

**CHARTER SCHOOL APPLICATION  
FOR**

**The New Hampshire  
Equestrian Academy**

**Charter School**

**PRESENTED TO THE STATE BOARD OF EDUCATION  
January 2005 and August 2005**

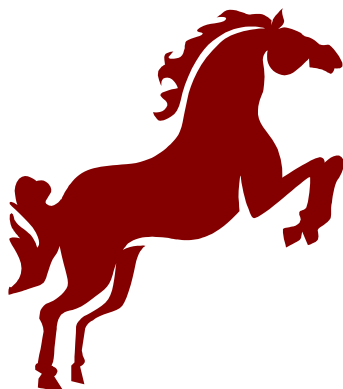
Submitted by:

The New England Alliance for Equestrian Studies  
A registered, New Hampshire non-profit organization  
11 Center Street  
Box 230  
Wolfeboro, New Hampshire 03894

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## **Introduction**

This charter school application was developed and refined with input from many equestrian professionals and enthusiasts, parents, teachers, businesses, and interested students. Proposal leaders are experienced teachers, school administrators, and equestrian experts. Key persons:

Leslie Brian, Ed.D, home owner and registered voter in Wolfeboro, New Hampshire, is a former teacher of history, reading, English, ESL, special education and alternative education. She served as a specialist with the New Jersey Department of Education in school reform and grant-writing and has served as a principal in Pennsylvania and New Hampshire. For several years she has taught part-time at Temple University. She has a lifelong background in the equine industry, as her father was a thoroughbred trainer.

School Founder Georgene Sellinger is long-time Wolfeboro resident with 20 years experience teaching reading, special education, history, geography, elementary education, and study skills. She has worked in public, private, and parochial schools. She maintains her own horse farm where she trains and breeds horses, and runs equestrian programs. She is a member of the NH Lakes Region Humane Society and spent many years as a 4-H and scouting leader, teaching equine sciences.

Noel Aderer, of Marlborough, has 30 years experience teaching, training, and competing, developing horses and riders to their maximum potential. She is a former coordinator of special education and teacher of special education, English, and social studies. She was Director of Riding at Monadnock Equestrian Center and currently is owner/operator of Peep-Willow Farm, Marlborough, New Hampshire.

Appreciation is extended to Tom Wisbey, President of New Hampshire Technical College in Stratham and Portsmouth, for his enthusiasm and interest in this unique career academy and Dr. Grant Myhre, Equine veterinarian, for his interest in assuring this school opens and thrives. We thank the dozens of equestrian-supportive parents and businesses for their encouragement for this venture that, if approved, will make equestrian career coursework a viable and important new vocational program for New Hampshire.

Susan Hollins, Ph.D., assisted with research on equestrian studies education and helped transform our ideas and vision into a cogent application. Susan has provided unlimited support developing the charter application. Her guidance and expertise have been invaluable.

## US & New Hampshire Equestrian Industry Data

### **NATIONAL ECONOMIC IMPACT STUDY OF THE US HORSE INDUSTRY**

The American Horse Council (AHC) has initiated efforts to update the National Economic Impact Study of the Horse Industry in the US. The original study, completed in 1996 by Barents Group of Washington, D.C., established:

- The horse industry had a 112 billion effect on the economy in 1996
- The horse industry involved more than 7 million Americans
- The horse industry involved more than 6.9 million horses
- The horse industry supported 1.4 million full-time jobs

### **NEW HAMPSHIRE SURVEY ON EQUINE OWNERSHIP**

December 5, 2003

From Nashua Telegraph Article

#### Survey Released on Equine Ownership in **New Hampshire**

- Majority of animals live in most populous counties—Rockingham 1814, Hillsborough county 1419, Merrimack county 1045, Cheshire county 902
- New Hampshire equine related assets = \$385 million.
- Land issues, particularly loss of trail space, are top concern of equine owners.
- The **Town of Marlborough** still has large tracts of land, dirt roads, and numerous trails necessary and desirable for a horse community.
- Marlborough has a history of accommodating horse enthusiasts and for years was home to the very successful Monadnock Equestrian Center, a facility that brought the top equestrians in the country to compete here--the coach and many members of the United States Equestrian Team.
- The Monadnock Pony Club was in Marlborough and trained youngsters who are currently at the pinnacle of their respective equestrian sports; among them Ian Silitch in the top ranks of Grand Prix show jumping and George Williams who was short listed for the Olympic dressage team for Athens this year.
- Marlborough area professionals specialize in the horse industry: veterinarian Dr. Maureen Sullivan, farrier George Islen, tack shop and lumber yard proprietors Hamshaw, and a sport horse breeding/training operation--Peep-Willow Farm.
- Devoted equine enthusiasts maintain their own horses on their own farms on open pasture land in the town and use the fields of generous landowners, hills, dirt roads, trails and various arenas so necessary for training and conditioning to say nothing of the hay for feeding.
- Marlborough is, for certain, a many horse town. It would be of great economic, ecological, and aesthetic benefit to the town to be able to expand that population and industry while maintaining geographic qualities that keep the town so desirable.

## **NEW HAMPSHIRE EQUESTRIAN ACADEMY charter school**

### **An Application Submitted under RSA 194-B**

This unique charter school is developed to meet the educational and vocational needs of youth involved and passionate about the growing, multi-billion dollar equestrian industry.

#### **(a). Mission**

The mission of the NEW HAMPSHIRE EQUESTRIAN ACADEMY is to create a unique and high-standards academy combining college preparatory education with a unique vocational program in equestrian and related studies.

#### **Rationale:**

For many youth, involvement with horses and equestrian-related training and competitions begins at young ages. Youth equestrian interests generally involve training all through public school years and lead to lifelong equestrian home and sport program involvement (over 250 colleges have teams). Youthful interests sometimes leads to post graduate career training. Studies confirm that increasingly Americans participate in careers/lifestyles involving equestrian/farm-related industries.

