

**Lionheart Classical Academy
Chartered Public School**



An investment in knowledge pays the best interest. – Benjamin Franklin

Educating the mind without educating the heart is no education at all. - Aristotle

Charter School Application

Submitted to:	New Hampshire Department of Education
Submitted by:	Monadnock Freedom to Learn Coalition, Inc.
Date Submitted:	July 20, 2021
Date Revised:	November 1, 2021

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Section I: Letter of Intent

See Exhibit A.

Note: The Monadnock Freedom to Learn Coalition changed the name of Monadnock Classical Academy to Lionheart Classical Academy Chartered Public School at its June 25th 2021 meeting.

Section II: Application Cover Sheet and Signed Certification

Name of proposed charter school: Lionheart Classical Academy Chartered Public School("LCA")
 Name of organization sponsoring the charter school: Monadnock Freedom to Learn Coalition, Inc. ("MFLC")
 Name of contact person: Barry Tanner, Chair, MFLC
 Mailing address: 250 Antrim Road Hancock, NH 03449
 Primary telephone: (215) 301-8126
 Alternate telephone: (603) 525-8088
 Fax number: N/A
 Email address: btanner2500@gmail.com
 Projected date of school opening: Fall 2022
 Proposed school location: 10 Sharon Road, Peterborough, NH
 Total projected student enrollment:

Projected Student Enrollment: 5 Years

School Year	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	Total
2022 - 2023	34	20	20	20	20	34	0	0	0	0	148
2023 - 2024	40	40	20	20	20	25	40	0	0	0	205
2024 - 2025	40	40	40	20	20	34	25	40	0	0	259
2025 - 2026	40	40	40	40	20	34	34	25	40	0	313
2026 - 2027	40	40	40	40	40	34	34	34	25	32	355

I certify that I have the authority to submit this application and that all of the information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after the 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: Monadnock Freedom to Learn Coalition, Inc.

By: *Barry Tanner*
 Barry Tanner, Chairman

Date: *November 1 ,2021*

Section III: Introduction

A. General description and proposed or potential location

Lionheart Classical Academy Chartered Public School (LCA) is seeking approval to serve as an open-enrollment, K-12 public charter school located at 10 Sharon Road (former SDE building) in Peterborough, NH. The academy is targeting a September 2022 open and initially will offer enrollment for kindergarten to 5th grade. Each year, the school will add a grade and is expected to operate as a K-12 school for the 2029-2030 school year.

LCA will provide students a full and complete liberal arts education that will challenge them to excel both in learning and in character. Combining a content-rich, classical education with civic virtues, the academy will develop the minds and improve the hearts of its students. The goal of the academy is to graduate students who are highly literate, can communicate effectively, are virtuous, possess cultural literacy, are prepared to continue academic achievement and are ready to become active and productive members of American society.

LCA will collaborate with [Hillsdale College's Barney Charter School Initiative \(BCSI\)](#) in design and execution of the educational program. Begun in 2010, BCSI collaborated with its first school openings in the fall of 2012. Since that time, BCSI has assisted in the launch of [dozens of schools across the country](#). Hillsdale's supported schools are currently serving more than 14,500 K-12 students, and over 8,000 students are currently on waitlists to attend the existing schools. BCSI has a proven educational model that drives academic achievement as well as develops character and civic virtue for all students from different economic and demographic backgrounds. With charter approval, LCA will represent the first such school in the New England region.

To help teachers provide an American classical education to students, Hillsdale College created a scope and sequence for kindergarten through 12th grade. The *K-12 Program Guide*, which is over 650 pages, reflects recommended curriculum and is made available to charter and private schools under a limited license agreement. To create the K-12 curriculum, Hillsdale leveraged established, research-based learning programs such as [Riggs Institute's The Writing and Spelling Road to Reading and Thinking](#), [Singapore Math Dimensions](#) and the [Core Knowledge Sequence](#) for history, literature, music, art and science and has adapted these programs based upon the expertise of the College's staff and faculty, and the experience of using them in hundreds of classrooms around the country.

Aligning with [New Hampshire Common Core State Standards](#), the *K-12 Program Guide* from Hillsdale College provides specific content to teach for every grade. The *K-12 Program Guide* is characterized by a strong emphasis on language, content-richness in all subjects, a strong core curriculum, and a focus upon the historical, literary, and scientific traditions of the United States and of Western civilization at large.

Why is having coherent, cumulative and specific content standards for all subjects, not just math and science, so important? In his book [How to Educate a Citizen](#), E.D. Hirsch points to the importance of background knowledge to drive literacy and cultural literacy. What experienced educators have observed is that the amount of background knowledge acquired is often different for advantaged students versus at-risk and disadvantaged students. Having broad knowledge taught in public school not only provides this essential background knowledge for disadvantaged children but it helps ensure that all children acquire necessary knowledge. It is this assimilation of knowledge that helps improve reading

comprehension, a key driver of academic success, and narrows the achievement gap among subgroups of students.

Having an established content curriculum not only assists academic achievement but it also cultivates a strong learning culture among students, teachers and parents. From month-to-month and year-to-year, students know what they are responsible for learning. Teachers build on learning from prior grades and are able to focus their efforts on new learning and creating effective lesson plans instead of identifying “what” to teach. Parents are aware, engaged and can support the learning. Instead of asking the general question “What did you learn today in school?”, parents can ask “What did you learn today about Ancient Greece? Electricity? The Gettysburg Address?”

There is strong evidence of need and desire for a classical education. For the 2020-2021 school year, the [Children’s Scholarship Fund](#) of NH, a nonprofit that provides financial assistance to low-income families who seek a private school education, awarded 750 scholarships to children leaving public schools. To be eligible for a scholarship, household income must not exceed 300% of the federal poverty level. In other words, a family of four must make below \$77,250.

According to the Executive Director, the families that chose to leave public school, share similar backgrounds and circumstances, and the reasons include bullying, seeking a change in environment, learning above or below grade levels, or wanting smaller class sizes. Last summer, the fund received more requests from families than it had funding, turning down over 800 families. (From [NH Bulletin](#) June 16, 2021)

In the greater Peterborough area, parents who seek a classical, knowledge-based education for their child are limited to homeschooling or private schools, with average [NH elementary school tuition over \\$11,000](#). There is no public charter school option in the area.* From state data, we know the free and reduced lunch population in local school districts ranges from 20% to 40%, reflecting economic need.

How are NH public-school students doing on state assessments? We examined reading and math proficiency percentages for nine (9) local area elementary and middle school schools and the results vary from school to school. For reading, four schools are below 50% proficiency and five schools are above 50%, with two of those schools above 60%. For math, six schools are below 50% proficiency and three schools are above 50%, with one school over 70%. This 2019 data, gathered before COVID-19, demonstrates an urgent need to help some students achieve proficiency in reading and math, key drivers of academic success.

How are BCSI students doing on state assessments? A recent study offers encouraging results. For the 2017-2018 school year, BCSI evaluated state assessment proficiency data from seventeen (17) affiliated schools in nine (9) different states. Data show that the state proficiency weighted average, in English Language Arts, is 50%, versus 65% for BCSI schools, and in mathematics, is 47%, versus 51% for BCSI schools. Exams are not equivalent from state to state, but each state is required to designate a proficiency level.

A classical, content-rich, no-tuition public charter school option to help support academic achievement for all students, and in particular for economically disadvantaged students, can help fill an educational gap in the area. Over the past year and a half, during the pandemic, the demand for alternative educational options has grown. At the established BCSI supported schools, there is a waitlist for all

grades, including middle and high school. Locally, we have received over 100 letters from parents and community members who strongly support bringing classical education to the Monadnock region.

By offering a classical public-school education, LCA will offer all students, with diverse needs and from diverse backgrounds, an equal opportunity to succeed.

We are respectfully requesting that the NH State Board of Education conduct a hearing for the application approval at the next available board meeting following its internal review to facilitate a September 2022 school opening.

*Of note, [Strong Foundations School](#), a K-8 public charter school founded in 2007 located in Pembroke NH, uses the Core Knowledge Sequence.

B. Name, address, telephone and fax numbers, and email address of a contact person

Barry Tanner, Chair, Monadnock Freedom to Learn Coalition (“MFLC”)
(215) 301-8126 (mobile), btanner2500@gmail.com

C. An identification of the eligible person(s) or entity of the applicant from among those listed

Monadnock Freedom to Learn Coalition, (MFLC), nonprofit organization, is the sponsoring organization for the Lionheart Classical Academy Chartered Public School and is managing the charter application process, facility negotiations, fundraising, hiring school leadership and additional operational functions. Pending issuance of a charter from the NH State Board of Education, Lionheart Classical Academy Chartered Public School will incorporate as a non-profit 501(c)(3) with MFLC overseeing the process, appointing the new board of trustees and transitioning board responsibilities. It is expected that the current Board Chair for MFLC will serve as Board Chair for the LCA Board of Trustees.

D. Education Mission and Vision Statements

The mission of Lionheart Classical Academy Chartered Public School is to develop the minds and improve the hearts of its students through a classical, content-rich liberal arts education that supports academic achievement, virtuous living, and responsible citizenship.

The vision is to be a nationally regarded K-12 classical school and serve as a local, regional, and national leader for the growth and promotion of a content-rich, knowledge-based curriculum for students.

To help achieve its mission and vision, the school plans to emphasize the following virtues (*listed in alphabetical order*): compassion, courage, gratitude, humility, integrity, perseverance, respect, responsibility, and service.

E. A summary of the school’s focus, including a description of the characteristics, methods and goals of the school

Lionheart Classical Academy Chartered Public School’s focus and purpose is to provide students with a curriculum that is content-rich, balanced, and strong across the four disciplines of math, science, literature, and history all within a school culture supporting moral virtue, decorum, respect, discipline, and studiousness among students and faculty.

LCA seeks to employ knowledgeable and articulate teachers who convey knowledge using tried-and-true teaching methods. Operating under the governance of its board of directors, LCA's liberal arts and sciences curriculum is developed with support from Hillsdale College, a leader in classical learning since 1844.

The school will use traditional teaching methods, with teachers directing learning, and with teachers who are engaging, knowledgeable, and committed to the classical mission of the school. Teachers will emphasize the value of learning for its own sake and help cultivate a sense of wonder and delight in their students and themselves. Teachers will offer well-paced lessons and rely on time-tested instructional methods and primarily whole-class instruction.

The faculty will strive for consistency in behavioral and academic expectations across classrooms. The school is committed to the healthy development of the well-rounded person: academic, social, physical, ethical, emotional, and creative. Strong academic rigor and equally strong student well-being are sought and maintained throughout the student's education.

Characteristics

To achieve its mission, LCA will emphasize an education in the humanities, the sciences, and the arts in several current and research-based curricula/programs in the elementary and middle schools, which include:

- The Core Knowledge Sequence (a specific, grade-by-grade core curriculum of common learning)
- Access Literacy (for teaching "explicit" phonics, reading, and language arts employing Orton-Gillingham research and sharing a family resemblance to programs like Spalding and the Riggs Institute)
- Singapore Math (a conceptual approach to mathematical skill building and problem solving)

In high school, students will receive a content-rich classical liberal arts education by studying literature, math, history, civics, the sciences, music and art that will align with and exceed NH Common Core State Standards. Teachers will be equipped to train upper-level students in Socratic Seminars to encourage intelligent, logical, and independent thinking. LCA's proposed curriculum has proven to be successful for all students, including special needs students as well as English Language Learners (ELL).

LCA's Classical Education will uphold a standard of excellence that has proven itself over the course of time and its high standards and research-based curriculum will provide students with a traditional education that will challenge them to excel not only in learning but in character development. At LCA, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition. Students will graduate from LCA as highly literate and ethical citizens who are well-prepared to advance into any life endeavor and to inspire others.

LCA's curriculum supports academic achievement for all students, and the school is expecting to enroll a population of students from diverse economic backgrounds and with diverse learning abilities. This curriculum is time-tested and research-based, and has been successfully implemented for students from academically, socially, and economically varied backgrounds.

Core Knowledge, Literacy Essentials, and Singapore Math were selected because these programs are designed to build foundations of knowledge in the elementary years. Because children learn by building on what they already know, this curriculum will benefit students with varying learning abilities.

Emphasizing foundational skills and rich content, teachers can not only effectively bring students with academic problems up to and beyond grade level, but also strengthen the knowledge base and challenge the academic potential of every student.

In 2011, the Mayo Clinic released a study of almost 6,000 students on the incidence of learning disabilities in students. The study concluded that over 80 percent of children identified as having learning disabilities have their primary academic problem in reading. The World Federation of Neurology defines reading disability as a disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence, and sociocultural opportunity. The actual incidence of reading disability representative of the total population is estimated to be at 5.3 percent to 11.8 percent, depending on the definition used to establish it, and is more common in boys than girls. "These data demonstrate that reading disability is common among children and should be included among the differential diagnoses considered in children having problems with learning." (Source: Mayo Clinic. "Mayo Clinic Study Finds Higher Incidence Rate of Reading Disability Among Boys." Science Daily, 15 Nov. 2001. Web. 11 Feb. 2013.)

Methods

LCA seeks to provide a content-rich curriculum that uses time-tested instructional approaches with proven track records of success. These methods are the cornerstone of classical education and support mastery of the NH Common Core State Standards. They are as follows:

Explicit and Systematic Phonics Instruction - Through the direct teaching of letter-sound relationships through a specified sequence, the foundation for literacy is established and provides students the ability to decode the printed word. Scientific research supports this method (Source: K.K. Stuebing, A.E. Barth, P.T. Cirino, D.J. Francis, and J.M. Fletcher, "A response to recent re-analyses of the National Reading Panel report: Effects of systematic phonics instruction are practically significant," Journal Of Educational Psychology, 100(1), 2008:123-134).

Explicit English Grammar Instruction - Using tools such as diagramming and the study of root words, students will be equipped to speak and write with a high degree of communicative competence. As students learn to identify parts of speech and seek to develop syntax, they are able to communicate more clearly on all levels. The more they learn about the English language and its structure, their ability to easily and fluently express more complex thoughts becomes evident.

