGORY	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Enrollment Adequacy	\$ -	\$ 2,245,428	\$ 2,844,209	\$ 3,426,343	\$ 3,737,829	\$ 4,212,907
Differentiated Aid	\$ -	\$ 33,582	\$ 41,154	\$ 50,538	\$ 57,288	\$ 61,815
Restricted Grants Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lease Aid	\$ -	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000
Annual Fund	\$ -	\$ 16,000	\$ 17,952	\$ 19,560	\$ 20,800	\$ 22,082
Spring Auction Dinner	\$ -	\$ 16,000	\$ 17,952	\$ 19,560	\$ 20,800	\$ 22,082
Academy Social Events	\$ -	\$ 8,000	\$ 8,976	\$ 9,780	\$ 10,400	\$ 11,041
SCEF Grant - Operating	\$ -	\$ 120,000	\$ 134,640	\$ 146,696	\$ 155,998	\$ 165,612
SCEF Grant - Startup	\$ 1,878,623	\$ 100,000	\$ -	\$ -	\$ -	\$ -
Capital Campaign	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES	\$ 1,878,623	\$ 2,579,010	\$ 3,104,883	\$ 3,712,477	\$ 4,043,114	\$ 4,535,539

EXPENSE CATEGORY	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Instruction	\$ 606,125	\$ 1,235,041	\$ 1,578,617	\$ 1,870,324	\$ 2,114,280	\$ 2,362,124
Special Education	\$ 32,163	\$ 65,825	\$ 134,976	\$ 139,879	\$ 216,099	\$ 223,767
Other Instructional	\$ -	\$ 79,500	\$ 100,700	\$ 116,600	\$ 127,200	\$ 137,800
Guidance Services	\$ 18,442	\$ 55,625	\$ 57,918	\$ 120,119	\$ 124,946	\$ 129,965
Health Services	\$ 10,000	\$ 41,334	\$ 43,327	\$ 45,284	\$ 47,208	\$ 49,200
Professional Dev	\$ 10,000	\$ 9,000	\$ 11,400	\$ 13,200	\$ 14,400	\$ 15,600
Technology	\$ 388,000	\$ 41,500	\$ 44,400	\$ 86,200	\$ 96,400	\$ 116,100
Audio Visual Services	\$ 100,000	\$ 8,000	\$ 5,700	\$ 24,400	\$ 10,100	\$ 15,800
Library	\$ 40,000	\$ 2,000	\$ 1,000	\$ 10,000	\$ 6,000	\$ 7,500
Support - School Board	\$ 35,000	\$ 45,000	\$ 45,200	\$ 55,500	\$ 57,500	\$ 67,800
Administration	\$ 205,954	\$ 320,363	\$ 332,121	\$ 344,478	\$ 356,249	\$ 369,151
Operation and Maintenance of Plant	\$ 189,939	\$ 595,671	\$ 658,118	\$ 710,889	\$ 750,087	\$ 801,307
Capital Expenditures	\$ 243,000	\$ -	\$ -	\$ -	\$ -	\$ -
Unanticipated Expenses	\$ -	\$ 74,966	\$ 90,404	\$ 106,106	\$ 117,614	\$ 128,883
TOTAL EXPENSES	\$ 1,878,623	\$ 2,573,824	\$ 3,103,881	\$ 3,642,979	\$ 4,038,083	\$ 4,424,997

Line-Item Expense Justifications

Instruction: Salaries, wages, and benefits for teachers and instructional aides, plus general teaching supplies, program materials, and classroom furniture and fixtures

Special Education: Wages etc., and teaching supplies for Special Ed Coordinators

Other Instructional: Co-curricular supplies and contracted services

Guidance Services: Wages etc., and supplies for Guidance Counselors

Health Services: Wages etc., and supplies for Nurse

Professional Development: Course reimbursement and curriculum PD

Technology: Network equipment, IT services, student and staff computers, and software

Audio Visual Services: Equipment, supplies, and repair and maintenance

Library: Books, other media, furniture

Support - School Board: Property taxes, legal, audits, insurance

Administration: Salaries, benefits, financial services, contract services, postage, printing & binding, advertising, conferences, supplies & equipment, dues & fees

Operation and Maintenance of Plant: Rent, Wages etc., utilities, repairs & maintenance, disposal services, supplies, and insurance

Capital Expenditures: preparation of facilities

Unanticipated Expenses: 3% of expenses

SECTION IX: SCHOOL CULTURE

PART A. A Culturally Inclusive School Environment

Seacoast Classical Academy is culturally inclusive by respecting family rights and the proper role of the family in the upbringing of children. A school culture that respects the family is performe a culturally inclusive environment, because it avoids usurping or displacing the cultural role of the family. In our state-authorized charter, our policies, and our practices, SCA recognizes and reinforces the role of the parent as the primary decision maker and moral authority in the life of the child. We want families, and virtuous role models, to influence children.