A challenge for today's career education planners is keeping current with today's business opportunities and trends. People uninvolved with today's equestrian industry may not realize that this once-considered elite venue is now one of the nation's fastest-growing industries for people of all ages. Career opportunities abound. Development of a school offering equestrian-related career training is timely, proactive, and visionary. We are becoming a culture where more people take their passions and create service businesses. It makes sense in the State of New Hampshire to help students pursue these interests, particularly where our state is so well suited for small farming industries.

The equestrian industry is huge, yet New Hampshire has no career program for school-age students with these specialized interests. There are at least 100 different equine industry career specialties ranging from trainers, breeders, facility managers, and feeding suppliers to chap makers, nutrition and acupuncture specialists, horse behavior and massage therapists, equine photographers and artists. Careers can be found in riding schools, saddle makers, barn designers, manure managers, feed and grain merchants, farriers, horseshoe and equipment manufacturers, veterinarians and technicians, equestrian vehicle sales and maintenance specialists, fence designers/installers, barn and riding facility construction, horse farm real estate, hospitality, sporting events, horse show promotion and management, race track industries, race horse recovery, judging, driving, therapeutic riding, prison rehabilitation, police training, small farming, equine teaching, small farm industries, horse caretakers, farm managers, online sales, blanket makers, foal managers,

equestrian studies teachers, consultants, and even production and sale of equestrian-related goods.

All equine industry fields require a highly-sophisticated background, but few require college degrees. This makes an equestrian studies career academy uniquely beneficial for students who want to enter this job market during or after high school.

Founders appreciate that graduates of this school who pursue college may have increased advantages competing for enrollment and scholarships. More than 268 public and private colleges have equine centers and/or competitive equestrian teams including Dartmouth, Cornell, Princeton, Roger Williams, Rutgers, Brown, and the University of New Hampshire. Several colleges offer complete degree programs in equine studies.

This unique academic and career academy is specifically well-placed and purposeful for New Hampshire—a state where the equine industry is growing. It will attract students who would be thrilled with the opportunity to complete academic studies in combination with their equestrian interests.

**(b). Governance and organizational structure and plan**

In accordance with 194-B: §5, the charter public school will begin with a Board of Trustees comprised of 7 voting members:

- 2-3 members will be founders of the school and, over time, represent equestrian experts and school personnel; a local school board member could be included,
- 2-3 members will represent business & industry,
- 2 members will be parents of the students attending the school.

The governing board of trustees will be augmented by advisors and *ex officio* non-voting participants. The board will attempt to include representation from industries and colleges to enhance the governing board’s expertise in creating a quality school true to its mission.

The initial Board of Trustees will develop the schedule of terms for Board members and policies for filling Board vacancies. For purposes of conducting business, a majority of the sitting Board members shall be considered a quorum. Records and minutes of meetings will be kept in accordance with New Hampshire’s Right to Know statute, which applies to chartered public schools.

Initial officers shall include: chairman, vice chairman, secretary, treasurer, and fundraising coordinator. Officers of the board shall be elected by majority vote of those present at the annual organizational meeting to be held in January of each year and to serve until the next annual organizational meeting.

The Board of Trustees will have subcommittees as they deem necessary to pursue specific topics and report back to the board for action, unless the board specifically votes to delegate a subcommittee to act. One standing subcommittee will be for board

recruitment (so potential board members can be identified in a timely manner) and one standing committee will be for finance and entrepreneurial revenue (to maintain focus on financial sustainability).

The Board of Trustees will exercise its statutory authority to set policy and make decisions that serve the mission of the school. This includes rendering final decisions on matters pertaining to:

- ❖ approval and oversight of annual budget and fund-raising programs,
- ❖ hiring of professional personnel,
- ❖ setting policy,
- ❖ appointment of one or more advisory members or committees,
- ❖ delineating educational priorities,
- ❖ overseeing the school's growth plan,
- ❖ setting professional salaries and total compensation program,
- ❖ reviewing and approving significant contracts, e.g. for facilities and benefit programs,
- ❖ matters for which the Board serves as a hearing body for action or appeals,
- ❖ other matters that are not administrative in nature, and/or that are prescribed in statute or rule.

**(c). Methods by which trustees and their terms are determined**

After forming the initial Board of Trustees and once the NEW HAMPSHIRE EQUESTRIAN ACADEMY is authorized, governance will be the responsibility of the charter school Board of Trustees. An essential formal transition and induction will take place within 2 months of authorization and before the school begins to operate, providing training in general governance and financial management.

Terms of trustees will be staggered, 5-year terms. Approximately one half of the initial trustees will be appointed for 3- or 4-year terms to allow for governance stability. The Board may appoint and/or fill a vacancy to complete a term according to established term timelines. Board members may serve consecutive terms if so voted by a Board majority.

**(d). General description or proposed or potential location of facilities to be used, if such information is available**

An academy with academic, equestrian, and business programs requires very unique space needs, that are typically unavailable in public school locations. Academic space is needed as well as small farm land and buildings, and barns designed for horse boarding and care. Equestrian supporters, businesses, farm owners, and college personnel have offered and continue to identify instructional and farm space in several areas of the state. Accordingly, founders are confident that current and future space arrangements will be possible. A high priority, of course, is safe space and compliance with occupancy and safety standards.

The academy currently plans to open in the Rochester area on the 120-acre site of upper New England's foremost equine hospital and boarding facility. School planners

will also explore availability and use of community resources. When and if the academy opens a second site, it will likely be in the Keene/Marlborough area. The overarching goal is to make this school's program available to students throughout the state.