Ability Groupings - Instructional supports and strategies are most effective through the use of flexible Ability Groupings in the core subjects of Reading, Writing and Math. To best differentiate instruction, providing individualized supports for all learners while maintaining the same expectations of outcome, ability groupings will allow LCA to tailor instructional techniques and class time to meet the needs of all students. Students will be placed into Ability Groupings upon admission using initial assessments that indicate strengths and weaknesses. Students will be moved across groupings as additional assessments suggest. Students are responsible for mastery of the same skills and concepts and are required to take the same assessments regardless of grouping. Using differentiated instructional strategies will enable teachers to optimize the learning of all students.

Utilization of Primary Source Documents - Primary sources are materials that were created by those who participated in or witnessed the events of the past. They can include letters, reports, photographs, drawings, sound recordings, motion pictures, and artifacts, as well as books. Although sometimes life lessons (e.g., motives, ethics, and "cause and effect") are not necessarily obvious or easy to define,

primary sources can bring them to life. They reflect events and experiences that actually occurred and introduce students to the individuals who lived them.

Teaching of Study Skills - Time management, organizing, memory techniques, note taking, and outlining will be emphasized throughout LCA and integrated throughout the curriculum to equip students for higher learning. Developing stamina for challenging and complex work is imperative for the promotion of a strong work ethic.

The Socratic Method - The use of direct, intentional questions to guide students' understanding of problems and their solutions will be a fundamental part of instruction, particularly in literature and history courses.

Goals

The goals of the academy are to graduate students who:

- are highly literate
- can communicate effectively
- are virtuous
- possess cultural literacy
- are prepared to continue academic achievement
- are ready to become active and productive members of American society

We will measure success using proven quantitative and qualitative measures and will report progress toward goals on an annual basis to the state, the board of trustees and key stakeholders. Measurement tools and data points include state assessments and proficiencies scores; percentage graduating and attending college; pre and post yearly assessments on writing and speaking; proprietary cultural literacy and citizenship tests for knowledge; student and family surveys evaluating culture and other tools as needed. For a list of specific objectives, measurement, and timeline, please refer to **Exhibit F Accountability Plan** - Academic Goals pages 5-6.

To properly evaluate growth, LCA will track year over year and based on the experience of other classical public charter schools, LCA aims to see improvement in students after two consecutive years of receiving a classical education. Also, students who start in kindergarten or first grade and continue through elementary school receive the maximum benefit since the curriculum is cumulative and spirals upward in content and difficulty.

F. Target Population

Lionheart Classical Academy Chartered Public School will be an open enrollment, no-tuition charter public school located in Peterborough NH. We anticipate the majority of students will come from the Monadnock Region including Cheshire and Hillsborough Counties and will reflect the current economic diversity, educational needs and racial demographics of the area.

Our target population includes: economically disadvantaged/low-income families who need and want a no-tuition alternative to their public schools; families who are concerned about academic performance with children who are learning below grade levels; and families who seek classical education for their children.

In the state, the median household income (in 2019 dollars) is \$76,768 and 7.3% of population lives in poverty. There are areas in our enrollment zone with a higher poverty rate. Also, the free and reduced lunch population, an indicator of financial need, ranges from 20-40% in local area schools. The town of Peterborough is part of the Contoocook Valley (ConVal) Regional School District which serves nine towns and 250 square miles in the Monadnock Region of New Hampshire. Towns comprising the ConVal District are Antrim, Bennington, Dublin, Frankestown, Greenfield, Hancock, Peterborough, Sharon and Temple. The population of the nine towns is approximately 18,700. Specialized programs are offered for students with learning disabilities and special needs (approximately 15% of district students).

For ConVal Regional High School, the total minority enrollment is 5%, and 19% of students are economically disadvantaged. Four-year graduation rate is 91% which is the state median. ([U.S. News & World Report](#))

G. Goals and Objectives for school opening and a timeline for implementation

Our goal is to open September 2022 with kindergarten to 5th grade (K-5) and then add a grade each year to support planned and fiscally prudent growth. We have secured a facility, and will enter a long-term lease agreement upon approval of our charter, that provides flexibility to acquire more space as we grow. We also have put school leadership in place to guide from Year Zero to Year One as we are targeting opening September 2022.

LCA is using the curriculum developed by Hillsdale College's Barney Charter School Initiative (BCSI). LCA has also been accepted through a competitive application process to receive startup consultation and training from Hillsdale College, and aims to become a Member School of the College's K-12 Education Department. Through this arrangement Hillsdale College has been successfully supporting public charter schools and providing curriculum resources to schools for the past decade. This is a proven high performing classical school model and the BCSI partnership provides training, assistance and guidance, ensuring that we have the resources and support needed to open successfully. ([Our Work | K-12 American Classical Education \(hillsdale.edu\)](#)) Neither Hillsdale College nor the BCSI provide financial assistance and BCSI is not a CMO (Charter Management Organization).

LCA's proposed timeline for implementation is as follows:

By July 2021

- MFLC identify and secure a suitable location and facility – Complete
- MFLC applies for a grant from the State of NH – Complete
- MFLC manages RFP for upfit of school space – In progress
- MFLC hires a Director and Assistant Director to start in August 2021 – Complete
- MFLC secures accountant and bookkeeper on contractual basis - Complete
- MFLC creates critical path project plan to guide implementation – Complete

By August 2021

- MFLC starts process to form LCA Board of Trustees and outlines transition timeline – In progress
- MFLC establishes committees to ensure progress toward target school opening date are set up and are meeting regularly - Complete
- MFLC approves a budget and fundraising plan that includes full operations costs for the thirteen-month period August 2021-August 2022 – In progress

- MFLC approves a detailed five-year post-operations budget and the Fundraising Committee reviews, approves and begins to implement the fundraising plan to ensure ongoing private support revenue – In progress
- The Director and Assistant Director create marketing and communication tools and start outreach and meetings to key contacts and organizations to raise awareness – In progress
- MFLC recruits and organizes volunteers to assist in public relations, fundraising, facilities preparation, and general support of the future LCA Board – In progress
- MFLC identifies vendors and prepares agreements for signature after approval – In progress

By September/October/November 2021

- MFLC secures nonprofit status for LCA, appoints a formal Board of Trustees and oversees transition of oversight and operation – Pending authorization
- The Board continues oversight of all necessary steps for successful school operations, including enrollment, faculty, budgets, and fundraising – In progress
- The Board finalizes enrollment timeline and service provider – In progress
- The Board approves and oversees implementation of outreach campaigns to recruit and hire full-time and special subject teachers. – In progress
- Enrollment and Outreach Committee actively engages in recruitment activities and dissemination of application materials – In progress
- The Director and Assistant Director secure vendors for school operations – In progress

By December 2021 – February 2022

- Open student enrollment, conduct lottery and continue to admit on rolling basis

By March 2022

- Continue rolling enrollment.

By May 1, 2022

- Board completes policy development.

By June 30, 2022

- Faculty contracts are finalized, with full-time teachers to begin work July 1, 2022, and part-time faculty to begin September 2022.
- Contracts for Director, Assistant Director, Office Assistant and other staff positions.
- Facilities necessary upgrades/renovations are complete or close to complete.
- Director oversees production of curriculum materials (course catalog), Family and Faculty and Staff Handbooks.
- Handbooks and policies are posted on school's website

Starting July 1, 2022

- Contracts for Full-time faculty, Director, Business Administrator, go into effect.
- Up to 20 students in each grades K-5 complete admissions process and school governance entities and processes are set up as described in this application.
- Teachers engage in short and long-term curriculum and assessment planning.

September 2022 – Lionheart Classical Academy Chartered Public School opens

The Board of Trustees is accountable for compliance with this timeline and with all provisions for the operation of the school as set forth in the application as approved.

H. Projected student enrollment for each of the first 5 years of operation

Projected student enrollment for the first five years is set forth in the chart below. It is our plan to provide for a complete K-12 student experience, following a carefully planned yearly grade level expansion as both necessary and fiscally responsible. We also are anticipating a 10% yearly attrition rate and will make efforts to fill available spots. Our lease agreement is flexible and allows for yearly expansion and growth.

For the first year, our projections reflect the rural nature of the enrollment zone and increased family interest for kindergarten students and 5th grade, which is a transition point in the district schools to middle school. As the school grows, we are projecting and aiming for two sections per grade to allow for teacher collaboration and greater mix of students. Having 40-50 students per grade helps achieve our fiscal goals to hire the best teachers, purchase curriculum, and obtain resources needed to operate a growing, successful school.

School Year	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	Total
2022 - 2023	34	20	20	20	20	34	0	0	0	0	148
2023 - 2024	40	40	20	20	20	25	40	0	0	0	205
2024 - 2025	40	40	40	20	20	34	25	40	0	0	259
2025 - 2026	40	40	40	40	20	34	34	25	40	0	313
2026 - 2027	40	40	40	40	40	34	34	34	25	32	355

I. Students to be served: grade/age levels, maximum number, other information about pupils to be served

LCA plans to serve grades K-12 beginning with grades K-5 the first year with an additional grade and students being added each successive year until our goal has been reached and the school is at capacity.

For 2022-2023 school year, LCA is projecting 148 students serving K-5. The maximum number of students served for Year One is projected to be 168. The projected student/teacher ratio for Year One is 18:1.

Each year, LCA will add a grade and will add new students to existing grades as we are assuming a student attrition of 10% as standard. LCA will focus on student and staff retention and plans to track reasons for attrition for reporting purposes and to analyze for areas to improve. Enrollment efforts will be robust and will continue year-round to raise awareness and provide information. LCA has been and will continue to reach out to local and state family, community and civic organizations as well as businesses to raise awareness for the school and its curriculum and to serve an economically diverse population reflective of the community. Additional detail is provided in Section X: Stakeholder Engagement.

J. Education Need

Simply put, this high-performing classical education BCSI model is not being offered anywhere in NH. In the Monadnock region, students have few public options, and none offer this kind of opportunity. As a no-tuition, public charter school, LCA will be accessible to students who cannot afford a private education. In our enrollment zone, private elementary school tuition rates range from \$1,525 to \$12,500 annually. The free and reduced lunch population ranges from 20-40% depending on the school. For many families, a private school education is not possible without scholarships and even if families qualify, there may not be enough funds available. By serving grades K-12, our school will meet a need for families looking for classical education at any point during their child’s education.

There are concerns about academic underperformance and low proficiency rates. State elementary school proficiency scores from 2019 in our enrollment zone indicate a range of reading and math proficiencies. Looking at nine schools, there are five with 50% or more students proficient in reading (level 3 and 4) and three with 50% of more students proficient in math (level 3 and 4). This indicates that there are students who could benefit from different curriculum heavily focused on reading and math. This is not a criticism of these public schools nor their efforts to improve proficiency. Instead, it is a factual observation that there are a number of students who are not proficient with level 1 or level 2 proficiency scores and having an alternative educational option and approach to reading and math meets a need in the community.

As referenced above, the classical model, which is content-rich and balanced across the four core disciplines of math, science, literature and history, uses time-tested instructional approaches with proven track records of success. In the earliest grades, the curriculum focuses primarily on language, with the bulk of the school day given to teaching literacy and numeracy. Both subjects are foundational to a student’s education, so the resources and methods deployed in each case must be consistent and excellent. We will therefore use *Literacy Essentials: The Journey from Spelling to Reading* to teach literacy and related skills, and the Singapore Math program to teach numeracy.

From research, we also know that a core knowledge education helps provide the needed background knowledge required for reading comprehension, an essential skill for academic achievement.

As mentioned earlier in the application, BCSI data shows improved proficiency scores on state assessments in reading and math when comparing BCSI school averages to state averages helping support academic success among students and narrowing the achievement gap among various student demographics.

Table: NH DOE Free/Reduced School Lunch Eligibility, 2020 - 2021

District	Percentage Range (Low - high for district schools)
Contoocook Valley	20%-40%
Jaffrey-Rindge Cooperative	21-40%
Mascenic Regional	23-29%
Wilton-Lyndeborough	23-27%

As of October 31, 2020, data collection through i4See and Direct Certification

District, charter and private schools K-5 currently operating in LCA’s primary service area include:

District

Contoocook Valley: Antrim Elementary, Dublin Consolidated School, Great Brook School (5-8), Hancock Elementary, Peterborough Elementary, South Meadow (5-8), Temple Elementary
Jaffrey-Rindge Cooperative: Jaffrey Grade School, Rindge Memorial School
Mascenic Regional: Highbridge Hill Elementary
Wilton-Lyndeborough: Florence Rideout Elementary (1-5)

Private

Dublin: Dublin Christian Academy (PK-12), Mountain Shadows (K-12)
Peterborough: The Wells School (PK-8)
Rindge: Hampshire Country School (3-12), Heritage Christian School (K-1)
NFI North/The Contoocook School (Serves special education 6-12)

K. Reasons for Shortening Deadline

We are respectfully requesting that the NH State Board of Education conduct a hearing for the application approval at the next available board meeting following its internal review to facilitate a September 2022 school opening.

As noted in the application, we have identified a facility and signed a fifteen-year lease agreement that will become effective upon charter approval from the NH State Board. The school space will require manageable renovations and we are making plans for such construction. We also have identified school leadership and a proven curriculum, key success drivers for the school. We appreciate your consideration to shorten the deadline.

Section IV: Governance

A. Governing Board: roles, responsibilities, qualifications, skill set, and experience

In accordance with provisions to RSA 194-B:3, V, the Lionheart Classical Academy Chartered Public School (LCA) application to establish a state authorized Public Charter School has been submitted by Monadnock Freedom to Learn Coalition, Inc. (MFLC), a non-profit organization 501(c)(3). The MFLC is comprised of six (6) founding members with diverse expertise and experience and a shared passion for classical, content-rich education. Board members include a retired CEO and CPA; former Investment Banker and college instructor; former business executive and corporate counsel; former business marketing director and educational nonprofit president; former English and French teacher; and former meteorologist and entrepreneur. For names and detailed biographies, please see **Appendix: Executive Biographies, Monadnock Freedom to Learn Coalition**.