We believe academic excellence and family rights go together naturally. By focusing on academics, we will offer the manifold benefits of the primary social role of a public school to our scholars. Conversely, a loss of focus on academics puts those benefits at risk, especially for families with fewer resources and alternatives. It also overextends the demands on teachers, and encroaches on the proper roles of parents. The family is the social institution best suited to bring up children. By upholding the rights of families we show respect for families, and thereby strengthen the collaboration of home and school.

SCA promotes a positive school culture for all scholars. We help families develop their children as individual persons. We endeavor to limit peer pressures, and discourage the overconsumption of social media and popular culture, which crowds out meaningful conversation, constructs shallow or even harmful self-images, and reinforces cliques. SCA is a haven, a place where children from diverse backgrounds can focus on learning, form constructive relationships, have fun, and grow up when they are ready.

PART B. Establishment and Maintenance of School Culture

The Board of Trustees, the administration, the employees, and the Parent Council of Seacoast Classical Academy shall establish and maintain a school culture of working together for academic excellence and the protection of family rights.

SCA will encourage parents to contribute to the establishment and maintenance of the culture. By collaboratively overseeing and contributing to their child's education, parents will magnify the cultural efforts of the Academy. Section X (Stakeholder Engagement) describes possible modes of parental contribution.

How will the Academy maintain focus on the pursuit of academic excellence and the protection of family rights? An essential element of our strategy is to promote learning and thought, in contrast to activism. The opposite of activism is not inaction or apathy; it is contemplation, questioning, and study. We view knowledge, understanding, and introspective critical thinking as prerequisites for activism.

With study and maturity, classical education imparts prerequisites of activism. Yet that is not enough. Genuine activism requires free will. Activism in schools is too often the activism of the school imposed on children. At Seacoast Classical Academy, we focus on developing the knowledge, understanding, and critical thinking skills of our scholars. Activism and promoting activism are outside our vision and mission, and are in some cases antithetical to our vision and mission.

Instead of activism, the Academy subscribes to the Enlightenment ideals of freedom of speech and free inquiry. Exercising these human rights is a time-tested means of seeking the truth. We profess that there is objective truth. However, in any deep question there are various viewpoints, uncounted unknowns, alternative interpretations, and complex conundra. Though it may be impossible to know objective truth with certainty, we come closest to finding it through liberated speech and vigorous inquiry. Because each scholar has a unique nature, we expect that their thoughts will tend to follow their own course. The job of our educators is to develop the scholar's intellect, not to direct the course of thought.

In the day-to-day life of the Academy, we will cultivate a school culture of virtue, decorum, respect, discipline, and studiousness among both students and faculty. We will weave this culture into the Family and Employee Handbooks. Culture maintenance is a daily effort. SCA will establish and exercise various policies and practices that assist in this continuous work. A good example is that SCA will require uniforms. We believe it's best for scholars to express their individuality through their creativity, interactions, and independent thought, instead of through consumer goods like clothes. Our dress code relieves scholars of clothing decisions, mitigates peer pressures, and promotes a shared culture. To prevent the dress code from becoming a barrier to enrollment, SCA will maintain a uniform-swap collection of garments,

and will offer to provide a uniform package to each scholar of families who demonstrate Title-funding eligibility. A further example of culture maintenance is that SCA will restrict, to the greatest extent that is reasonably practicable, the use and the presence on campus of smartphones and similar devices. These devices and their applications are too often distracting, culturally unedifying, and socially and emotionally harmful. Instead, SCA will cultivate healthy face-to-face interactions with peers and adults. These practices will help to maintain the SCA culture.

SECTION X: STAKEHOLDER ENGAGEMENT

PART A1. Philosophy of Family Involvement

New Hampshire public schools need substantial improvement in family engagement. This is the measured opinion of many thousands of NH parents and teachers. A total of 10,002 parents and teachers responded to the NH Department of Education’s 2022 Bright Futures Survey. Among these respondents, the question category with the lowest percent favorable responses is “Family Engagement”. The same is true among parents and teachers in Seacoast school districts (38% positive in the Seacoast).