**(e). Maximum number, grade or age levels, and as applicable, other information about pupils to be served,**

The NEW HAMPSHIRE EQUESTRIAN ACADEMY vision includes students in grades 7-12 who want a college preparatory program and also career training in equestrian business industries. Initially, the NEW HAMPSHIRE EQUESTRIAN ACADEMY plans to serve high school students. All students must have the motivation and capacity for an elongated day.

At this time, the academy plans to open between February and September of 2006. The school will start small and expand to a capacity of 120 students by the end of the 5<sup>th</sup> year. Age distribution is planned for 20-25 students in grades 7-8 and 25-80 students in grades 9-12.

In addition to full-time students for whom the academy provides the complete public education program, the academy will provide for students who wish only to participate in the 15.3-credit equestrian studies program.

Also, for students whose geographic location does not allow daily participation at the school's primary location(s), the academy, in time, will offer options, e.g. off-location academic courses coupled with required monthly weekend attendance.

Founders recognize that some students may not have had prior opportunities to explore their interests with horses. The school will have special Saturday, Sunday, and summer exploratory options for these youth. Introductory programs will be connected but separate from the ongoing charter school and in this way will give all students access to this specialized choice school which does require students to have an interest in horses.

The school will accept otherwise eligible students with unique needs provided the student has personal control and can be safe in this school's settings which require safety at all times. The school will allow out-of-state students on a space available basis.

The school will be in session year round for both academic and equestrian courses. During the summer session, orientation and exploratory options will allow the academy to engage those students who have had little to no horse experience but who think they might enjoy this school.

Typical grade 7-12 students would span ages 13-18, with provisions for exception in certain circumstances. The founders envision the school welcoming students who have dropped out as well as students who may be eligible to continue through their 21<sup>st</sup> birthday.

**(f). Curriculum**

The NEW HAMPSHIRE EQUESTRIAN ACADEMY program has three (3) areas of study:

- I. COLLEGE PREPARATORY ACADEMIC COURSES
- II. EQUESTRIAN STUDIES COURSES, and
- III. BUSINESS COURSES

Students who attend NHEA full time will have a program which first and foremost is a college preparatory academic program. In addition, the students will have a significant program of equine studies and business courses. With the state's approval, the school will accommodate students who want part-time enrollment for the equestrian studies vocational/career classes only, completing academics in their traditional high school.

Courses offered and course content will meet or exceed New Hampshire State graduation requirements. The academy will reference state curriculum standards for New Hampshire and states with higher standards than New Hampshire in developing its own curriculum benchmarks and requirements. The school will develop standards for courses not currently taught in New Hampshire or for which no standards exist..

Each course syllabus will have course objectives (what students should know and be able to do if they complete the course successfully), major topics and their sequence throughout each quarter (how the course is organized), assessment procedures (how students and teachers will measure what the student knows), and the resources used in the course (the materials, books, software, and other materials students will use to learn). Students will receive the syllabus at the beginning of each course. Each career module will have specific content objectives and proficiency standards. In addition to grades, students will receive certificates of completion for each completed career module.

The school year will be divided into four sessions--3 trimesters from September through May and a summer session. Academic programming will be offered every session. Like college courses, earned credits will typically be granted at the end of each school session. One high school credit is awarded for completion of 3 trimesters. Each trimester and the summer semester is worth 1/3 high school credit.

**PROGRAM OF STUDIES:**

In a typical year, students will have core subjects of English, Science, Math, and History/Social Studies. In core academic courses and health/fitness, Academy students will meet or exceed courses required in NH for graduation. The uniqueness of our program will require students to also take courses in equine and business studies.

The Academy has the philosophy that the skills of reading, writing, mathematics, critical and analytical thinking, citizenship responsibility, and presentation are germane to every subject and these topics will be integrated throughout all subjects.

## I. ACADEMIC PROGRAM OF STUDIES

SCIENCE –3 credit minimum requirement. Course offerings include:

- Agri-science
- Anatomy & Physiology
- Biology
- Chemistry
- Ecology
- Environmental Science
- Land Conservation and Land Use
- Nutrition & Health
- Physical Science/Physics
- Other Selections: To be determined

ENGLISH—4 credit minimum requirement (annual).

The academy considers mastery of the English language a critical career filter and essential for all educated citizens. All students will study English each year.

Coursework for all students will include:

- Composition & Grammar
- Creating Writing
- Equestrian Genre
- Literature
- Public Speaking
- Reading Proficiency
- Independent Study
- Individualized Reading & Language

Other Selections: To be determined

MATH—4 credit minimum requirement (annual).

The academy considers mathematics a critical career filter and essential for all future endeavors. All students will study mathematics each year.

Courses to be offered:

Coursework will be individualized and span competencies and applications from basic math operations and accounting through calculus. depending on student math interest. All students will have geometry with applications related to facilities, structures, and geography.

TECHNOLOGY—1 credit requirement

Technology competencies will be woven into courses with credit awarded by examination as proficiencies are obtained. Proficiencies will change over time. Initial student requirements include Word and Excel, creating and storing files, creating a data base, using import data, scheduling programs, backing up files to a zip drive or other recording medium and reloading to another computer, basic troubleshooting, loading software, accessing the internet, searching for

information resources, sending and receiving electronic mail with attachments, software and virus protection, computer maintenance, use of virtual school and classroom technology, legal and ethical computer use protocol, and business applications.

**WORLD LANGUAGES: 2 credit minimum requirement**

The academy considers that an educated student has studied a language other than English.

Courses to be offered:

Spanish and American Sign Language will be offered because they are most pertinent to the American equestrian industry. Through individual arrangements, students may study any world language, including uncommon languages of their personal heritage.

**HISTORY/SOCIAL STUDIES: 3 credit minimum requirement**

The academy considers that an educated student understands American government, how it works, and how respectful citizens participate in a democracy. An educated student has an understanding of the world community and the interrelatedness of countries today. Lastly, an educated student should understand how culture is expressed over time through the arts.