The immediate work of the founding board is to prepare the public charter school application for approval and to serve as a sponsor-organization in promoting the school. The public charter school's mission, program, and team is designed to implement the legislative goals of the NH Public Charter Schools Act, including improving pupil learning abilities, creating new professional opportunities for teachers, and providing expanded public-school choice for parents and students.

Additionally, the founding board will select the first LCA Board of Trustees that will begin governance within three months after receiving charter authorization. It is expected one or more of the founding board members will transition to the LCA Board of Trustees, including the current MFLC Board Chair. As required by law, parents will comprise 25% or more of the members of the board of trustees. The

remaining founding board members will continue to serve on MFLC, committees and/or join the LCA Advisory Board per their interests and expertise. MFLC will continue as a separate, independent nonprofit organization dedicated to raising awareness and fundraising for the school.

In selecting new trustees for the school, it is important that the trustees should show dedication to the mission and vision of the school and possess the following personal characteristics:

- Honesty, sensitivity to and tolerance of differing views, a friendly, responsive and patient approach, community-building skills, personal integrity, a developed sense of values, a sense of humor and a commitment to professional standards and confidentiality.
- Willingness to prepare for and attend Board and committee meetings, ask questions, take responsibility and follow through on a given assignment, contribute personal and financial resources according to circumstances, open doors in the community, evaluate one's own performance.
- Willingness to develop certain skills not already possessed, such as: to cultivate donors and solicit funds, cultivate and recruit Board members and other volunteers, read and understand financial statements, learn more about the substantive program area and issues pertaining to the school.

LCA Board of Trustees

In accordance with RSA 194-B:5, Lionheart Classical Academy Chartered Public School will be governed by up to eight (8) members of the Board of Trustees. The LCA trustees are the governing board and have authority over operations of the public charter school and will establish and approve a set of policies and procedures defining the responsibilities and authority of the School Administration.

Trustees will be selected based on personal and professional backgrounds and a commitment to the school's mission, support, and sustainability. Trustees shall represent a diversity of stakeholders not to exceed the following guidelines:

- Two or three (2-3) representing the professional/educational community (external member, three-year term)
- Two or three (2-3) founders or major contributors to the school (three-year terms)
- One or two (1-2) parents, comprising 25% or more of board members

The LCA Board of Trustees shall maintain no more than an eight (8) member board, and in addition can establish *ex officio* board members and/or advisors who will be non-voting. The board is not required to maintain eight (8) members but once the school officially opens for business shall strive to maintain at all time a board of at least five (5) board members. All decisions made by the LCA Board of Trustees will be determined by majority vote.

Meetings and Purpose

The LCA Board of Trustees will meet on a monthly basis throughout the year and meetings will be open to the public (in accordance with RSA 91 A-2, except for those meetings or proceedings designated as nonpublic sessions as defined in RSA 91-A:3, II). Trustees are expected to attend meetings regularly and will be subject to replacement if absences reach 50 percent or more of meetings in a six-month period.

For purposes of conducting business, the LCA Board of Trustees will follow the New Hampshire Right to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority of trustees physically present or participating through video or voice communication systems. Records and minutes of meetings will be kept in accordance with statutory guidelines.

The LCA Board of Trustees' functions include:

- Overseeing that the school's program and operation are faithful to the terms of its charter, bylaws, policies, and its mission statement.
- Adopting policies that further clarify and assist in maintaining the mission and educational program of Lionheart Classical Academy Chartered Public School.
- Ensuring that the school's academic programs are successful. All academic programs will be evaluated and reviewed annually by the Board. These evaluations will be used to determine the effectiveness of the programs and provide direction for improvements.
- Ensuring that the school is financially solvent by planning and budgeting to meet the school's goals, approving an annual budget for the school as well as a long-range strategic growth plan.
- Ensuring proper accounting and reporting policies.
- Hiring the Director and evaluating his/her performance annually.
- Creating, serving on, and appointing people to necessary committees.
- Providing Board orientation to all members, which includes introduction to the school and curriculum, classroom visits, and copies of Board Bylaws and Employee and Student-Parent Handbooks.

To further support good governance, the LCA Board of Trustees aims to adopt the following practices: Code of Conduct statements, succession plans for board and school leadership, annual board training and onboarding training for new members. In addition, the trustees strive to form and execute governance-based policies that promote effectiveness, including Conflict of Interest, Board-Management Delegation, Term Limitation, Compliance, Nepotism, Financial Oversight and Nondiscrimination.

Officers

Initial officers shall be appointed by the founding board (MFLC) and include: Chairperson, Secretary, and Treasurer. It is expected that one or more MFLC members are expected to transition to the LCA Board of Trustees to provide continuity. See Appendix for list of executive biographies.

After the initial appointment, officers shall be elected by majority vote of the LCA Board of Trustees at the annual organizational meeting to be held in June of each year and shall serve until the next annual organizational meeting. If a replacement officer is needed, the replacement officer will be selected by a majority vote and will serve out the unexpired term of the departing officer.

Roles and Responsibilities

The LCA Board of Trustees Chairman shall:

- Prepare the agenda for all meetings.
- Open each Board meeting at the scheduled time by calling the members to order.
- Announce the business before the Board in the order in which it is to be acted upon.
- Recognize members entitled to the floor.
- State and put to vote all the questions which are regularly called or necessarily arise in the course of the proceedings.

- Announce the result of any vote.
- Protect Board meetings culture, integrity and effectiveness.
- Assist in expediting all business in every way compatible with the rights of the members by:
 - Managing and/or limiting the flow of remarks when motions are pending.
 - Calling a recess to permit restoration of order or clarification of an unclear point.
 - Guiding the members when engaged in a debate to stay within the rules of order.
 - Ensuring on all occasions the observance of order and decorum among the members.
 - Deciding all questions of order (subject to an appeal by any two (2) members) unless s/ he prefers to submit the question for the decision of the Board.
 - Informing the Board on a point of order, or practice pertinent to pending business.
 - To authenticate by his/ her signature, when necessary, all acts, orders, and proceedings as directed by vote of the Board.

The Secretary shall keep a true record of each Board meeting, make any required reports to the State of New Hampshire, and carry out duties as required by law.

The duties of the Treasurer are outlined in the New Hampshire statutes relating to public schools.

B. Methods by Which Trustees and Their Terms Are Determined

As previously stated, the founding board will select the first LCA Board of Trustees that will begin governance within three months after receiving charter authorization. It is important to the founders that board terms be staggered in order to benefit from the experience of veteran board members while also welcoming fresh perspectives that new members may offer.

First-year trustees will be appointed for one-, two-, or three-year terms to establish initial staggered terms and governance stability. The trustees may appoint a new trustee to fill a vacancy if vacated but that trustee will only be allowed to serve until the original term expires, but may be renewed by a majority vote of the LCA Board of Trustees. Trustees may serve consecutive terms if so voted by a majority. Term limits for the LCA Board of Trustees are expected to be set for all members with the option to serve multiple consecutive terms, helping establish the expectation for future turnover as well as provide flexibility for continuity of experienced and high performing trustees.

Parent board membership is set as a one-year term. See Section X for additional parent involvement.

C. Board of Trustees Bylaws

Upon charter approval, the founding board, within three months, will establish the LCA Board of Trustees. The first order of business will be for the LCA Board of Trustees to review and approve its bylaws. See **Exhibit B** for draft LCA Board of Trustee bylaws.

D. Organizational Structure and Growth Plan (Include Organizational Chart)

See **Exhibit C** for an organizational chart and sample board report.

Board of Advisors

The governing LCA Board of Trustees may select a Board of Advisors to serve as an advisory group of non-voting members to provide additional support and expertise.

Growth Plan

During the period between charter school approval and the official formation of the LCA Board of Trustees, the MFLC founding board will continue to form committees and conduct the work it deems necessary to pursue specific topics and report back to the founding board for action including a Start-up Committee. Once the LCA Board of Trustees is established, the committee work will transition from the founding board to the LCA trustees, with a number of founding board members transitioning to the new nonprofit as well.

LCA Board of Trustee Committees

Upon formation, initial subcommittees for the LCA Board of Trustees may include: start-up, board recruitment, strategic planning, finance, curriculum development, personnel, outreach, technology, and others as needed. The trustees may authorize one or more of its members to serve on a committee. A quorum of the LCA Board of Trustees shall hold the authority for selecting and naming the Committee Chair person. No opinion, decision, or commitment on behalf of the trustees however, can be made by a representative or subcommittee without trustee authorization. To encourage parent participation, the committee chairs working with the parent trustees will post announcements in parent newsletters or other parent communication with an invitation for parents to reach out to the committee chair if interested in serving.

Start-up Committee

During the time after approval (estimated October 2021) and before opening (“Year Zero” or October 2021 to September 2022), a start-up committee shall work on all areas of public charter school development and readiness. This team will be comprised of founders, advisors and current trustees.

Their duties will include but are not limited to:

- Forming initial subcommittees
- Establishing start-up and five-year projected budget (In progress as of July 2021)
- Overseeing start-up grant application (In progress as of July 2021)
- Securing general and board liability insurance
- Securing an appropriate site for the school (Complete as of July 2021)
- Developing applications and marketing materials (In progress as of July 2021)
- Developing job descriptions and the hiring process (In progress as of July 2021)
- Publicizing staff, administration, and faculty positions
- Obtaining health, fire, and safety code approvals for facility
- Purchasing supplies and materials for school setup

See Section III (F) for more detailed information on school opening and timeline for implementation.

E. Fund Raising Plan

The Lionheart Classical Academy Chartered Public School Board of Trustees will establish a Fundraising & Development Committee (henceforth “FDC”) whose mission will be to oversee and coordinate, in consultation with the LCA Director and other staff, efforts to supplement our per-student funding from the State of New Hampshire (and funding from other government sources, such as Federal Start-up

grants, corporate supporters, etc.), moneys pledged/donated by from members of LCA's sponsoring board MFLC, and funds raised from:

- "Friends of Lionheart Classical Academy Chartered Public School" (henceforth FLCA), an "extended family" of the MFLC of supporters in the local community who gather for regular fundraising celebrations/events in the Monadnock Region.
- At least semi-annual auctions/sales of items/services donated by parents and/or community members; raffles; gift card sales in cooperation with local retailers, "a-thons," other local grants, and other donations from/partnerships with local businesses.
- Foundation grants, including possible grants from the Charter School Growth Fund and the New Schools Venture Fund, the Gates/Walton Foundations, etc. Other miscellaneous corporate/government grant-writing efforts, coordinated by the LCA Board of Trustees Fundraising & Development Committee, including grants from community foundations like the Putnam/Barr Foundations and the New Hampshire Charitable Foundation.

In "Year Zero" we have forecasted an estimated \$600k of startup costs, reflecting approximately \$250K for facilities alterations; changes to comply with life safety and similar codes; and for school operations, \$350K for all other instructional/administrative services, expenses, and equipment and systems support infrastructure (including Year Zero salaries for the Director and Assistant Director of the school). We anticipate that these expenses will be off-set by funds from donations and loans from friends, supporters, institutional lenders and MFLC Trustees, and from the nearly \$600K already pledged or donated as of November 2021. The majority of funds raised will be utilized to cover expenses relating to renovating our leased facility and outfitting it for our purposes. As LCA expands, in the years subsequent to opening, we have anticipated additional capital expenditures for facilities and equipment of approximately \$400k.

The FDC will make use of the resources detailed on the New Hampshire Department of Education's website Grants Training and Management section and shall designate a subcommittee to complete the trainings available through courses developed and provided by the US Department of Education, including but not limited to Cash Management, Discretionary Grants Administration, Formula Grants Administration, Indirect Costs, Internal Controls, Procurement, Property Management, Travel, Sub-recipient Monitoring, and Allowable Costs and Activities.

The FDC will additionally familiarize itself with the Federal Funds Factsheets available through the NH Department of Education, including information related to: Cash Management, Equipment Inventory, Procurement, Procurement beyond the Simplified Acquisition Threshold, Standard of Conduct/Conflict of Interest, Sub-recipient and Contractor Determinations, Supplies, Time & Effort Reporting, Travel Using Federal Funds, and Use and Disposal of Equipment.

Based on what we believe to be reasonable assumptions, we anticipate raising no less than \$150K annually directly from members of the MFLC and LCA Board of Trustees and, on an ongoing basis, will be actively seeking individuals who may wish to endow the school or an associated Foundation whose mission is to benefit the LCA and associated projects. Additionally, the FLCA will establish fundraising goals of ~\$50K annually, realizable through pledges/donations from the "extended family" of LCA supporters nurtured through MFLC efforts.

After Year Zero, on an annual and semi-annual basis, the FDC, through cooperation with parent support committees, will plan and pursue fundraising through recurring community events, annual appeals, and

potential sponsorship rights to school events, pieces of infrastructure, or other specific capital campaigns. As a public charter school, we recognize the importance of communicating to parents that annual appeals are voluntary as well as participation in fundraisers. We also are committed to expressing appreciation for contributions financial or otherwise of any size.

On an ongoing basis, the MFLC and the LCA Board of Trustees will pursue training, guidance, and expertise to facilitate ongoing fundraising through grant applications to community and national Foundations, in order to supplement regular fundraising activities coordinated by the FDC and parent subcommittees.

See **Exhibit R Fundraising Plan** for yearly fundraising plan with specific events, target revenue and contact people.

F. Grievance/Complaints Policy

LCA is committed to providing the best possible working conditions for its employees and educational environment for students and families. Part of this commitment is encouraging an open and frank atmosphere in which any conflict, complaint, suggestion, or question receives a timely response within the school. LCA will strive to ensure fair and honest treatment of all employees, students and families. All school community members are expected to treat each other with mutual respect and are encouraged to offer positive and constructive criticism.

Internal Grievance/Disputes that may arise from within LCA, including all disputes among and/or between students, staff, parents, volunteers, advisors, partner organizations, and governing board members, will be resolved pursuant to policies and processes developed by LCA, following a specified chain of command. The Local Educational Agency (LEA) will not be involved with internal disputes of LCA unless LCA should request LEA involvement or it is legally required.