We need greater family engagement, enabled through the exercise of family rights. The collaboration of home and school, founded on mutual trust between them, is essential for the educational success of scholars. There is abundant evidence for this claim. For example, Anne Henderson and Karen Mapp published a meta-study of 51 studies entitled “A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement, Annual Synthesis 2002”. As implied by the title, there are yet more such waves of evidence, both before and since.

SCA views family engagement from the perspective of the education of individual scholars, and from the perspective of involvement in the SCA community. SCA will encourage and support both modes of involvement. As part of the enrollment process, SCA will provide parents with the Family Handbook (Exhibit I) outlining rights, responsibilities, expectations, and volunteer opportunities.

Our philosophy of family involvement is founded upon a robust conception of family rights. We refer to our four Academy Virtues to derive four pillars upholding family rights. These derivations are Wisdom → Privacy, Truth → Transparency, Fortitude → Neutrality, and Excellence → Accountability.

Privacy

Wisdom in interactions with families respects their Privacy, including personal information, age-appropriateness, and deference to decisions that are properly in the family domain. SCA will develop and implement information systems, policies, and practices protecting family privacy. For example, SCA will have robust policies regarding the availability of information about curriculum, parental objection to specific curriculum material, and requiring written parental consent to non-academic surveys.

Transparency

Truth in practice regarding family rights is Transparency in governance, curriculum, and Academy performance. SCA will practice active transparency. This will take the form of proactive provision of information about family rights and the policies and practices that protect them, as well as forthrightness regarding SCA's academic performance.

Neutrality

Families deserve the Fortitude of political Neutrality. This means focusing on learning instead of activism, and strong representation of opposing opinions. SCA will foster a culture of political neutrality, especially regarding teaching and openness to developing the thoughts of scholars without imposing employees' opinions or favored causes.

Accountability

Excellence demands Accountability to families and the public. Accountability keeps us on the right path. Strong accountability is built into the charter-school model through school choice, including the option to enroll in a district school. SCA's proactive transparency regarding its academic performance will facilitate this accountability.

With family rights come family responsibilities. We expect parents to exercise their rights and to oversee their child's education, especially their moral and civic education.

PART A2. Procedures and Plans for Family Involvement

Procedures for Family Involvement

The Board of Trustees will enable and expand opportunities for family involvement by setting up a Parent Council, comprising one parent elected from each grade plus two parents elected at large. Elected Councilors will serve one-year terms with possible re-election. The Principal shall advise the Council and serve as a voting ex-officio Councilor. The Council shall elect, from among the Councilors, a President, a Secretary who shall serve also as Vice President, and a Treasurer. These offices will have powers and duties customarily incident to them. The Board shall appoint at least 2 elected Councilors to service on its Fundraising Committee. The Parent Council will meet monthly during the school year and shall:

1. Uphold the Academy charter, vision, mission, virtues, and policies.
2. Collaborate with the Fundraising Committee to raise funds;

3. Assist the administration and teachers with operations and academic events;
4. Plan, resource, and run extracurricular programs, with Board approval;
5. Design an annual parent survey, obtain Board approval of the survey, conduct the survey, and report the results to the Board;
6. In the Board's public meetings, report on Council work and advise the Board.

The Board may change, or further specify, the Parent Council's organization, and duties.

Plans for Family Involvement

We ask families to contribute to an Academy community characterized by collaborative volunteerism. This involvement will strengthen the Academy and enrich its offerings to scholars. SCA will expect the Parent Council and ask Academy families to:

- Collaborate in fundraising (Section IV, Part E);
- Assist in regular operations. Possible examples include: classroom parents, recruiting events, helpers at recess, lunch, dropoff, or pickup, and group transportation.
- Assist in academic events. Possible examples include: art shows, musical or dramatic performances, geography bees, spelling bees, math team competitions, essay contests, debates, guest speakers, STEM exposition, physical education events, field trips, outdoor learning, and special-theme days.
- Lead possible extracurricular programs, for example, sports, outdoor activities, community-service opportunities, after-school academic enrichments, or tutoring.
- Contribute to Academy accountability through the annual parent survey.

PART B. Community Involvement Plan Including Partnerships

SCA will seek to engage community supporters, government officials, civic and nonprofit organizations, and local businesses in its fundraising events (Section IV, Part E), academic events, and extracurricular programs (Part A2 above). The Fundraising Committee and the Parent Council will promote family participation and community involvement in these events. Community partners could provide unrestricted donations, program funding, event sponsorship, academic prizes, collaboration, or materials. The manifold benefits of such community building include enriching the education of our scholars, forming and maintaining interpersonal relationships, spotlighting the generosity of community members and organizations, and supporting SCA's operations and finances.