Courses to be offered:

Art & Culture

The American Citizen & Government; focus on citizen participation  
State & Local Government; understanding interrelationships,  
regulation, law-making

World History & Geography with Equestrian-related Focus  
(includes all horse breeds, their world origins and function)

Understanding Special Populations & Cultural Differences

Economics

Mediation & Conflict Resolution

Electives

**PERSONAL HEALTH & FITNESS: 1.3 credit minimum (annual)**

The academy considers personal health and fitness imperative for any student. Students will be encouraged to develop healthy lifestyles and fitness activities each year.

**II. EQUESTRIAN PROGRAM OF STUDIES: 8 credit minimum requirement (24 modules). The equestrian studies program is fully integrated with the school's program of academic studies. It also is designed to be a stand-alone vocational program for students who only want to attend for equestrian career preparation.**

Level 100 courses--Introductory

Safety and First Aid, CPR (for humans)

Care & Prevention of Injuries (for horses)

Competition I

Basic Equitation (Elements of Basic Riding for all disciplines)

Introduction to Equine Handling

Introduction to Equine Grooming  
Tack Management & Care (saddle equipment basics)  
Equine Facility Management I—operation of stables and horse farms

Level 200 Courses--Intermediate

Safety & First Aid Prevention, II  
Equine Management  
Equine Breeding  
Equine Health Management  
Equitation II  
Equine Facility Management II  
Functional Design of Horse Farms  
Equine Training  
Apprenticeships  
Competition II  
Veterinarian Technician Project  
Any level 100 unit @ a 200 level

Level 300 Courses—Advanced

Equine-Facilitated Therapy—working with special populations  
Preparation for ACRIP Certification (riding instructor)  
Equitation III  
Competition III  
Introduction to Driving (cart, coach, and sleigh)  
Specialized Management by Breed  
Specialized Management by Age  
Specialized Care for Injured Horses (Lay-ups)  
Specialized Alternative Treatments  
Special Equestrian Events & Show Management  
Stewardship Training  
Veterinarian Technician Project  
Apprenticeships  
Independent Study  
Any 200 unit @ a 300 level

III. ENTREPRENEURIAL BUSINESS PROGRAM – 3 credit minimum

The academy believes that students who aspire to create a business or participate in an equestrian trade must have business experience.

Courses to be offered:

Principles of Accounting  
Principles of Advertising & Marketing  
Retail Management  
Managing Equine Events  
Entrepreneurial & Small Business Management  
Developing Business Plans & Business Finance  
Job Internships (option)  
Job Placement (option)

Business and Equestrian courses will be differentiated to accommodate different levels of proficiency as indicated by course numbers 100 series, 200 series, 300 series. Level progression is based on mastery of material, not clock hours in class, age, or grade. Students can accelerate or advance at their own individual rates.

### **ADDITIONAL CURRICULUM COMPONENTS**

In addition to programs of study, students will have opportunities for:

- community service projects, including horse recovery
- apprenticeships or, as possible, paid work opportunities, such as:
  1. riding lessons
  2. therapeutic programs
  3. retail, inventory, school business management
  4. technology positions—school web site and online business
  5. barn and farm management
  6. marketing and advertising
  7. fundraising
  8. promotional events and activities
  9. horse recovery program
  10. boarding & horse care

### **PROGRAM OVERVIEW**

The NEW HAMPSHIRE EQUESTRIAN ACADEMY has 8 unique curriculum features:

1. **School Design:** Unique as a career academy; we have found no other high school with a full academic and equestrian career studies program.
2. **School Calendar on 12-month Schedule:** The program and content will be organized in self-contained semesters, spanning 12 months, in the manner of a college calendar.
3. **World Vision:** The primary purpose of the school is to serve New Hampshire students; however, the school's vision extends beyond the State of New Hampshire, so well suited for the equine industry, and to help our students also connect to programs and businesses that span the globe.
4. **Unique Career Education:** This program offers current industry-based skills and certification preparation. The school's career program will be organized in modules, each with the specific, sequential, and industry-based skills and standards that must be mastered to achieve unit competency credit. Students will be graduated with a portfolio and resume attesting to completion of at least 24 equine industry career modules..
5. **Instructional Philosophy Highly Project-Based:** Our goals are for students to love learning and to be highly involved in their courses. Our goals are not only content and college admission. Thus, courses will address high standards,

but instruction will be highly project-based. Curriculum projects will involve mentoring for course-topic projects of the student's own choosing, helping students be more independent learners, increasing their motivation and taking responsibility for their learning.

6. **Combined College and Career Plan for Every Student:** The school will work with every student to have a combined college & career plan. Our students will have unique competencies for part-time jobs to help sustain themselves during college or other life commitments. Upon entering the Academy, each student will participate in formation of his/her program plan assisted by a parent, mentor, or other non-school adult representative chosen by the student; and a teacher, chosen by the student.
7. **School Facility Combines School and Farm Sites:** The NEW HAMPSHIRE EQUESTRIAN ACADEMY will have academic classes but also one or more horse farm locations where 12-24 horses and eventually an indoor riding arena will compliment the classroom facility location.

#### **(g). Goals of the School**

Overall goals include:

- 100% of students participate by their own choice, understanding the rigorous 29.3 credit school program or the 15.3 credit vocational program
- 95% of students passing academic courses at C level or higher
- 95% of students demonstrate mastery of equestrian modules competencies
- 100% parent, guardian, or sponsor involvement
- 95% student attendance
- Fewer than 2% of attending students leave for reasons of dropping out of school
- Individual learning and career plans for each student
- Achievement accountability is in place for each student, according to the school's curriculum
- Board governance includes an annual fundraising campaign
- Information is disseminated annually statewide to assure all students and school districts are aware of this statewide choice opportunity

#### **(h). Achievement tests to be used to measure pupil academic and other goal achievement**

The NEW HAMPSHIRE EQUESTRIAN ACADEMY will comply with RSA 194-B:8, V, which states: *“At least annually and near the end of each school year, a charter school shall evaluate the educational progress of each pupil, as specified in RSA 104-B:3, II,(h). Such evaluation shall include, but not be limited to, the New Hampshire statewide education improvement and assessment program, as provided in RSA 193-C. The cost of the state assessment program shall be borne by the state.”* Currently, this would involve assessment in grade 10.