If LCA employees or staff disagree with established rules of conduct, policies, or practices, they can express their concern through an established conflict resolution procedure. No employee will be penalized, formally or informally, for voicing a complaint with LCA in a reasonable, business-like manner, or for using the conflict resolution procedure. If a situation occurs when employees or staff believe that a condition of employment or a decision affecting them is unjust or inequitable, and they do not feel that this can be resolved through informal measures, they are encouraged to follow the process outlined in the policy.

See **Exhibit D** for Grievance/Complaint Policy and Process for Families/Students and Staff

Section V: Education Plan

A. Curriculum and Instruction that meets or exceeds state standards in the subject areas offered; clearly defined, research-based with evidence of effectiveness.

Lionheart Classical Academy Chartered Public School will provide students a content-rich, knowledge-based curriculum that will challenge them to excel both in learning and in character. Lionheart Classical Academy Chartered Public School will adopt a curriculum with a core focus on science, math, English language arts, and history. Second to these four cores, though integral to the curriculum, are the subjects of art, music, and foreign language. In high school, LCA will also include government,

economics, and moral philosophy as classes that are integral complements to the four core areas of study.

Plus, the school's virtues will be at the forefront of student work daily throughout the year. As mentioned in the application, the school plans to emphasize the following virtues (*listed in alphabetical order*): compassion, courage, gratitude, humility, integrity, perseverance, respect, responsibility and service. The basis of the LCA curriculum is a collaboration between the school and the Barney Charter School Initiative (BCSI), an initiative of Hillsdale College. BCSI works as a curricular advisor to twenty-four existing charter schools (as of Spring 2021), and has a complete set of curricular and resource recommendations from kindergarten through 12th grade. In addition, there are twenty (20) plus schools with a curriculum license including [Windham Academy](#), a successful NH public charter school.

See **Exhibit E** for the **NH Common Core State Standards and K-12 Program Guide Curriculum Alignment** which demonstrates how the proposed curriculum meets or exceeds the state standards.

More about the K-12 Program Guide

Much of the *K-12 Program Guide* curriculum from K-8 in the areas of literature, science, history, art, and music is derived from the Core Knowledge Sequence, prepared by the Core Knowledge Foundation and used widely across the United States for well-over twenty years. Their curriculum is characterized by a strong emphasis on language, content-richness in all subjects, a strong core curriculum, and a focus upon the historical, literary, and scientific traditions of the United States and of Western civilization at large.

Following BCSI recommendations, LCA will supplement the Core Knowledge Sequence with the literacy program developed Access Literacy—*Literacy Essentials: The Journey from Spelling to Reading*. Hillsdale College has served as publisher to this curriculum, which was developed by Access Literacy based upon their twenty-year history in teaching and training Orton-Gillingham based literacy programs. It shares a family resemblance with many other Orton-based approaches, including programs from Spalding Phonics and the Riggs Institute, and combines that sound and tested approach with the authors' own experience as teachers and excellent and user-friendly design. In short, the curriculum is both beautiful and very effective—and is already in use in Hillsdale-affiliated schools around the country.

Literacy Essentials is a multi-sensory, brain-based approach for teaching phonics, spelling, reading, handwriting, and grammar. The program teaches the 72 letter-sound (phonogram) combinations used in the English language, beginning with the easiest sight-to-sound correspondences, and working towards those that are most complex. Syllabication is critical to a proper understanding of letter-sound relationships, so the program teaches syllabication from the beginning of kindergarten. Alongside learning phonograms and implementing these into a potent spelling and vocabulary regimen, students using the Literacy Essentials program will learn handwriting, including cursive handwriting. As students grasp the basics of English literacy, the program lays a foundation in basic grammar and composition.

In Mathematics, LCA will use Singapore Math curriculum from grades K-7. The Singapore Math Program provides students with a strong conceptual foundation in basic mathematics. From the earliest grades, this program emphasizes concepts, mental math, and number sense while employing physical and graphical illustrations of underlying mathematical rules and phenomena. The program presents mathematical skill building and problem solving such that students have a better understanding of not simply when to use a particular equation—but why. Moving students on to higher levels of skills before

they're ready is not an option, so the program will be employed at each student's ability level. Ability-level groups will be determined at the beginning of the first school year, and adjustments will be made on an as-needed basis in order to best equip each student with the language of numeracy while ensuring that students who fall behind are offered the necessary support to get back on grade level.

LCA also will include instruction in Latin, beginning on a formal basis in 6th grade, preceded by the teaching of Latin and Greek roots in grades 4 and 5. *The Well-Ordered Language* curriculum will be the basis for formal grammar instruction in the upper elementary grades. In high school, LCA will follow the BCSI course sequence. This includes four years of history, literature, math, and science; three years of foreign language; one year government and moral philosophy; and a semester each of economics, rhetoric, and composition.

Instruction Strategies

Two primary instructional strategies employed at LCA will be the lecture and the Socratic method/discussion. The Socratic discussion is the ideal mode of classical instruction, but the founders of LCA are under no illusion that young and inexperienced students can immediately partake in or profit from such a discussion. Rather, the guiding principle for most K-12 instruction will be that instruction be "teacher directed." Most of the time teacher-directed instruction will take the form of a lecture, story, read-aloud, or teacher-led discussion. Teacher-led discussion will help to model inquiry and analysis for students as a way of preparing them to engage in more open Socratic discussion in high school. Projects, student-led discussion, student-led inquiry, and other popular modes of instruction will have a limited place at LCA, and only within the broader context of the mission, curriculum, and school culture. Teachers will receive training and feedback about when best to employ these and other methods, with an emphasis placed on teacher-led, content-rich instruction in all subjects. This emphasis is consistent with the tradition of classical education and with the content-rich curriculum from Core Knowledge (and other sources) that the school will employ.

One instructional strategy that is more particular to the classical school is the use of primary sources for teaching history. Especially in the upper grades, history instruction at LCA will depend upon primary source documents—artifacts, documents, recordings, or other sources of information created at the time under study. In the high school, for example, teachers of American history will introduce students to historical works that contributed to the formation of American society and culture such as George Washington's *Farewell Address* and Martin Luther King Jr.'s *Letter from Birmingham Jail*. Such primary sources will bring history to life and equip students with essential insight and analytical skills.

The school will automatically provide differentiated instruction in at least two main areas, with the possibility of providing differentiated instruction in other areas on a case-by-case basis. In math, the first of these areas, the school will group students by ability. This will require a common math period for all K-6 students and possible schedule changes for 7-12 students. Students will be assessed after several weeks of math instruction, and this assessment will provide teachers with both a baseline of student learning and a significant metric for placing students into ability groups. Ability grouping is a significant complement to the Singapore Math program, and helps to ensure that students receive the foundation in math that is necessary for understanding upper-level math.

LCA will also provide some differentiated instruction in its literacy and reading curriculum. The [Literacy Essentials](#) program is quite similar to the Orton-Gillingham and Spalding programs employed by many schools for reading remediation. By using this program with all students, we expect to meet many

student literacy problems before they develop. And students who are reading and writing at a slower pace than their grade cohort will be automatically trained in the language of instruction used in reading remediation—and they will receive remediation as problems are identified. LCA will develop a program to provide struggling students with additional literacy instruction, likely through flexible scheduling blocks or classroom pull-outs. Additionally, students will receive differentiated instruction in the course of reading practice, wherein students will be grouped by ability and/or led through a reading practice regimen designed to meet each student at his or her ability level.

Outside of mathematics and literacy, LCA will use differentiated instruction on a case-by-case basis. The Core Knowledge Sequence allows for a significant amount of latitude with regard to particular topics and works of literature. Students who are capable of work above their grade level may be given the option to read additional works of literature, read adapted works in an original or longer form, or study history and science content in a more comprehensive form (e.g., by reading upper-level texts or receiving instruction from upper-level teachers). Students who are behind their grade cohort also may receive various instructional assistance such as adapted reading assignments, additional tutoring, oral exams, or other assistance. In all cases where differentiated instruction is offered to students performing below grade level, the intent of the differentiated instruction will be to bring student performance up to grade level standards. Highly effective teachers will intentionally use all these strategies to engage students including those performing below grade level in maximizing their benefit from the curriculum.

B. Current research for selecting curriculum

As mentioned in the introduction and in (B), Hillsdale College’s K-12 curriculum incorporates well known curriculum that is supported with research and has proven success helping students achieve academic proficiency. The three primary curriculum programs used are [Core Knowledge](#), [Literacy Essentials](#), and [Singapore Math](#), all of which meet Common Core State Standards.

Additionally, [Deans For Impact](#), a nonprofit organization committed to improving student-learning outcomes by transforming educator preparation, published [The Science of Learning](#) (2015) and [The Science of Early Learning](#) (2019) to answer the questions “What do we know about how students learn and what does that mean for how we teach?” These publications connect research to its practical implications for teaching and learning. These publications provide a helpful summary of major findings from cognitive science that are relevant to and used in [the Core Knowledge approach](#) and to the classical, content-rich educational model developed by Hillsdale College’s Barney Charter School Initiative.

More About Core Knowledge

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 as a voice of reason making the case for equality of educational opportunity.

A highly regarded literary critic and professor of English earlier in his career, Dr. Hirsch recalls being “shocked into education reform” while doing research on written composition at a pair of colleges in Virginia. During these studies he observed that a student’s ability to comprehend a passage was determined in part by the relative readability of the text, but even more by the student’s background knowledge.

This research led Dr. Hirsch to develop his concept of cultural literacy—the idea that reading comprehension requires not just formal decoding skills but also wide-ranging background knowledge. In 1986 he founded the Core Knowledge Foundation. A year later he published [Cultural Literacy: What Every American Needs to Know](#), which remained at the top of the *New York Times* bestseller list for more than six months. His subsequent books include [The Schools We Need](#), [The Knowledge Deficit](#), [The Making of Americans](#), and most recently, [How to Educate a Citizen: The Power of Shared Knowledge to Unify a Nation](#).

Research Studies

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. These diverse schools comprised 172 classrooms, 200 teachers and 4,466 students. Across these schools, the percentage of students receiving free and reduced lunch ranged from 30 to 99%, and the percentage of students for whom English is a second language ranged from 15 to 60%. Pilot teachers participated in extensive professional development prior to implementing the program. This training ensured that teachers had a clear understanding of the synthetic phonics at the heart of CKLA's Skills strand. The training also provided teachers techniques for building students' background knowledge and vocabulary during read-aloud, which are at the heart of the CKLA Listening & Learning strand.

Results from the three-year pilot of CKLA in kindergarten through second grade in 10 New York City public schools show that students in the schools using CKLA outperformed their peers in 10 comparison schools on measures of reading, science, and social studies. ([Microsoft PowerPoint - CK Early Literacy Pilot 3 12 12.pptx \(coreknowledge.org\)](#))

Additionally, in a first of its kind study, researcher Sonia Cabell (formerly at the Center for Advanced Study of Teaching and Learning at the University of Virginia's Curry School of Education, now at Florida State University) received a 3.3-million-dollar grant from the Institute of Education Sciences. The grant was awarded to test the fully-developed and widely-implemented Core Knowledge Language Arts (CKLA): Listening and Learning read-aloud program. The researchers will follow children from kindergarten entry to second grade and will investigate the effects of the reading curriculum on their vocabulary skills, listening comprehension, domain knowledge, and ultimately reading comprehension at the end of second grade. More than 1,400 children in 48 schools will participate in the study. The project started during the summer of 2016, and schools will begin implementing the program in the Fall of 2017. ([Search Funded Research Grants and Contracts - Details](#))

Source: www.coreknowledge.org [Research Studies - Core Knowledge Foundation](#)

More About Literacy Essentials

Literacy Essentials: The Journey from Spelling to Reading was developed by Dorothy Kardatzke and Melody Furno of Access Literacy, LLC. The two authors have more than forty years of experience in using Orton-based phonics programs in primary schools, both as teachers and as teacher trainers. While they are very familiar with other Orton-based approaches to phonics, they developed the Literacy Essentials program to better serve the needs of teachers than any other program currently available.

Literacy programs tend to fall along a spectrum of phonics instruction, with one end of the spectrum focused entirely on the whole word or “whole language” approach with little to no attention to letter-sound correspondences, and the other end of the spectrum employing an Orton-based method of

intensive phonics instruction that leads from spelling to reading through a multi-sensory approach. While the research (see, for example, [The Report of the National Reading Panel](#), 2000) tends to support the Orton-based approach, many of the curricula based upon it are difficult to use in a classroom environment without intensive training. As a result, most phonics programs in the marketplace use a blended approach of phonics and whole language instruction, or they employ a less robust approach to phonics than the synthetic systematic approach of an Orton-based program. Kardatzke and Furno wanted to make a robust Orton-based program more widely accessible and user friendly, and *Literacy Essentials* does exactly that.

The *Literacy Essentials* curriculum is currently in a pilot phase as the authors and publisher work out the finer details. The curriculum first rolled out in summer 2019 to a small group of schools that included Hillsdale-affiliated charter schools and schools that specifically sought out Access Literacy for coaching and training. The pilot part of the program will enter its final stage in summer 2022, after which the authors and publisher aim to finalize the curriculum and advertise it more broadly. The curriculum is currently available via request at www.journeytoliteracy.com

More About Singapore Math

In typical U.S. math programs, students get a worked example, then solve problems that very closely follow that example, repeating all the same steps with different numbers. In Singapore math, students must think through concepts and apply them in new ways from the very start. Since they can't rely on simple replication, students are pushed to greater engagement and broader thinking. In U.S. math programs, concepts and skills are more compartmentalized within and across grade levels than in Singapore math, where a strong sense of connectivity to past learning is woven throughout. Unique Singapore math methods, such as number bonds and bar modeling, also set Singapore math apart from typical U.S. math pedagogical styles.

Singapore has consistently ranked at the top in international math testing for decades. 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. Singapore students consistently rank among the top on both tests and Singapore math programs raise student performance. With the use of Singapore programs, more students rank "At or Above NAEP Proficient" on U.S. national math assessments.