The Founding Board is forming community relationships with other charter schools, whose opportunities and challenges are similar to ours. This is especially true of schools that use the same curriculum. We have already contacted, visited, and collaborated with New Hampshire charter schools in the Seacoast and Monadnock regions. We plan to continue and to deepen these interactions. These may include shared policy research, group provision of employee benefits, administrative collaboration, overlapping Board membership, *inter alia*.

PART C. Local Education Agency (LEA) Partnerships

School districts and their schools, compared to New Hampshire charter schools, are well funded, highly staffed, and enjoy extensive built-for-purpose facilities. In contrast, charter schools have the advantages of greater diversity in their curriculum and pedagogy, and fewer regulatory constraints. This general situation suggests the broad outlines of likely and fruitful modes of collaboration and partnership for the benefit of the community.

SCA will reach out to LEA Superintendents and Principals to identify partnership opportunities. We will prioritize interactions with the district in which the future facility is located, and the home districts of enrolled scholars. Prospective opportunities include cross-participation in extracurricular activities, including sports teams. Coordination of information sharing, scheduling, and perhaps provision of transportation between schools would make this cross-participation easier for families.

SCA's emphasis on established curriculum and pedagogy might be attractive to other public schools. There might be scholars in other public schools who would benefit from our curricular and pedagogical emphases. SCA will explore with LEAs possible partnership enabling collaborative professional development in classical education.

SECTION XI: FACILITIES

PART A. Seeking a Suitable Facility

The facilities committee of the applicant, Seacoast Classical Education Foundation, is actively searching for a site and facility for Seacoast Classical Academy. Section III Part A describes SCEF's target geographic area. The preferred arrangement is to lease a suitable building with access to outdoor space. A possible option is to lease buildable land, and build upon it while housing the Academy in temporary facilities, either a short-term leased location elsewhere or temporary structures at the build location.

PART B. School Facility Guidelines

SCEF prefers to co-locate SCA with a future separately chartered high school. With this in mind, SCEF is seeking a facility, or a buildable site, that can accommodate the projected combined growth of both schools. The building-space table in Part C sums up the total indoor space guidelines for SCA over time. Considering the building guidelines for SCA, and the preference to co-locate with the high school, plus parking space and outdoor play space, SCEF reckons that a site of about 10 acres total accommodates all.

PART C. Classrooms, Offices, Athletics, Outdoor Guidelines

SPACE IN SQUARE FEET: SEACOAST CLASSICAL ACADEMY

Space Type	2023	2024	2025	2026	2027	2028
K Rooms	3000	3000	3000	3000	3000	3000
G1-8 Rooms	10800	14400	17100	18900	20700	21600
Offices	2900	2900	2900	2900	2900	2900
Library	1800	1800	1800	1900	2100	2200
Music Room	900	900	900	900	900	900
Laboratory	900	900	900	900	900	900
Multipurpose	10000	10000	10000	10000	10000	10000
TOTAL	30300	33900	36600	38500	40500	41500

The site guidelines (Part B) include outdoor space for recess and other uses. The nearby table has calculated building-space guidelines based on Ed 321 regulations of minimal school spaces and the enrollment projections (Section II).

PART D. Plans for Lease or Purchase

The SCA draft budget assumes leasing a facility at a rate per square foot that has been obtained recently in the local market, and the space totals tabulated above.

SECTION XII: SAFETY MANAGEMENT PLAN

PART A. Emergency Operations Plan

Prior to the school opening, the Board will submit an Emergency Operations Plan that is compliant with regulations to the NH Homeland Security and Emergency Management portal. The Board will work with local law enforcement and the fire department to formulate specific plans for our facility. Before the start of classes, all teachers and staff will participate in emergency preparedness training with state and local authorities, and possibly private vendors to provide necessary training in: Run-Hide-Fight, Fire Extinguisher Use, Evacuation Procedure, General Emergency Preparedness, First Aid including First Aid certification, Child First Aid.

PART B. Health and Safety Compliance

In compliance with RSA 194-B:3,II and Ed 318.07(b)(4), the school facilities will comply with all federal and state health and laws, rules and regulations including, but not limited to: fire

safety; heating, ventilating and air conditioning; plumbing; electrical; food service; and requirements of the Americans with Disabilities Act.