Annual Literacy Achievement Tests will include normed assessments providing pre-test and post-test data in literacy areas of math, reading and language. Achievement in reading and math courses will be monitored by NWEA scores and progress record and/or teacher information. Skill-building courses will be offered, as needed.

The school will implement criterion-referenced assessments to measure student learning in all equestrian studies and business units, oriented with at least 5 outcome goals. Students will be expected to pass each unit with a mastery level of 80%. In academics, end-of-course assessments will be given at the end of specific courses and will give a cumulative assessment of what students should have learned during that course.

Assessment results will play a significant role in planning each student's middle/high school program and working with parents, students, and teachers to assure a high level of learning.

### **(i). Graduation requirements**

Minimum credits for Graduation from the NEW HAMPSHIRE EQUESTRIAN ACADEMY are 29.3 credits.

Minimum credits for Certificate of Completion for the Equine/Business program is 15.3 credits, which represents the 8 credit requirement in Equestrian Studies, the 3 credit requirement in Business Applications, the 1.3 credit requirement in Personal Health & Fitness. The 15.3 credit program includes 3 academic courses considered germane to the equestrian industry program: Anatomy and Physiology, Ecology and Land Conservation, and World History involving the origin and function of all horse breeds.

Graduation requirements from the NEW HAMPSHIRE EQUESTRIAN ACADEMY will consist of 3 components:

- Academic Courses, completed with a passing grade of C or above,
  - 4 credits in English
  - 4 credits in Mathematics
  - 3 credits in History/Social Studies
  - 3 credits in Science
  - 2 credits World Language
  - 1.3 credits in Personal Health & Fitness
  - 1 credit in Technology
- Equestrian Studies
  - 8 credits required, representing completion of 24 modules (1/3 credit each) with passing grade of 80% mastery or above (B)
- Business Studies
  - 3 credits required

## Student Records for Graduation:

In addition to a course/credit transcript, students will have a portfolio that expands and chronicles their accomplishments. Additional information will include materials, certificates, and other documents, such as:

- A high school resume (summary) that may include reflection letters outlining what the student has learned and how the student's skills have developed during the school program
- examples demonstrating mastery of educational goals and examples of the student's academic, career, and citizen accomplishments,
- letters of recommendation from teachers, business, or community members which highlight the student's accomplishments and achievements
- samples of student work in broad areas to give future employers or colleges a concrete idea of the quality of student work,
- a listing of classes, extracurricular and independent courses and projects taken,
- copies of certificates, awards, licenses, or college credits earned
- A post high school plan.

### **(j). Staffing overview, including qualifications sought for professionals and paraprofessionals**

#### **Administration:**

The school program will be collaboratively administered by 3 persons -- 2 qualified & certified teachers who have part-time teaching and administration and a part-time business program teacher/coordinator or coordinator.

1. Director of Student Programs/Lead Academic Teacher  
Oversees student & faculty recruitment for non-equestrian programs, academic courses, co-directs the assessment program, health & fitness, academic scheduling, transfer arrangements, student handbook, and oversees part-time instructors and volunteers to the academic and other non-equestrian student programs,
2. Director of Equestrian Studies/Lead Equestrian Teacher  
Oversees student and faculty recruitment for equestrian programs, horse & barn management schedules, equestrian programs, co-directs assessment program, horse recovery program, horse acceptance, boarding arrangements.
3. Business Teacher/Coordinator, possibly teacher in business courses.  
Responsible for budget, contracts, agreements, student cost billings, grant reporting, insurance programs, and oversees the business planning and management of any business established as a part of the real world learning program of the school.

Back-up management assistance will be provided by one or more part-time certified, experienced professionals in areas needed. Consulting professionals will provide specific administrative tasks, as per contract, and also assistance and direction to the board and assigned administrative team. In this way, the responsibilities of

administration are provided by a site-based team with back-up technical assistance. Proponents envision a part-time:

CEO (Chief Executive Officer): Handles School Alliances & Philanthropy, Business relationships & funding sources; coordinates outreach; supervises horse and horse industry contributions, supervises the grant-writing consultant and grant-writing programs.

COO (Chief Operating Officer): Handles printed documents, publications, budgets, board policy, board transition, and insurance programs; supervises business manager, any part-time editorial or document design personnel, including budget documents.

In staffing the NEW HAMPSHIRE EQUESTRIAN ACADEMY, the Board of Trustees will comply with RSA 194-B: 14. Section IV requires teaching staff of a charter school to consist of a minimum of fifty percent (50%) teachers either New Hampshire certified or having at least 3 years of teaching experience. The school will hire teachers with the academic coursework and/or career background and experience in the subjects or fields they are being hired to teach. It will be necessary for initial teachers to have proficiencies and competence in multiple academic subjects.

For the period of time from January 2005 through June 2005, the founders anticipate readying the school to open for September 2005. Some equine-related activities may start as soon as June 2005.

Pursuant to approval for start-up funding, the staffing from January 2005 through June 2005 will be:

- 1) Facility and Equestrian Studies Coordinator, part-time
- 2) Business Manager to set up the school's operations, part-time
- 3) Recruitment and Instructional Coordinator, part-time
- 4) Fund-raising & Job Developer/Outreach Coordinator, part-time
- 5) Administrative Assistance, part-time

Contracted services may provide other start-up planning needs. The school does not plan to officially begin the grade 9-12 academic program until September 2006.