Source: www.SignaporeMath.com

C. LCA will have available information about its curriculum and policies to all persons, and parents and students considering enrollment

We believe transparency about and access to our curriculum and policies is part of our mission.

LCA will have available information about its curriculum and policies to all persons, parents and students considering enrollment. During our information sessions about the school or outreach meetings, we will share an overview of the curriculum and have handouts or "leave behinds" for interested attendees. Additionally, we plan on having a physical copy of the *K-12 Program Guide* available for reference during meetings and at the school.

Information about the curriculum will be available in printed form, mailed or distributed on request, and online on the school's website. During the school year, LCA leadership plans on sending regular emails to

parents sharing curriculum details so parents can follow along and support learning. Every effort will be made to make materials accessible for ESL learners and those with a wide range of reading abilities.

The Family Handbook as well as the Faculty and Staff Handbook also will provide information about the curriculum and policies. See **Exhibits N and O** for handbook samples.

D. Measurable Academic Learning Goals and Objectives and timeline for accountability

Measurable academic learning goals, objectives and standards for every grade level at LCA are outlined in the **Exhibit E Curriculum Alignment** and are aligned with the Common Core Standards as set by the State of New Hampshire. While some aspects of the curriculum may differ in their implementation and timing from that of other public schools, none of the standards has been omitted and it is expected that graduates from LCA, having received the benefit of a classical Barney/Hillsdale established curriculum, will have achieved the Common Core Standards (K-12). These academic learning goals will be put into a formal plan, shared with faculty and staff, and reviewed to track progress during the school year.

As further outlined in subsection (F), LCA will administer and report state assessments, allowing for target percentages to reflect students who have attended LCA for two or more years in accountability goals.

In addition to academic skills and knowledge outlined in the Common Core Standards, the curriculum at LCA includes standards for the development of moral character, civic virtue, basic elements of critical thinking and reasoning, healthy relationships, imagination and creativity and attributes that we consider to be essential for success in college, careers and life as a responsible civic minded individual.

Students in the lower grades must meet the standards listed in order to proceed to the next grade level. Teachers will provide students with ongoing feedback on their work in an age-appropriate manner. In the middle of each semester parents will be provided with a written assessment of their child's work. This will be followed by a more comprehensive assessment at the end of each semester. Parent-teacher conferences will also be scheduled on a twice-yearly basis. At any point during the year if a teacher has specific concerns about a student's progress they will communicate directly with parents.

Students in the upper grade levels must also meet the standards with a passing grade for the class. The curriculum presented is the basic required curriculum developed by the BCSI team. Depending on the qualifications and special interests of faculty, LCA may choose, after consultation with and approval of the BCSI team, to add elective courses when the school has reached full enrollment and finances are stabilized.

In addition to the measurable goals enumerated by grade-level and subject, we are guided by a set of cross-disciplinary goals for the development, throughout the K-12 school years, of abilities and capabilities that are needed for learning in all subjects and for overall school success and by the broad goal of educating the whole human being.

Timelines for accountability in achievement of subject-specific goals and objectives are as follows:

Elementary School

- After two years of instruction at LCA, we expect students to average 10% growth on state assessment scores.

- After four years of instruction at LCA, we expect over 60% of elementary students to be proficient (level 3 and 4) in reading and over 55% math as measured by the state assessment.

Middle School

- By the end of grade 7 we expect 70% of students at LCA will be reading and performing math at grade level as assessed by NH SAS tests: ELA and Math.
- By the end of grade 8 we expect 70% of students will exhibit grade level scientific reasoning assessed by state science testing.
- By the end of each school year, we expect 70% of students will have completed a comprehensive competency-based portfolio of their work throughout the school year of acceptable quality according to the teacher assessment.

High School

- At midway point of each year, teachers will provide students whose work is not meeting expectations with an update so stating, with comments and help offered on how to improve.
- At the completion of each semester, teachers provide a report with a letter grade, comments, and narrative evaluation.
- At the end of each semester (required skills-based or elective), teachers issue reports that indicate the exceeding, meeting, or failure to meet goals and objectives, with letter grades, comments, and narrative evaluation.
- At the end of each academic year, teachers will issue reports with a cumulative narrative evaluation, along with letter grades in all courses.
- By the end of each school year, we expect 70% of high school students to have completed all of their courses with a grade of C or higher.
- We expect 90% of seniors to have completed the graduation requirements as outlined below in section G.
- We expect 70% of seniors to have completed a high-quality senior project to the satisfaction of their community mentor and faculty advisor.

E. Performance Standards

The Curriculum Alignment Exhibit E lists performance standards for each grade and subject demonstrating the alignment with Common Core. LCA will employ a variety of measures to evaluate student progress and to inform instruction. Of central importance in this process will be the development and periodic review of student portfolios, designed to chart progress in demonstrating growth in knowledge, skills and character to develop students who are highly literate, can communicate effectively, are virtuous, possess cultural literacy, are prepared to continue academic achievements and are ready to become active and productive members of American society. LCA will strive for academic excellence as defined below:

- Academic courses will have succinctly stated learning goals and objectives
- Students meet the performance standards and objectives for applicable subjects all subgroups each year, or meet any alternative state performance goals as outlined in the Curriculum Alignment
- Students demonstrate growth from fall to spring and year-over-year as measured by an independently administered test

- Research based assessments demonstrate that students are outperforming peers at local schools
- Students master the performance objectives each year as measured by multiple formative and summative assessments (tests, performance tasks, exhibitions)
- Students demonstrate positive levels of interest in learning at high levels each year in at least a majority of their classes as measured by documented teacher observation and a student survey instrument
- High school seniors satisfactorily complete a capstone project that represents a culmination of each student's learning and research and draws both broadly and specifically from each student's education
- Upon graduation, students demonstrate an advanced ability to originate and proceed with exploring a line of questioning that leads to deeper understanding of ideas and concepts
- Upon graduation, students demonstrate an understanding and performance skills of language as used in influencing how one perceives the world, thinks about it, and chooses to act upon it as measured by a rubric for assessing relevant evidence contained in each student's portfolio
- Students contribute to a respectful community environment

F. Achievement Tests to be used to measure academic and other goal achievement

LCA will fully participate in all aspects of the state testing and other assessments as required by state statute. The school also will conduct its own data analysis of student learning by any other proven assessment tools deemed necessary and appropriate, including, but not limited to, *Literacy Essentials* and Singapore math student inventories, DIBELS[®] (Dynamic Indicators of Basic Early Literacy Skills) and DRA (Developmental Reading Assessment) as diagnostic reading assessments in our tiered interventions, teacher-created assessments, portfolios, and observation. This data will be used to identify students not making adequate progress toward the State Standards to implement an individualized program to improve measurable learning outcomes. The school will seek to analyze reports from different perspectives to maximize the usefulness of information gained from the accountability process. Such analysis may include viewing student-learning results by age groups, grade levels, previous academic experiences, gender, attendance and any other aspects of the student population that will enhance the school's knowledge about student learning needs.

A key goal of the school's learning measurement process will be to provide results of findings and outcomes by way of communication and feedback to teachers, students and overall stakeholders. Students, parents, staff and board members will receive published reports of student achievement on an individual and collective basis with the intention of encouraging community ownership of learning outcomes and increased accountability for the teaching and learning practices the school espouses. Testing information will be used to evaluate and coach teachers, with the goal to use assessment data to think about how to improve their work. These practices will be re-evaluated on an annual basis to allow for adjustment of techniques, strategies, other relevant programs with the intention of more significantly affecting learning outcomes. LCA testing and its approach also will be provided in Family Handbook (Exhibit N).

G. Graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils

Exhibit G lists the graduation requirements of Lionheart Classical Academy Chartered Public School, demonstrating the school will meet and exceed NH requirements. The school is expected to offer 9th grade in 2026-2027.

H. Student Performance Data Management System

LCA will enter into a subscription-based vendor agreement to use a student performance data management system to track important data from attendance to discipline, contact information, grades, GPA and reports. PowerSchool, used by the Conval School District, and Infinite Campus are two primary vendors providing this service and under consideration.

Additionally, LCA plans on leveraging [iLearnNH](#), the new initiative launched by the NH Department of Education, for its access to Canvas Learning Management System (LMS), and sees the benefit of managing its own system while enabling access and sharing between different schools.

I. Daily/weekly Schedule Samples

Exhibit H provides a sample daily/weekly schedule reflective of a similar BCSI operating schools. This schedule reflects the emphasis on reading, writing and grammar and the shared period for mathematics to facilitate groupings.

J. Supplemental Programming

LCA will leverage supplemental programming, specifically aligning with the abilities of students.

Similar to peer public charter schools, we will provide supplemental instruction for students in the lower 20% of proficiency with significant needs outside of special education. As a first level response, teachers are expected to use RTI (Response to Intervention) to work with the students to gain the knowledge and skills needed to perform at grade level.

LCA's teachers also will offer opportunities to address students who are capable of work above their grade level. The BCSI educational model heavily emphasizes and uses supplemental books, including classical works, novels and manipulatives, in all areas and works with students to bring them to grade level or to provide opportunities for further study.

Teaching students to read will be the primary focus of early elementary education at LCA. Once students have transitioned from "learning to read" to "reading to learn," the focus of the LCA curriculum will appropriately shift. From mid-elementary forward, the curriculum will place a strong emphasis on reading, and especially upon reading works of great literature. Students who are capable of work above their grade level may be given the option to read additional works of literature or read adapted works in an original or longer form. Students who are behind their grade cohort may receive adapted reading assignments (or shorter adapted works of literature), audiobooks, read-a-louds of the original, or other helps as identified by the teacher and administrator.

For experiential and enrichment activities for elementary school, LCA will conduct a survey at the beginning of the year to determine parent and student interest. As the fall progresses, other options will be made available based on student interests and volunteer match. LCA will focus on opportunities

for athletic, academic and interest clubs such as running, chess and robotics. In the first year, it is very hard to predict stakeholder and interest availability so we believe this approach will help yield effective results.

As the school grows to upper grades, LCA will explore a variety of supplemental programming such as field trips, elective learning opportunities (ELOs), independent activities, directed study, online courses and senior capstone projects.

Section VI: School Operations Plans

A. Admissions Procedures

Lionheart Classical Academy (“LCA”) is an open enrollment, no-tuition public charter school and is committed to building a strong and diverse community of learners. Admission to the school shall be open to any student who resides in the State of New Hampshire. Methods of admission shall not be designed, intended or used to discriminate or violate individual rights in any manner prohibited by law.

For the success of the school and its students, LCA will help educate prospective families on what to expect at a classical public charter school. Topics include the mission, profile of a graduate, liberal arts curriculum, the trivium instructional approach, civic virtues, transportation, extracurricular activities, uniforms, and additional relevant items.

LCA will hold multiple, pre-enrollment information sessions on and off site as well as prepare print and online materials in an effort to allow prospective families to learn more about LCA and the classical public charter school experience.

LCA will follow the basic method of admissions that defines charter schools nationwide:

- Admission shall be blind.
- Should the number of applicants exceed capacity, students will be chosen by a lottery system with a waitlist developed from the lottery overflow.

Applications will collect basic contact information about the family and students and will be made available online or print. In order to be eligible for the lottery, the application must be complete. LCA will confirm completeness and will make multiple, reasonable contacts to follow up on incomplete applications. See **Exhibit I** for the **Admissions Policy** and **Exhibit S** for the **Student Recruitment and Marketing Plan**.

Admission Process Overview

- Prospective students and their families are strongly encouraged to attend at least one informational meeting at which LCA’s educational approach and expectations of students and their families will be explained
- LCA will share application packets online and/or in hard copy for prospective families about the school, its philosophy and expectations of attending students, their families. The admissions policy governing the process will be available online.
- Should applicants exceed the number of spaces available, a blind lottery will be held. Those not accepted in the lottery will be placed on a waiting list in the order determined by the lottery.
- All accepted students will receive written notification. Those who have been wait-listed will be notified.

- Accepted students and their families will be required to sign a commitment to attend form and return it to LCA.
- LCA will offer new parent events to support the transition for new students and their families and will include information about the Parent Council and other opportunities for parent involvement with the school to build community

Enrollment Provisions

- LCA will offer automatic re-enrollment to its students at the end of each year. Families will be asked to sign a letter of intent to re-enroll by a stated date.
- LCA will admit students from the wait-list should space become available after the lottery.
- Siblings of children already enrolled at LCA will receive preference.
- The LCA Board of Trustees reserves the right to give preference in enrollment to children of school faculty, administration, and members of the board of trustees.

B. School calendar and the number and duration of days pupils are to be served

Lionheart Classical Academy Chartered Public School will meet or exceed the number of hours required for seat time according to RSA 194-B:8. LCA expects to collaborate with the district in which it resides regarding transportation services in order to best coordinate transportation services and better serve multi-student households. Any school-specific changes to the schedule will be monitored carefully to ensure that our students meet the required number of attendance hours. Should transportation issues result in lost educational hours, we will address this loss and amend students' school hours.

LCA plans to replicate the SAU 1 (Contoocook Valley "ConVal" Regional) yearly schedule of vacations and holidays to ease transportation issues. Key items include: school day from 8:00 am – 3:00 pm with flexibility for transportation, first day of school end of August (before Labor Day), last day of school in June with built in make-up days, parent/teacher conferences and all staff professional development days.

C. Staffing Overview, including qualifications sought for professionals and paraprofessionals: administrators, teachers

LCA has identified key positions for years 1-3 as well as qualifications needed and required licensure. Staffing at LCA will include a highly qualified Director and Assistant Director/Lead Teacher who will work closely with the Board of Trustees, administrative staff, Faculty, Guidance Counselor, Students, and Parents to fulfill the mission of the school. See **Exhibit J** for the proposed LCA organizational chart for Years One – Five.

The organization is an equal opportunity employer and is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The trustees commit themselves to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, age, sex, national origin or disability. All decisions with regard to employment shall be in compliance with applicable state and federal laws.

D. Employee job description/responsibilities

See **Exhibit K** for employee job descriptions and responsibilities for the Director, Assistant Director/Faculty Dean, Office Coordinator/Manager, Teachers and other staff positions. We expect the Office Coordinator/Manager to serve as the first contact for phone calls, visitors, general emails and transportation coordination.