SECTION XIII: COMMUNICATION PLAN

PART A. Communicating Information about Choice of School

Communicating information about choice of school is an integral part of SCA's recruiting efforts, which are described in Section VI Part A. The Community Involvement Plan Including Partnerships, described in Section X Part B, will support these efforts. Moreover, SCA's commitment to transparency (Section X Part A1) will provide enrolled families and the community with information for their decisions about choice of school.

PART B. Plan to Develop and Disseminate Best Practices

Developing Best Practices

The SCA Board and administration will develop and inventory best practices. At the annual consideration for approval and authorization of the Academy's Curriculum, Pedagogy, and Assessment practices (Board Duty #2, Section IV Part A), the Board will note well-performing practices. When carrying out Board Duty #5, "Develop and determine ... the Academy's multi-year strategic plans, annual goals, and measurable and attainable objectives pursuant to the plans and goals; require the implementation of the plans, goals, and objectives; review the performance of these at least annually; and make public the results of the review.", the Board will note practices working well, and will disseminate them when it makes the results of its review public.

Disseminating Best Practices

SCA will further disseminate best practices in additional ways. The administration will communicate regularly with NH schools using the same curriculum to share best practice information. SCA proposes to explore with LEAs possible partnership enabling collaborative professional development in classical education (Section X Part C). The Board will consider joining the New Hampshire Alliance of Public Charter Schools as a forum for sharing best practices. The Board of Trustees will seek opportunities for Trustees or employees to attend meetings, state educational conferences, and community events to build relationships and share findings.

PART C. Communication with Families and Stakeholders

SCA views regular and timely communication with families and stakeholders as critical for building a strong and successful school community, and will include:

- School hours, calendar, and curriculum overviews on the school website

- Curriculum Nights in September to share overviews and policy highlights
- Parent-teacher conferences
- Report cards including progress narratives identifying parts of the curriculum that have been covered, and parts to be covered in the coming term
- School closures (snow etc) may be announced by telephone, email, or NH media
- Press releases publicly announcing major developments

Regular ongoing communications will include:

- Regular newsletter from the Principal, including progress toward academic and organizational goals, recent activities, upcoming events, important dates, and other pertinent information
- Frequent classroom communications via class website, email, letters, or flyers
- Board of Trustees meeting schedule, agendas, minutes, and other work products of the Board, posted together online
- Public Board meetings including time for the Parent Council to report on its work and to provide input to the Board's work and decision making

SECTION XIV: ASSURANCES, PROVISIONS, POLICIES

PART A. Global Hold-Harmless Clause, RSA 194-B:3,II(x)

Seacoast Classical Academy Chartered Public School, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless its home district, any other school district which sends its scholars to the chartered public school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the chartered public school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

PART B. Severability and Enforceability, RSA 194-B:3,II(y)

Any provision of the Seacoast Classical Academy Chartered Public School contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable. If any provision of the contract is determined to be unenforceable or invalid for any reason, the remainder of the contract will remain in effect unless otherwise terminated by one or both of the parties in accordance with the terms contained therein. Said provision shall not be enforced by the school or its affiliates, and will be promptly amended by the Board of Trustees to meet statutory obligations.

PART C. Statement on Nondiscrimination, RSA 194-B:3,II(m)

Seacoast Classical Academy Chartered Public School does not discriminate on the basis of age, sex, sexual orientation, gender identity, race, creed, color, marital status, familial status, physical disability, mental disability, national origin, genetic information, pregnancy, or pregnancy-related medical conditions in admission or access to, or treatment or employment in, its programs or activities, or in any other way that is prohibited by law.

PART D. Continuing Evidence of Adequate Insurance Coverage, RSA 194-B:3,II(t)

Seacoast Classical Academy Chartered Public School, in accordance with RSA 194-B:1,III, will be a “Chartered Public School” that is subject to the same protections as any public school under RSA 507-B, which provides for Limited General Liability for the Charter and its agents. Seacoast Classical Academy Chartered Public School will obtain, and keep current policies of each form of insurance required for the operation of a Chartered Public School. All formal documents related to the maintenance of insurance (including the insurance policies and evidence of continuing insurance) will be kept on file within the business offices of the school.

PART E. Identities of Consultants, RSA 194-B:3,II(u)

Seacoast Classical Academy may use the pro bono or for-hire services of various professional specialists. The following is an alphabetical non-exclusive list.