School Staffing: The school's first year of operation will be 2006-2007. This charter school plans to begin with a small school enrollment (approximately 15-30 students in grades 10-12).

The anticipated 2006-2007 staffing will depend on applications received, acceptance decisions, and student enrollment. Minimally, the school anticipates employing following personnel:

- Administrative Coordination Services
- 2.0 teachers/coordinators
- 0.5 business educator
- 0.2 special education liaison

1.0 Instructors

1.0 Assistants

Personnel will be recruited considering background, maturity, competence, commitment to the success of students and to its program goals, ease and desire for working with high school-age students, ability to collaborate as a member of a dynamic instructional team, and willingness to participate in training.

**(k). personnel compensation plan, including provisions for leaves and other benefits, if any.**

The charter school will comply with all state and federal laws pertaining to employment compensation, contract personnel and leave. The school will comply with all laws pertaining to pre-employment requirements. .

Teacher compensation will initially range from \$25,000-40,000/year, depending on experience, credentials and school finances.

The school will offer modest benefit programs with health, disability, and retirement planning options available for small public employers.

Leave and other benefits will be determined as per board policy prior to actual contracts with professional personnel. Time off will allow for health, bereavement, personal needs, civic duty, and illness. The Board will decide benefit options and the structure of leave allowances.

**(l). pupil transportation plan**

Charter school students will have access to transportation only if they reside in the district where the charter school's classroom or school farm is located. Otherwise, no transportation will be provided for charter school students outside the district. It will be the goal of the charter school personnel to assist parents and students with routes and coordination. For students in secondary district special education programs, the charter school will assist with transportation arrangements, e.g. identifying shared routes.

**(m). statement of assurances related to non-discrimination**

The NEW HAMPSHIRE EQUESTRIAN ACADEMY shall not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability or marital status in the selection of students or staff or in the administration of its educational programs or in any other way as is prohibited by law.

The Board of Trustees shall develop and adopt a policy and will have administrative procedures to address any complaints or concerns.

**(n). method of coordinating with a pupil's local education agency for matters pertaining to special education**

The NEW HAMPSHIRE EQUESTRIAN ACADEMY is not designed specifically to be a school serving special education students but will welcome students deemed eligible and appropriate by the sending district or charter school.

The NEW HAMPSHIRE EQUESTRIAN ACADEMY will comply with federal and state special education law and rule applicable to a NH charter school. The Academy will adapt any specific information listed to the most current regulatory guidelines in place.

**CHARTER PUBLIC SCHOOLS & SPECIAL EDUCATION**

Under New Hampshire's charter school statute, RSA 194-B: 11, III, the local school district continues to be responsible for special education funding and decision-making for any child whose parents seek the child's attendance at a charter school. The charter school will discuss the school with any parent and will accept applications for review from any parent. Placement at the school will require an LEA endorsement, from the IEP team, Superintendent of Schools, or Department of Education.

RSA 194-B:11, §III, states that all options available to the parent and the local education agency are retained. Regarding special education, options now available to parents and the local district include: 1) the parent accepting or rejecting the district-proposed education plan in full or in part, 2) the local education agency providing some services to the child outside the assigned district school or outside the typical school hours, 3) an education plan of short duration or one that allows for a trial period in a program, 4) either the parent or the schools initiating the resolution of disagreements about the district's recommended program through the Department of Education.

**COORDINATING WITH A PUPIL'S SCHOOL DISTRICT**

The NEW HAMPSHIRE EQUESTRIAN ACADEMY will respect the LEA's responsibility under statute for handling special education decision-making, and have a charter school liaison who collaborates with the local education agency on individual student matters.

**CURRENT SCHOOL DISTRICT SPECIAL EDUCATION RESPONSIBILITY**

In 1994, Section Ed 1102.11 defined "educational decision making process" in RSA 186-C:14 II(b), as the "identification, evaluation, and placement, as well as the hearing, mediation, and appeal procedures." Under ED 1106.01 in the 2002 rules revised, the special education process is defined as: 1) referral, 2) evaluation, 3) determine eligibility, 4) development of an IEP (individualized education plan), and 5) placement.

Definitions under July 2002 revised Department of Education Rules for Special Education explains current district responsibility:

§300.344 IEP TEAM: General, Wherein the sending school district shall ensure that XXSHCOOL will have a staff member or liaison available to comply with the IEP team for each student with a disability includes a representative of the public agency who is knowledgeable about the general curriculum ...§300.347 ...and is likely to be responsible for <implementing any part of the students special ed program> (e.g. a charter school representative).

#### Ed 1109.05 COPIES OF IEP

The NEW HAMPSHIRE EQUESTRIAN ACADEMY shall assure the local education agency provides each teacher and service provider listed as having responsibility for implementing the IEP with a copy of the complete IEP for working and monitoring purposes. In addition, the LEA shall provide a private school or non-LEA provider responsible for implementing the IEP with a copy of the IEP. (the public school must give any other school copies of the program they and the parent have agreed to implement)

#### MONITORING AND EVALUATION OF IEPS

The NEW HAMPSHIRE EQUESTRIAN ACADEMY will assist the local education agency in development of the IEP and procedures designed to ensure that individualized education programs are monitored in a regular and systematic manner. When a portion of the IEP seems inadequate, unneeded, inappropriate, or too long in duration, the NEW HAMPSHIRE EQUESTRIAN ACADEMY will contact the sending district requesting an IEP modification or review.

Should a parent or legal guardian want his/her special education-eligible child to be considered for the charter public school program, nothing prevents that parent from applying to the charter school. However, the local education agency and the parent(s) or legal guardian(s) would need to discuss this placement at a required decision-making meeting. A representative of the charter public school should be invited to attend this meeting. It is customary to invite a representative from the potential receiving school when a different school placement is being considered.