E. The total number of teachers and the average teacher/student ratio for the first 5 years

The average teacher/student ratio for the first year is 1:18 and then 1:20 for subsequent years.

Year	# Teachers	# Students	Average Teacher/Student Ratio
One	8	148	1:18
Two	10	205	1:20
Three	13	259	1:20
Four	16	313	1:20
Five	18	355	1:20

Note: Number of teachers reflects classroom only and does not include paraprofessionals or specialist teachers (art, music, physical education).

F. School employee and volunteer background investigations

Lionheart Classical Academy Chartered Public School shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a. ED 318.07(3). These background checks will be completed prior to a final offer of employment. The Director of LCA may extend a conditional offer of employment to a selected applicant, with a final offer of employment subject to a successfully completed background check.

G. Personnel compensation plan

Lionheart Classical Academy Chartered Public School is deeply committed to supporting teachers with competitive salaries and benefits understanding the need for disciplined spending. School administration and full-time teachers shall be paid an annual salary on a bi-monthly (around the 15th and 30th) basis. The budget assumes an average starting salary of \$50k and individual compensation may vary depending on qualifications, credentials, and experience. Part-time staff will be paid at an hourly rate for time worked or paid on reduced-rate salaries. We expect to offer a 1-3 percent annual salary increase for full-time employees. While the details of a benefits package are to be determined, we expect to offer basic health, life, dental, vision and retirement benefits as well as professional development support. Teachers will be hired to work from July 1 to June 30.

In addition to instructional days required by law, teachers will be expected to work 12 additional staff-development days each year (5 days before the beginning of school, 2 separate staff development days during the school year, and 5 days after the last day of school). In addition to scheduled school vacations, salaried employees will receive 3 paid personal leave days and 5 sick days per year. Teachers without appropriate certifications or with fewer than 3 years teaching experience are further expected to attend professional development programs chosen in consultation between the individual teacher and/or the Director or Assistant Director. LCA may offer unpaid leave for employees pursuing

educational studies. LCA recognizes public charter school regulations require 50% of teachers hold license. For more information on professional development, please see subsection (I).

Full time faculty and staff and part-time salaried employees leading programs are also provided with 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: the birth and care of the newborn child of an employee; placement with the employee of a child for adoption or foster care; to care for an immediate family member (spouse, child, or parent) with a serious health condition; or to take medical leave when the employee is unable to work because of a serious health condition. Employees are eligible for leave if they have worked for LCA for at least 1,250 hours over the past 12 months. Whether an employee has worked the minimum 1,250 hours of service is determined according to FMLA principles for determining compensable hours or work. LCA may choose to follow FMLA rules even though the school will have less than 50 employees and that decision will be made by the Board.

LCA may offer up to two weeks of paid leave. Employees are also entitled to 3 days of paid leave on the death of an immediate family member defined as spouse, parent, child, brother or sister, grandparent or grandchild, spouse's parent, child, brother or sister, grandparent and grandchild. Any additional time off will be without pay or using PTO days.

Employees who sustain work-related injuries are eligible for a medical leave of absence for the period of disability in accordance with all applicable laws covering occupational disabilities.

A military leave of absence will be granted to employees who are absent from work because of service in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA).

H. Administration Performance Evaluation

Exhibit L is a model framework to use as an evaluation tool to determine school and Director success. LCA Board of Trustee meetings will occur after test assessments are complete, and year-end. The trustees assure financial sustainability and ongoing operational compliance. There will be collaborative discussions and financial reporting by LCA's Fiscal Officer and operational updates reviewed at trustee meetings. The Director will be responsible for the school's daily operations and provide reports on academic and operational performance.

I. Teacher, Paraprofessional Performance Evaluation

See **Exhibit M** for a sample Teacher Evaluation. All staff and paraprofessionals will be evaluated annually.

J. Professional Development

All teachers will be encouraged to pursue professional development, at a frequency determined by the Director and Assistant Director/Lead Teacher to be outlined in a professional development master plan in consultation with the Board of Trustees. See **Exhibit T** for the **Professional Development Plan**. Teachers may meet this expectation through attending workshops, conferences, or courses related to their subject specialty; Hillsdale/Barney Charter School Initiative offered training courses; or other programs approved by leadership. LCA will seek Title grants to support professional development for teachers.

LCA will provide paid days off for training and plans on building PD days into the school calendar, as the general practice. All full-time salaried employees, including administrative staff, receive two professional days per year. Teachers are not normally allotted professional days during the school year however, LCA plans to encourage teachers to pursue PD whenever possible and so long as scheduling can be accommodated, we anticipate that most reasonable requests will be approved by the Director. All employees who participate in PD will be asked, following their training, to share a brief synopsis of the key takeaways from their training with other team members. Part-time salaried employees receive a prorated number of days based on their employment percentage. In addition to time off, LCA provides a professional development benefit stipend to full-time salaried and part-time salaried employees based on an amount determined by the budget each year. The benefit stipend for part-time salaried employees is prorated based on employment percentage. Teachers who choose to participate in additional PD do so on their own time.

Professional Development (PD) will be reviewed annually to determine current and future needs for each subject, grade, or individual teachers. PD is planned for two weeks before the opening of school and during the school year. Two to three days per year we will schedule formal PD for an overall review of data, curriculum, differentiation, and subject matter work. Weekly planning sessions will occur that include some level of analyzing data to assure accountability targets are met.

Employees may contact the Director for information about professional development opportunities and benefits. All employees are given a copy of the LCA Faculty and Staff Handbook, which describes the required process for requesting professional days and benefit stipends. See **Exhibit O**.

K. Philosophy of Student Governance and Discipline

Students are expected to model and reinforce the school's expectations at every opportunity. With the support, motivation, and resolve of students, teachers, parents and the community, LCA will develop students who choose to exercise maturity and respect for each other, for staff and the property. Students will learn to take full responsibility for their actions and to make morally sound decisions. To support this goal, students receive explicit instruction in these expectations and feedback on their conduct through citizenship marks on their progress reports. The school discipline policies will support the education of the students and the overall vision of LCA. Staff will act as role models for students, and through open discussions between students, teachers, school leadership, and family members, students may use the disciplinary time to learn more about themselves and about others, and learn the value of making ethical decisions. LCA also will have a dress code/uniforms to reinforce a structured school culture and to prevent potential distractions. Teachers will be the first to recognize poor behavior and may note the need for disciplinary action. If the child's poor behavior continues or disrupts learning, the student may be referred to the Dean of Students or Director.

Parent involvement and community collaboration are critical to student growth and will provide the educational investment necessary to develop students into a skilled workforce and responsible citizenry. LCA will expect parents to support the mission and vision of the school. LCA hopes parents will set good examples for their children, encourage them in critical thinking skills, provide them quiet study space at home, and teach them effective study skills. Teachers will communicate with parents on a regular basis. Parents will be informed of behavior, social, and/or academic problems of their child.

L. Age-appropriate due process procedures to be used for disciplinary matters

The procedures for disciplinary action will include appropriate due process and tiered steps will be specific, clear and will be compliant with state laws governing discipline and will be included in the Family Handbook. The purpose of the disciplinary action procedures will be to ensure a safe and effective learning environment.

Disciplinary action ranges from verbal correction to suspension (or in rare and extreme circumstances, expulsion), and will be used to promote both a student's self-discipline and an orderly environment for all. Even when more serious discipline like a suspension is necessary, the purpose is not to punish but to educate. Our goal is to educate and improve students with an eye towards justice, not to tie every offense to a formulaic consequence.

LCA will develop student governance and discipline and age-appropriate due process procedures. We will work with qualified staff with experience in these areas as we move forward. A general outline of how we plan to address these items is outlined below:

- A formal policy and procedure will be developed addressing student governance and age-appropriate discipline with a code of honor being a major focus
- Students will be taught strong communication, self-advocacy, self-discipline and virtues as they move through the curriculum
- The school will provide support to staff and faculty when an incident arises and try to use effective communication for problem solving as the first step
- Behavioral plans will be developed as needed
- The procedure will include clear steps for reporting inappropriate behavior to the designated staff/faculty
- The family will be informed of the behavior and made aware of any future consequences that may occur if the behavior continues
- The procedure will include steps for proper documentation beginning with the reporting of the behavior and ending with the final decision and outcome
- If disruptive/disrespectful behavior continues and the options outlined in the procedure are exhausted expulsion may occur
- Additional procedures will be outlined for violent behavior or bullying that may occur at the school. The procedure will allow for detention or suspension, depending on the severity of the incident.

Expulsion will be used as a last resort, if necessary, the expulsion process will adhere to NH State legal standards. LCA will account for suspended or expelled students in its average daily attendance accounting as provided by law.

M. Student transportation plan

Charter school students will have access to transportation to the class program only if they reside in the district where the charter school is located. LCA will comply with charter law provisions that govern student transportation under Section 194-B:2, which states:

Attendance at a charter school for the purposes of transportation shall not constitute assignment under the provisions of RSA 189:6 and RSA 189:8. Pupils who reside in the school district in which the open enrollment or charter school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for in RSA 189:6 and RSA 189:8 and that transportation is provided to pupils attending other public schools within that district. However, any added costs for such transportation services shall be borne by the charter school.

For the purposes of open enrollment, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending an open enrollment school outside the pupil's residential district. No transportation will be provided by a sending school district or receiving charter school for students whose residence is other than where the school program is located.

LCA anticipates that students will come from many different communities around New Hampshire. LCA will work with Contoocook Valley ("ConVal") School District to provide transportation to in district students and will assist, to every reasonable extent possible, parents and students who wish to coordinate personal transportation who reside outside the ConVal school district.

N. Student, Staff Handbooks

For purposes of the application, LCA developed draft Family and Faculty and Staff handbooks, leveraging handbooks currently in use by classical schools. The handbooks will be created by the administration and will be vetted by an attorney. The LCA Board of Trustees is expected to approve the handbooks by June 30, 2022. Once approved, the handbooks will be made available to relevant parties and the family handbook will be posted online. See **Exhibits N and O**.

O. Student Information Systems

As mentioned in section V:H, LCA will enter into a subscription-based vendor agreement to use a student performance data management system to track important data from attendance to discipline, contact information, grades, GPA and reports. PowerSchool, used by the ConVal School District, and Infinite Campus are two primary vendors providing this service and under consideration. The school secretary/administrative assistant along with teachers will be responsible for data entry and the Director/Assistant Director/Lead Teacher will monitor and audit for accuracy.

Additionally, LCA plans on leveraging [iLearnNH](#), the new initiative launched by the NH Department of Education, for its access to Canvas Learning Management System (LMS), and sees the benefit of managing its own system while enabling access and sharing between different schools. Again, the teachers will be responsible for creating class specific sites and the Director/Assistant Director/Lead Teacher will provide support and monitor.

Section VII: Meeting Student Needs

A. Special Education

As an open enrollment chartered public school, Lionheart Classical Academy Chartered Public School will accept applications from any student who is a New Hampshire resident. In accordance with RSA 194-B:8, LCA will not discriminate against any child with a disability as defined in RSA 186-C. LCA will cooperate with district decisions and coordinate to ensure the provision of services as identified on the Individual Education Plans (IEPs).

Under New Hampshire’s charter school statute, RSA 194-B: 11, III (a) “the funding and educational decision-making process for children with disabilities attending a chartered public school shall be the responsibility of the resident district and shall retain all current options available to the parent and to the school district.”

LCA recognizes the critical and leading role of the LEA in successful implementation and administration of IEPs (Individual Education Plans). Upon approval of our charter, LCA will reach out to possible sending districts to introduce the school and start conversations on how the district prefers to provide services.

Specifically, the LCA representative will notify and collaborate with the LEA when an enrolled student parents indicates he/she has an IEP. Please note this information is provided by parents after the lottery and enrollment is confirmed. Once confirmed, LCA will connect with the LEA to request a 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. We will cooperate with the district decisions and coordinate to ensure the provision of services as identified on the IEPs for the following:

- (1) The resident district may send staff to the chartered public school; or
- (2) The resident district may contract with a service provider to provide the services at the chartered public school; 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 a chartered public school to provide the services;
- (6) If the child requires transportation to and/or from the chartered public school 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.

Once LCA has a better understanding of the preference for each district and its student enrollment, we will review our plan regarding hiring of special educators and paraprofessionals to make any adjustments. Also, we will coordinate with the sending district regarding the student schedule and work with the best interest of the student as the primary objective. Additionally, 504 plans are the responsibility of the chartered school and LCA will work to implement 504 services and accommodations.

B. Other educationally disabled and economically disadvantaged/at risk students

LCA will work to ensure that the school provides needed support for other educationally disabled and economically disadvantaged/at-risk learners. LCA anticipates needing to provide support for students who are educationally disadvantaged, English Language Learners (ELL), neglected or delinquent, homeless or from migrant and refugee populations. LCA will explore additional staffing, resources, supplemental instruction and other means to support learning, gaining English language proficiency, building social skills, obtaining school supplies and more to meet student needs.

Additionally, the school plans to work with local social service agencies such as Monadnock Family Services, Monadnock Developmental Services, Southwestern Community Services, Partners in Health to ensure that all aspects of a student's life that might affect his/her ability to learn and succeed are addressed. LCA also expects to seek Federal Title funds.

C. Additional Academic support and credit recovery

When necessary, students will be able to make use of testing and other support services through that pupil's LEA. The individualized attention possible in a small school such as LCA, in addition to the Barney Charter School Initiative program, also lend themselves well to providing individual support for improving student achievement and closing achievement gaps. Ongoing evaluation of student achievement data forms the basis of this strategy.

Recognizing that student achievement is influenced by a multitude of factors, LCA plans to follow the National Education Association (NEA) guidelines focusing on:

- Enhanced cultural competence
- Comprehensive support for students including outreach to their families
- Extended Learning Opportunities
- Classrooms that support learning
- Strong district support and collaboration
- Access to highly qualified staff
- Adequate resources and funding

Where credit recovery is required, the student will work with the teacher in question, faculty chair and the Director to create a credit recovery plan which may include opportunities to redo coursework, retake a course or take the course through an alternative means in order to obtain the needed credit for high school graduation.