Caitlin Blundell, CPA, Blundell Accounting Services
 Richard Chiarella, Owner & Principal, Chiarella Design
 Eric Coykendall, Director of Operations, K-12 Education Office, Hillsdale College
 Kimberly Lavallee, Chair, New Hampshire Charter School Foundation and Founder, Founders Academy Public Charter School and Spark Academy of Advanced Technologies
 Christine Paul, President, C. Paul Communications

PART F. Policy and Procedure for Contracting of Services, Ed 318.07(b)(2)

When it has secured a facility, SCA will negotiate, in good faith, a contract with the host district for transportation. Scholars wishing to participate in athletic or extracurricular activities do so in the district where they reside. Transportation to and from athletic or other extracurricular activities is the responsibility of the parents. SCA will either employ directly or contract with a local maintenance and custodial services provider and therefore declines to contract with the host district for these services. All contracted services shall be defined by purchase order or written contract in advance of the provision of such services. SCA will require proof of adequate professional liability insurance from all contractors.

PART G. Policies the School Will Develop Before Opening, Ed 318.08(j)(7)

After the issue of a charter, and before the opening of the school, the Board of Trustees shall develop policies regarding: 1) records retention; 2) promoting school safety including reporting of suspected abuse or neglect, sexual harassment as detailed in Ed 303.01(j) and (k), pupil safety and violence prevention (RSA 193-F), and limiting the use of child restraint practices (RSA 126-U); and 3) developmentally appropriate daily physical activity (Ed 310).

PART H. Provision for Dissolution of the Charter School

If Seacoast Classical Academy Chartered Public School ceases operations for any reason, including the non-renewal or revocation of its Charter, the Board of Trustees shall consult with the New Hampshire Department of Education to meet contractual and financial obligations. The planned sale and distribution of any assets shall assure first, that any financial obligations of the school are met. When possible, items of in-kind donation will be returned to the donor. Any remaining assets will be evenly distributed among New Hampshire charter schools using a curriculum licensed by Hillsdale College. If there are no such schools, the remaining assets will be evenly distributed among the three New Hampshire charter schools located closest to SCA.

PART I. District to Charter Conversion Not applicable

PART J. Education of Scholars after Cessation of Operation, RSA 194-B:3,II(z)

If SCA ceases operation for any reason, the Board of Trustees in conjunction with faculty will act immediately to place scholars in appropriate educational settings. SCA will inform families of the dissolution at least 90 days in advance. The faculty will assist in scholar transitions. A committee comprising faculty and the parents will create a list of researched educational options for students. The receiving school for each scholar will be notified and files forwarded, with the written permission of parents. Receiving schools will be advised that SCA personnel are available for consultation. Information, including all appropriate scholar records, will be mailed to respective homes.

PART K. Only Available Public Education at a Specific Grade, RSA 194-B:8,IV

If Seacoast Classical Academy is the only public school in its district providing education services at a specific grade level, SCA shall offer those educational services to all resident scholars of that grade level.

PART L. Outline of Proposed Accountability Plan, RSA 194-B:3,II(dd)

Exhibit J is a draft accountability plan.

SECTION XV: LETTERS OF SUPPORT

Exhibit K is a compilation of letters of support.

SECTION XVI: CHARTER SCHOOL OPENING

The following is SCA's timeline of measurable objectives to be implemented from the time of chartering to the opening day of school. The Board may revise this.

OBJECTIVE	TARGET DATE
First meeting of the Founding Board of Trustees	1 month from charter
Scholar recruitment	2 months from charter
Recruit Principal	November-January 2023
Update policy manual and handbooks	November-December 2023
Executive Director and Principal begin work	January 2023
Recruit instructional personnel	January-June 2023
Regular admissions, lottery, enrollment	Jan/Feb/Mar 2023
Secure a facility, begin prep	March 2023
Comms. with districts about IEPs, transport, etc.	April-May 2023
Faculty contracts in place, work begins	May-June 2023
Founding Board of Trustees elects Board of Trustees	June 2023
Enrollment and registration complete	July 2023
Facility prep complete	1 August 2023
Complete IT infrastructure	August 2023
Part-time faculty begin	August 2023
Professional development, safety/security training	August 2023
First day of school	Late Aug. or early Sept.


SECTION XVII: CERTIFICATION AND SIGNATURES


PART A. Complete Application

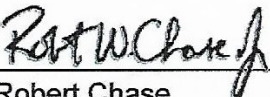
All Exhibits are incorporated by reference. The foregoing is our complete application.

PART B. Signed by all Members of the Development Team


I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application.


 Timothy Galitski Date


 Linda Allard Date


 Robert Chase Date


 Catherine Salterio Date


 Rebecca Bates Date


 Michael Gendre Date