RSA 194-B:11,V.(a) states "A sending district may provide funds, services, equipment, materials or personnel to a charter or open enrollment school, in addition to the amounts specified in this section in accordance with the policies of the sending school district." This important provision allows the responsible local education agency and the charter school to cooperate creatively to meet a student's special education needs which are not part of the NEW HAMPSHIRE EQUESTRIAN ACADEMY'S Charter Program.

**(o). admission procedures**

The NEW HAMPSHIRE EQUESTRIAN ACADEMY is an open enrollment school and any student who is a resident of New Hampshire and who meets the school's admission criteria may apply for admission.

The Academy will have six (6) criteria for admission eligibility:

- 1) The applicant scholar must demonstrate capacity for a rigorous academic program,
- 2) The applicant scholar must demonstrate interest in horses, large animal care, and/or farm management,
- 3) The applicant scholar and his/her parent will agree to the mission of the school, its policies and program,
- 4) The applicant scholar will provide references that he/she is responsible and can understand and adhere to safety guidelines,
- 5) The applicant scholar can work with others in a manner that contributes to a safe environment (no history of violent, dangerous, or oppositional behavior to self or others, including animals),
- 6) Evaluation by the Recruitment Committee results in recommendation that the applicant will likely benefit from this charter school program.

If more students apply and are eligible than the number of spaces available in any grade or program, the Board will conduct a lottery according to an established lottery policy (draft provided with application). Eligible students who are not chosen in the lottery will be ranked in lottery order and placed on a waiting list according to grade or program.

If a NEW HAMPSHIRE EQUESTRIAN ACADEMY student withdraws or otherwise leaves the school, the first person on the waiting list for this grade or program will be contacted. If that student is no longer interested, the Board will continue to contact students/parents in the order listed until a student is found to fill the opening.

Application Procedures:

1. The school will provide school information, application procedures, and application forms to New Hampshire high school guidance and other school personnel,
2. The school will have a web site with complete application procedures and forms available online,
3. The student will submit the completed application provided by the school, including a personal statement of his/her interest in the school, and return this to the Student Recruitment Committee (Coordinators of Academic and Equestrian programs or their designees),
4. The student's parent or legal guardian will provide all transcripts from previous schools attended and releases of information needed for obtaining health, academic, and special records,

5. Once the application is complete, the applying students will be invited to visit to the charter school,
6. The student and parent meet with a Student Recruitment Committee or assigned staff and review the program, expectations, and receive feedback from the site visit(s),
7. The student and parent will review the responsibilities, rules, and commitments needed to attend and sign a statement of acceptance of the policies and procedures of the school.
8. If a student is enrolled in a school district special education program, their special education department will be notified of the student's request for admission.
9. The school will then set one or more dates for admissions decision-making and a lottery, if needed.
10. The school will have an admissions and lottery policy that outlines additional specific guidelines.
11. Once accepted, the student will have an orientation and may need to provide additional information, e.g. skill screenings to determine level of academics (reading, writing, and math) and equestrian proficiencies.
12. New students must successfully complete the mandatory orientation program that precedes each quarter's start.

For special education admissions, the process differs in that the LEA's Evaluation and Placement Team are responsible for the placement decision, the IEP, official meetings, and assuring that a representative of the charter school and parents are part of official meetings.

**(p). philosophy of student governance and discipline, and age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion,**

The philosophy of student governance involves having clear expectations for student behavior and safety, clear and fair guidelines, a support system to help students understand and change behavior when desired, and logical consequences if students cannot or will not change their behavior. The school is committed to a respectful and safe environment for all.

Specific governance and discipline procedures will be written in a handbook that students and parents will receive, review, and sign as part of the admissions process. Safety and personal control are a requirement in this setting and these provisions are non-negotiable.

The NEW HAMPSHIRE EQUESTRIAN ACADEMY will comply with statutes that prohibit bullying and harassment, fighting, drugs, alcohol, smoking, and any dangerous behavior. A student may be suspended or expelled in accordance with statute and policy.

The NEW HAMPSHIRE EQUESTRIAN ACADEMY will provide fair and age appropriate due process in administering student discipline and will comply with current state statute pertaining to suspension and expulsion (provisions in RSA 193:13 Suspension and Expulsion of Pupils: *A pupil may withdraw from a charter*

*school based on criteria determined by the Board of Trustees consistent with the advice of the principal and teachers in conformance with RSA 193:13. No public school shall be obligated to enroll and expelled pupil).*

## **Citizenship**

The NEW HAMPSHIRE EQUESTRIAN ACADEMY believes that students learn citizenship and principles of mutual respect among and between all members within the school community. Thus, the school will involve students in deciding their code of conduct and will strive to teach students respectful behavior.

## **Commitment to Mediation and Dispute Resolution**

Every student and staff member will be trained in mediation techniques, which will be the intervention of choice for resolving interpersonal conflicts within the school community.

### **(q). Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant**

The NEW HAMPSHIRE EQUESTRIAN ACADEMY will follow public school accounting guidelines and will put in place internal accounting controls necessary to safeguard its assets. The NEW HAMPSHIRE EQUESTRIAN ACADEMY will maintain accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial report with an audit by an independent, certified public accountant will be provided.

The NEW HAMPSHIRE EQUESTRIAN ACADEMY Board of Trustees will appoint a Treasurer who will provide the oversight necessary to monitor the financial status of the Academy. The Board of Trustees shall also adopt policies for the financial management of the school, including policies on Conflict of Interest for Board members and faculty.

A general account will be set up for the administration of funds, and the Treasurer will be the only person with check-writing authority. A limited discretionary account will be established per board policy. The School Administrator as well as the Treasurer will have check-writing authority for this account.