D. Federal Title Programs

LCA will endeavor to define which students are struggling academically, and where practical to secure funding through Title One for academic support for struggling learners. This is determined by academic need only. Student demographics cannot be considered for eligibility.

Section VIII: Financial Management

A. Method of Administering Fiscal Accounts and Reporting

LCA will follow all accounting guidelines for NH public schools to ensure financial oversight and integrity of the school. The school's Board of Trustees will enact internal accounting controls, and will elect a Treasurer with financial oversight responsibilities to ensure that the school's finances are managed with discipline, integrity, and transparency. To facilitate fiscal oversight by the Board of Trustees, key aspects of the school's financial health will be reviewed using a "dashboard" or similar summary tool at each Board of Trustees meeting. To manage accounting and reporting, we have hired a third-party service provider who has extensive experience with public charter schools and reporting.

At least two officers of the LCA Board of Trustees will be given check writing authority. The Director and the Board Treasurer are given a discretionary spending limit, set by the Board, and reviewed annually, for incidental purchasing. In addition, the Director and Treasurer have the authority to endorse regular payroll expenses. For all other spending, two signatures are required on checks over and above a Board approved limit. Each individual with check-writing authority will be covered by a fidelity bond in

accordance with the guidelines of the New Hampshire Department of Revenue Administration. The Board of Trustees will vote on a spending limit for purchases made without a quorum vote from the Board as well as vote pre-approval of regularly occurring expenses. The former action is to provide a check for staying within budget and the later action makes it easier for bookkeeping and bill payment.

LCA will comply with all requirements specified in the law pertaining to reporting requirements (RSA 194-B: 10-V): an annual report, annual financial audit and report, program audit, and participation during the annual school budget process. The annual financial audit is conducted by an independent auditor (CPA) hired by the Board. The Treasurer, or a committee assigned to the task, may recommend a specific CPA be hired, but the final choice of a CPA must be chosen by a majority. The audit should be completed 3-5 months after the close of the fiscal year and posted on the school website under financial information. The annual report will be provided to the State Board of Education, local board, and any person who requests it as required by law.

In compliance with i4see (Initiative for School Empowerment and Excellence) reporting, LCA will provide the New Hampshire Department of Education (NH DOE) with 4 quarterly financial reports per year. It will also, in our opening year, provide the NH DOE with a progress report by December 1. Thereafter progress reports will be sent by August 31 of each year. A first-year program audit will be conducted by the Department of Education at the end of the first year. Monthly Board meeting minutes will be submitted to the charter school office each month or posted online with the link sent to the charter school office.

B. Annual Budget

See **Exhibit P** for the proposed 5-year budget, assumptions and pre-operations budget.

C. Budget Narrative

LCA's current budget projections include revenue from the NH per-pupil adequacy funding, which is \$7339.00 at the time of this submission and is anticipated to adjust every two years pursuant to RSA 194-B: 11. This budget includes projected employee compensation, including salaries, benefits, and

hourly wages as well as an estimated initial start-up costs reflecting pre-operational months of salaries, lease and taxes, technology infrastructure, curriculum and professional development and supplies.

The budget reflects the growth of staff over the initial five years of operation and includes what we believe are realistic fundraising, development and enrollment goals. Until we reach full enrollment and operational maturity, we expect to cover the preoperational costs and any estimated operating shortfall in the first two (2) years with donations and loans from MFLC Trustees, friends and supporters and from institutional lenders if available. If start-up grants should become available, we will apply for any such funding in a timely manner and seek to access any and all such funding availability.

Accounting, Payroll, Benefits, IT and Legal services will be contracted through third-parties. Initially we plan to offer health benefits, as well as vision, dental and ST and LT disability as the same may be available to us. As the budget allows, we will offer retirement benefits and will increase our health benefits package whenever possible. We expect to be able to provide further support to faculty, staff, and students with the efforts of community volunteers, organized by the Parent Council.

Costs for lease of the facility, utilities, insurance and instructional materials are based upon an executed 15-year lease agreement that is a triple net lease. The operational costs are based upon historical operational costs obtained from prior operating records.

Section IX: School Culture

A. School Environment: culturally inclusive

One of the key values of a Barney classical education is profound respect for each human being as a unique individual. LCA strives to achieve a balance between enabling students to discover and unfold their unique individual interests and talents, and cultivating a school culture of shared understanding and common virtues.

We agree with Aristotle that one becomes good only by observing and practicing right behavior. LCA will instruct students in the classical virtues, both inside and outside of the classroom. Discipline, ethics, and personal responsibility will be modeled and expected. Students will be introduced to the virtuous behavior of timeless heroes and heroines of literature and history. Moreover, the school will define a standard of behavior using the schools' nine virtues of compassion, courage, gratitude, humility, integrity, perseverance, respect, responsibility and service as complements to the four classical virtues (temperance, fortitude, justice, and prudence). Emphasis upon these standards of excellence will help students learn and develop virtuous behavior alongside patterns of thought and conduct based on high moral standards.

The school discipline policy (Section IV: J and L) is structured to support a culturally inclusive environment by helping students learn to take full responsibility for their actions and to make morally sound decisions. To build this skill, students will receive explicit instruction of these expectations and feedback on their conduct through citizenship marks on their progress reports. LCA also will have uniforms to reinforce a structured school culture and to prevent potential distractions.

As students move into the upper school, LCA plans to explore a *Code of Conduct* and student-led government clubs to support a strong, positive school culture.

B. Establishment and maintenance of School Culture

For high school students, LCA plans to measure and track key data on graduates to evaluate both outcomes as well as impact of a classical education on students.

To provide feedback on the current school culture, the trustees plan to evaluate and then implement a number of effective approaches including satisfaction surveys, a student board position (nonvoting), student presentations to and Q&A with the board, coffee with the Director and faculty, and other effective tools. Additionally, LCA will encourage trustees to attend school functions and contribute to student-led fundraisers to encourage maintaining a strong school culture and building relationships across the school.

Section X: Stakeholder Engagement
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A. Philosophy of Parent (Family) Involvement

LCA believes parents and/or guardians are the primary educators of their children and we seek to partner with parents on the classical education of their child. We encourage parents, guardians and other important adults in students' lives to support classroom learning at home, offer input and participate in school activities. As part of the enrollment process, parents are provided with and encouraged to read the Family Handbook outlining expectations and volunteer opportunities as well as other important information. See **Exhibit N**.

Parents will receive frequent communications about the Parent Council, opportunities for involvement and a notification of open positions and elections. The Parent Council will be comprised of at least one parent representative from each class. They will meet on a monthly basis during the school year and:

- Work closely with the Director and Assistant Director to plan parent and school events and help manage important projects.
- Coordinate and/or sponsor parent education, outreach, festivals, various committees, clubs, and other activities that contribute to the life of the school.
- Coordinate class and all-school fundraising activities and oversee the allocation and disbursement of funds that have been raised with oversight from the administration.

Parent Council representatives are expected to attend the monthly parent council meetings as well as their own class meetings. It is the representative's duty to keep their class parents informed about activities as well as opportunities to support the class or school through volunteer or fundraising efforts.

Representatives serve a one-year term. Representatives may serve more than a one-year term if it is approved by their class parents. Representatives are also expected to serve the Council in some capacity, either as an officer (Chair, Secretary or Treasurer) or as a liaison to one of the committees overseen by the Council. Additional members may be asked to serve on ad hoc committees.

Through the Parent Council, parent evenings, class events, student performances, and school fairs and festivals, the school will support opportunities to find connection in the wider school community and help build an engaged parent community, a key priority.

There also will be opportunities for parents to provide formal and informal input and have a voice in the organizational decision-making process and annual evaluation of the program through parent surveys, citizen speak at Board of Trustee meetings and office hours with administrators.

B. Community Involvement Plan

Community service will be strongly encouraged and LCA hopes to involve the local community in the school. Initial outreach efforts have started with positive feedback. The Monadnock Region has a long history of supporting local school communities. LCA will work to ensure our community understands the benefits of a classical education through outreach events, community service and local business relationships. Central to the mission of LCA is our commitment to a school culture that promotes community involvement, responsibility, and service as an essential and integral part of life. We encourage staff, faculty, students and families to be active citizens in our school as well as the local and global communities. As students grow and available opportunities arise, a plan will be developed by the school administration for community partnerships and community service. Field trips will help the younger students to see the opportunities available and provide valuable learning experiences about the community.

During our application process, we have begun to develop relationships with community members and organizations such as the Children's Scholarship Fund of NH and Granite State Home Educators who have expressed an interest in learning more about the school and classical education. We also seek to develop effective working relationships with the local school districts of our students. We have been and will continue to conduct outreach and seek partnerships with family, community and civic organizations serving the region such as the Boys and Girls Club of Central NH (Concord), Manchester, Souhegan Valley (Milford); The Grapevine Family and Community Resource Center; the Greater Keene and Peterborough Chamber of Commerce; Kiwanis Club of Keene; Monadnock Area Transitional Shelter; Monadnock Family Services (Keene); Monadnock Food Co-Op; Monadnock Habitat for Humanity;

Monadnock United Way; The Salvation Army (Keene); Sophia's Hearth Family Center; and YMCA of Keene.

C. LEA Partnerships

Rather than competing with existing public and charter schools, LCA welcomes the opportunity to partner with public and charter schools in an effort to enrich the lives of all students in the Monadnock region. We recognize that to be successful such partnerships need to be rooted in respect for the tremendous work that the LEAs have done and continue to do and an understanding of the complexities that they face. We will reach out to key LEA stakeholders including Superintendents, Principals and Faculty to identify partnership opportunities that will benefit both LCA and the LEAs as well as the entire community. As an example, we will strive to form partnerships regarding opportunities for professional development with sending districts and offer reciprocal opportunities. We also expect to work closely with sending districts to meet the needs of students and start coordinating in the spring of 2022 for the following school year.

Section XI: Facilities

A. Description and Status of facility

Monadnock Freedom to Learn Coalition team members have identified a suitable location in Peterborough, NH (Hillsborough County) and have entered into a 15-year lease for ~26,000 sq. ft. of space within a building that contains ~57,000 sq. ft. of useable space. The landlord has contractually ensured that the balance of the space will become available to the school as the school's needs dictate. We believe that strategically locating LCA at 10 Sharon Road, in Peterborough will allow LCA to best serve the most students who wish to take advantage of the educational alternative that LCA will offer. The 10 Sharon Road facility is very close to the intersection of routes 101 and 202 in the heart of Peterborough and as such provides reasonably easy access from the north, south, east and west. We are confident of our ability to make the facility student ready by the time we plan to open in the fall of 2022.

B. Description of School Requirements

As part of our facilities search preparation, we reviewed ED 321.10 Standards for Educational Space; ED 321.11 Special Education Space; and ED 321.12 Standards for Support Space. We are aware of the requirements that are imposed by the foregoing requirements and although charter schools are exempt from some of these requirements, it is our hope that LCA's facilities once made student ready, will substantially meet the requirements in all material respects.

Based upon our projected student enrollment and future growth, we believe that our initial lease of ~26,000 sq. ft. coupled with the added ability to grow to ~57,000 sq. ft. over a three-to-seven-year period as we add students, grades and grade sections will be adequate to achieve our stated goals. We further believe that a plan for facilities that will grow along with the student body and staff and that allows for the development of a physically separate facility for upper grades, contributes toward economic stability and optimum flexibility for the longer term.

For Year One, we are projecting requiring 8 instructional classrooms and additional 2-3 classrooms for specials including art and music.

C. Classroom, Offices, Athletics and Outdoor Needs Plan

We anticipate that the facility we have selected will a) Provide educational space sufficient to meet the requirements identified in the educational specifications in ED 321 and the New Hampshire minimum standards for public school approval as specified in ED 306; b) will provide classroom size per student similar to that set forth in ED 321.10 (g)-(k), including kindergarten classrooms that offer approximately 50 sq. ft. per student; c) Offer a library/media space; d) provide for a multi-purpose space that may be used for physical education, sports activities, dining and/or a central gathering space for assembly; e) accommodate special education space that would approximate the requirements of ED 321.10 as well as the requirements of ED 1119.06; f) provide office space for LCA's Director, Assistant Director Faculty Dean, School Nurse (including waiting area, administrative space, patient space with sink and hot and cold water, secure refrigerated space for medications and a patient isolation area), and shared administrative space; g) plenty of storage for office supplies, text books, classroom equipment, athletic equipment, cleaning and janitorial supplies etc.; h) provide ample room for future expansion; i) offer plenty of outdoor greenspace for walking, gathering, games and other outdoor playground activities and

j) provide ample parking for staff and students as well as safe and secure entry and egress for students, faculty, visitors and parents. We will strive to have available plenty of space for walking and hopefully access to wooded land where students can learn about nature, agricultural activities etc. We hope that LCA will allow for substantial natural light throughout so as to provide a warm and welcoming atmosphere to all those who enter. The facility will be ADA compliant and there is an elevator that serves the second floor.

D. Plans for Facilities Lease or Purchase

Monadnock Freedom to Learn team members have finalized and signed a 15-year lease for ~26,000 sq. ft. of space within a building of ~57,000 sq. ft. The lease is a triple net lease and provides for programmatic expansion as LCA adds both grades and students. We have engaged a design build consultant to assist/guide us in the design process and we plan to be prepared to move forward with making the facility ready for occupancy as soon as our charter has been granted. We are exploring various fund raising and financing alternatives both from within and with outside third-parties. As our facilities plan takes shape, we will tailor our cash needs and our financing needs to better align with the timing and scope of the facilities development program and renovations projected in year one, three and four. As LCA gains in experience and can provide historical financial and operational information, we expect that our ability to finance our growth and expansion plans will grow accordingly. It is with the foregoing in mind that LCA will continue to refine a strategic plan that will accommodate both our initial needs and our five-year strategic growth plans. See Exhibit P Annual Budget Projections and Assumptions.

Section XII: School Safety Management Plan

A. Emergency Operations Plan

Prior to the school opening, we will submit an Emergency Operations Plan compliant with regulations. We will work with local law enforcement and the fire department to formulate specific plans for our facility.

During the month of August 2022, prior to the start of regular class sessions, all teachers and staff will participate in emergency preparedness training. This will include working 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

B. Statement of Compliance with all federal and state health and safety laws, rules, and regulations

The school facilities shall comply with all federal and state health and safety laws, rules and regulations including, but not limited to:

- Fire Safety

- Heating, ventilating and air conditioning
- Plumbing
- Electrical
- Food Service
- ADA (Americans with Disability Act)

Section XIII: Communications Plan
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A. A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school.

Lionheart Classical Academy Chartered Public School seeks to create a variety of print, online and social media tools including brochures, application packets, a Facebook page, and a website with information on its educational philosophy, curriculum, and student expectations to assist parents and publics with decision-making about enrollment. The school also will hold on-site and online information sessions for prospective students and their families and will provide transparency and access to the curriculum. Additionally, LCA will seek opportunities to engage parents and graduates from other Barney Charter Schools to share insights and experiences.

Regular community outreach will be overseen by the Director with potential collaboration of the parents, students, and faculty of the school. Outreach venues and materials will be chosen in order to promote inclusion of all students and to eliminate any possible barriers to enrollment for economically disadvantaged students.

School leaders will actively seek opportunities to hold information sessions “off-site” to reach parents. As mentioned in Section X, LCA will seek partnerships with local organizations serving families in the Monadnock Region such as the Boys and Girls Club of Souhegan Valley (Milford); The Grapevine Family and Community Resource Center and Monadnock Family Services (Keene).

B. A plan to develop and disseminate best practices to charter schools, LEAs and the wider community

As mentioned in this application, the Barney Charter School Initiative has over ten years of successfully implementing this educational approach and practices in several different states. In order to share successful programs and practices with neighboring charter schools and the local public schools, we will designate members of the Board of Trustees and school community to work alongside the Director to lead this effort and to identify and disseminate best practices. To help drive performance, this group will identify what’s working, what’s not working and the practices that have been most successful at LCA. As part of our vision and supporting student achievement and learning outcomes, we will seek and/or generate opportunities to share best practices with charter schools, LEAs and the wider community.

We also look forward to joining the [New Hampshire Alliance of Public Charter Schools](#). Additionally, the group will work to establish relationships with other public charter schools both part of the Barney network and operating locally, identifying those schools with similar best practices as well as those schools who might be most interested in and benefit most from the practices. The Director, Assistant Director and other staff will seek opportunities to attend meetings, state educational conferences and community events to build relationships and share findings.

C. A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, student performance

LCA views timely and regular communication with families and school stakeholders as essential to building a strong school community and driving success. We will leverage effective marketing and communications tools including website, online calendar, emails, blogs, e-newsletters, backpack flyers, postcards, press releases and social media. Once school has started, the Director will send a regular communication to parents and stakeholders including information about progress toward academic and organizational goals, recent activities at the school, upcoming events, important dates, and other pertinent information. The Director or Assistant Director also will regularly inform parents about the curriculum and core knowledge the students are learning across the grades to encourage at home engagement. This same information and communication also will be available on the LCA website and social media posts. Classroom teachers are expected to regularly communicate with parents to keep them informed and can do so in a variety of ways such as a class website, email, letters, and flyers. As a team, LCA administration and teachers will set a communication schedule.

To encourage communication from families and stakeholders, the school will schedule office hours, parent-teacher conferences, Friday coffee after drop off, surveys and other opportunities to engage with the community. Additionally, the LCA Board of Trustees will have a public comment period on the agenda. The trustees will publish the annual schedule of board meetings each year prior to the beginning of the school year. The newsletter, website and various committees will provide opportunities for feedback or other comments. Families will be encouraged to follow the organizational chart regarding student issues starting with the teacher or student services to provide accountability and effective management. School hours will be published online along with board agendas, minutes and other committee calendars. The trustees will be open to receiving communication from parents and is considering an email address dedicated to this as well as a box for written information from parents. Various surveys will be conducted during the school year regarding academics, clubs, volunteering and other information for stakeholders to share their thoughts.

For information such as school closures for snow, etc., families will be contacted by telephone and email and the notification will be posted on NH media school closures lists including WMUR, WZID, and local media outlets.

Section XIV: Assurances, Provisions, Policies
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A. A global hold-harmless clause

Lionheart Classical Academy Chartered Public School, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the home SAU, any other school district which sends its students to the charter 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 charter school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

B. Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.

Any provision of the Lionheart 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 shall 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 Lionheart Classical Academy Chartered Public School Board of Trustees to meet statutory obligations.

C. Statement of assurances related to nondiscrimination according to relevant state and federal laws

In accordance with RSA 193-B:3,ii(m) Lionheart Classical Academy Chartered Public School will not discriminate on the basis of race, color, gender, gender identity, or gender expression, national or ethnic origin, age, religion, creed, disability, veteran's status, sex, sexual orientation, socioeconomic or marital status, genetic information, pregnancy and pregnancy related medical conditions in the selection of students or staff, access to its educational programs and activities, with respect to employment terms and conditions or in the administration of the school or in any other way that is prohibited by law.

D. Provision for providing continuing evidence of adequate insurance coverage

Lionheart 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.

Lionheart 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.

E. Identity of consultants to be used for various services

During the period of startup and development, LCA may require tasks addressed by and conducted by specialists in select fields and may hire consultants with approval from the founding board. Additionally, LCA plans to form an Advisory Board to assist with the startup and operation of the school. Individuals providing guidance but not necessarily serving in any official capacity include (alphabetical order):

Yvonne Adkins, CEO, Adkins & Company

Robert (Bob) Best, Board Chair, The Founders Academy Board of Trustees

Caitlin Blundell, CPA, Blundell Accounting Services

Walter Cartwright, Chair, Windham Academy Board of Trustees

Eric Coykendall, Associate Director of Operations, Barney Charter School Initiative, Hillsdale College

Jim Fricchione, Founder and Board Member, Windham Academy Board of Trustees

Jim Graff, Business Development, Hutter Construction

Bob Ham, Associate Director Northeast Region, Hillsdale College

Howard Kaloogian, J.D., National Planned Giving Associate, Hillsdale College

George King, Director of Operations, Barney Charter School Initiative, Hillsdale College

Kimberly Lavalley, Founder, The Founders Academy Foundation
Gary Thomas, Northpoint Construction Management

F. A policy and procedure that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance and other services and facilities, or states how and why the school declines to choose the option

LCA will negotiate a contract with the host district for transportation to meet the requirements of Ed. 318.08(j)(2).

In the event that there are students at LCA who wish to participate in athletic or other extracurricular activities offered at other schools within the SAU, the policy of LCA will be to contract with the host school to provide that opportunity to those students. Transportation to and from athletic or other extracurricular activities at the host school will be the responsibility of the parents and/or guardian of the child participating. If the resident district provides transportation from the district school to athletics or other extracurricular activities, then the participating students from the charter schools are able to access the same transportation as the district students.

Lionheart Classical Academy Chartered Public School will either employ directly or contract with a local maintenance and custodial services provider and therefore declines to contract with the host SAU for these services.

All contracted services shall be defined by purchase order or written contract in advance of such service being provided. Any contractor shall provide proof of adequate professional liability insurance.

G. Statements that the school will develop, prior to opening, policies regarding the following:

Upon authorization by the State Board of Education, the LCA Board of Trustees will develop policies regarding:

- School Board Governance and Operations
- Promotion of School Safety
- Records retention
- Reporting of suspected abuse or neglect
- Sexual harassment
- Pupil safety and violence prevention
- Bullying and Cyber Bullying
- Limiting the use of child restraint practices
- Developmentally appropriate daily physical activity

In addition, the board of trustees will evaluate recommended policies such as restraint training, suicide prevention, and civil rights. These policies will be made publicly available prior to opening and reviewed annually.

H. Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan, and a plan for the education of the school's pupils after the charter school may cease operation

In the event Lionheart Classical Academy Chartered Public School should cease operations for whatever reason, including the non-renewal or revocation of its Charter, the Board of Trustees shall consult with the New Hampshire Department of Education to assure that contractual and financial obligations are met. 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 their donor. Any remaining assets will be evenly distributed among the charter schools within a 25 mile radius of Lionheart Classical Academy Chartered Public School.

I. In the case of the conversion of a public school to a chartered conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school

Not Applicable

J. A plan for the education of the school's pupils after the charter school may cease operation

In the event that the school shall cease operation for any reason, the Lionheart Classical Academy Chartered Public School Board of Trustees in conjunction with faculty will act immediately to place students in appropriate educational settings. The LCA faculty will assist in student transition and families will be informed of the dissolution of the School at least 90 days in advance.

- A committee comprised of school faculty and parents will create a list of carefully researched educational options for students.
- Parent/guardian will provide a written release of information.
- The receiving school for each student t will be notified and files forwarded.
- New schools will be advised that School personnel are available for consultation.
- Information, including all appropriate student records, will be mailed to each home.

The board chair and treasurer will remain engaged to assist with closing activities and any necessary reports if the school closes. This responsibility will be communicated to each individual when they join the board. Records will be kept for a certain number of years and the Board of Trustees treasurer will oversee and help with closing financials.

K. A statement that a chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade level

If Lionheart Classical Academy Chartered Public School provides the only available public education services at a specific grade level within its home district, the school shall offer those educational services to all resident pupils of the grade level in accordance with RSA-B:8, IV and ED 318.07 (b) (5).

L. An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program, and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening. RSA194-B:3,II(dd) Include organizational, programmatic and educational goals and objectives, accountability measures and a timeline for implementation

Please see **Exhibit F** for a comprehensive draft of the Accountability Plan. Additionally, Lionheart Classical Academy Chartered Public School will provide annual reports to the New Hampshire State

Department of Education addressing progress and fidelity to the school’s mission. The school will update the Department about its student enrollment, graduation and college matriculation rates, financial operations and governance on an annual basis. Data also will be gathered from students, parents, faculty and staff and alumni to track the school’s educational impact. The school will provide one copy of its annual report to the state board and to its local school board. This report also will be available to anyone who expressly requests it.

The school will conduct an annual financial audit and report to the state board and school board complying with and current format and content requirements imposed upon a public school. The report shall include the number of pupils served by the school and their respective tuition rates and a discussion of progress made towards the achievement of the school’s academic and other goals set forth in its charter.

The school will be subject to a first-year program audit by the department of education or its agent, and will be subject to a program audit by the department of education at least once every 3 years thereafter.

A summary of the annual report will be provided to the parent or guardian of each pupil enrolled and will be made available to the legislative body.

A representative of the school will attend and be prepared to report at and answer questions during relevant portions of the annual school district budget process.

A full accountability plan will be developed by the LCA faculty and administration and approved by the Board of Trustees, prior to the date of opening. To review a comprehensive draft, see **Exhibit F**.

Section XV: Letters of Support

See **Exhibit Q** for letters of support from community members.

Section XVI: Charter School Opening

LCA plans to utilize critical path software application to track progress toward a September 2022 opening. The critical path identifies tracks of work, action items, responsible parties, target dates and status. Highlights are as follows:

Lionheart Classical Academy Chartered Public School Opening Timeline

Lead	Action	Target Date	Status
MFLC	Appoint LCA Board of Trustees	3-4 months after charter approval	In progress
MFLC	Apply for a grant from NH for start-up costs	July 2021	In progress
MFLC	Identify and secure suitable location and facility	July 2021	Complete
MFLC	Approve a budget and fund-raising plan that includes full operations costs for the thirteen-month period August 2021-August 2022	August 2021	In progress
MFLC	Set up subcommittees and meet regularly	August 2021	In progress
MFLC	Approve a detailed five-year post-operations budget and the Fundraising Committee reviews, approves	September 2021	In progress

	and begins to implement the fundraising plan to ensure ongoing private support revenue		
MFLC	Recruit and organize volunteers to assist in public relations, fundraising, facilities preparation, and general support of the Board	August 2021	In progress
MFLC	Approve and oversee implementation of outreach campaigns to recruit and hire full-time and special subject teachers	September 2021	Pending
MFLC	Conduct search and hire Director and Assistant Director	August 2021	Complete
Trustees/ Director	Is actively engaged in recruitment activities and dissemination of application materials.	October 2021 (or after approval)	Pending
Trustees/Director	Is actively engaged in LEA, school district and community outreach to form effective working partnerships to benefit families and students	November and ongoing	In progress
Director/Assistant Director/Staff	Connect with sending districts to start IEP process and hold IEP meetings to determine how services provided for students	April 2022 and ongoing	Pending
MFLT, Trustees	Continue oversight of all necessary steps for successful school operations, including enrollment, faculty, budgets, and fund-raising.	Ongoing	Pending
MFLC, Trustees	Hire service providers and vendors on a contractual basis – hired P/T accountant and bookkeeper	Ongoing	In progress
Trustees/Director	Complete and approve family and faculty handbooks	June 30, 2022	In progress
Trustees	Complete policy development	May 2022	Pending
Trustees	Finalize faculty contracts, with full-time teachers to begin work July 1, 2022, and part-time faculty to begin September 2022	May 2022	Pending
MFLC	Begin upgrades/renovations	Oct 2021	Pending
Director Assistant	Engage in planning and curriculum development	Start September 2021	Pending
Trustees, Director	Finalize and oversees publication of curriculum materials (course catalog	May 2022	Pending
Trustees, Director	Up to 20 students in grades K-5 complete admissions process; school governance entities and processes are set up as described in this application.	March 2022	Pending
Trustees, Director	Continue enrollment on a rolling basis pending available spots until enrollment is full	March – Sept 2022	Pending

Trustees, Director, Assistant Director	Finalize Professional Development plan	March 2022	In progress
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The Board of Trustees is accountable for compliance with this timeline and with all provisions for the operation of the school as set forth in the application as approved.

Section XVII: Signed and Certified Application

A. Complete Application

The foregoing represents our completed application.

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.

See separate signature page attached.