Except for emergency purchases cleared with the school's administrator, all expenditures and contracts will be handled through an encumbrance system of purchase orders for clear tracking of expenditures and status of account balances.

Each individual with check writing authority will be covered by a fidelity bond in accordance with guidelines of New Hampshire Department of Revenue Administration. Accounting activities will consist primarily of the bi-weekly payroll paid to school personnel and the maintenance of an accounts payable system to track amounts due vendors of the school.

The school district will make timely transfers of any funds due the NEW HAMPSHIRE EQUESTRIAN ACADEMY at least in accordance with timelines proscribed by the legislature and/or Department of Education.

The NEW HAMPSHIRE EQUESTRIAN ACADEMY shall comply with all requirements specified in the law pertaining to reporting requirements (RSA 194-B: 101-V). This list includes: annual report, annual financial audit and report, program audit, and participation during the annual school budget process.

Pursuant to Ed 318.07, the NEW HAMPSHIRE EQUESTRIAN ACADEMY will produce an annual report which will include, at a minimum, the following elements:

- A general progress report to establish the initial school program, a process that will require considerable flexibility and energy,
- An assessment and report of how the Charter School is meeting its educational and financial goals, as identified in its mission statement.
- Changes, if any, in the organizational structure and make-up of the Board of Trustees,
- Assessment and report of business, parent, and volunteer involvement in the Academy,
- Description of community services available at the site,
- A report of enrollment statistics including but not limited to, attendance, per-class enrollment, graduation rates and any occurrences of withdrawal,
- Commentary about successes in program, collaboration, or goal achievement.
- School calendar.
- Transportation services.
- Financial statement and balance sheet identifying Charter School's asset, liabilities and fund balances or equities.
- Projections of income and expenses for the upcoming school year.

**( r) Annual budget, including all sources of funding,**

A complete 3-year budget plan is attached with a 2-page definition of expenses related to horses, barns, and paddocks.

Entrepreneurial Sources of Revenue:

Funding sources in addition to state-allocated and locally-contracted funds are planned, including, but not limited to, equestrian events, equestrian businesses with students assisting, therapeutic riding programs, riding lessons, boarding and care of horses, annual fundraisers, and soliciting business sponsors. Student stipends may be available for apprenticeships through entrepreneurial revenue.

The founding organization will commit to raising from \$50,000-\$100,000 per year to supplement revenue through events, services, and donations. Founders have discussed funding-raising and event-planning in several areas:

1. Camp Program, for middle level youngsters. This is anticipated to be a program from 2 to 8 weeks that offers an equestrian immersion experience including animal safety, riding, and animal care. This program would provide young people an opportunity to be explore equestrian offerings for a short but intensive period of time. This program would be self-supporting and offer opportunities for students who have equestrian interests but have not had the opportunity to explore these interests in their own communities. Students with special needs could be accommodated through arrangements with public schools. Tutoring would be available.
2. Equestrian Business Programs, such as a school-run horse laundry repair annex to tack shop.
3. Fundraising Events, such as an annual Kentucky Derby & Entertainment Events.
4. Partner Program with Thoroughbred Rescue Programs, where thoroughbred and standard bred horses that are being retired, are rescued, rehabilitated, retrained, and sold as show horses, or pleasure horses.
5. Boarding & Grooming Services
6. Riding Lessons
7. Adult Education

**(s). school calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B.8, II,**

**School Calendar:**

The 12-month school program will operate on a year-round calendar with the typical school year divided into 3 trimesters. A summer session will also be offered. Three semesters, successfully completed, will be considered one academic year for purposes of full-year credits. The academy will follow state and national holidays and its calendar will include school vacations.

For purposes of assuring consistency of animal care, the school in fact will be open 365 days/year. Care and coverage will include both staff and student involvement. School policy will be respectful of all student and parent personal and family values regarding time at school.

**School Day:**

The Academy plans to be open from 7:00 a.m. to 7:00 p.m. weekends and for scheduled morning and afternoon hours on weekends. In fact, horses will need care and attention on a daily basis at least on these hours.

The Board of Trustees will set the specific school schedule, as recommended by personnel. A typical weekday will likely follow this schedule:

07:00 – 7:45                      Equestrian Program Assignments, as per

	individual interests; Barn & Stall
08:00 – 8:30	Breakfast & Announcements
08:30 – 11:55	Academic & Program Classes —40-minute classes
12:00 – 1:00	Lunch & Animal Care
01:00 - 4:00	Equestrian and Business Modules --1.5 hours are equestrian classes --2.5 hours are applied practicum
04:00 - 7:00	Study Hall/Tutoring Options Equestrian Studies Options
01:00 – 05:00	Riding/Training, & Practice Times
06:00 – 07:00	Dinner and Tutoring

Academic, Equestrian, and Business courses and applied studies will be individually scheduled to provide equestrian opportunities both morning and afternoon.

**(t). provisions for providing continuing evidence of adequate insurance coverage,**

August 2005: Per request of the State Board at the January 2005 hearing, an Amendment that further explains insurances is attached as Appendix B.

The NEW HAMPSHIRE EQUESTRIAN ACADEMY, pursuant to RSA 194-B:1, III, will be a public school subject to the same protections as any public school under RSA 507 (b) which provides for Limited General Liability for the charter school and its agents.

Pursuant to RSA 194-B: 5, V, a section of charter school statute that encourages mutually advantageous contractual and cooperative relationships, the NEW HAMPSHIRE EQUESTRIAN ACADEMY will request the school district to add the NEW HAMPSHIRE EQUESTRIAN ACADEMY charter school to the overall school district's Errors and Omissions Insurance to eliminate discrepancies in coverage, assure protection of the school district and all staff working collaboratively on behalf of the students, and to also contain costs.

**(u). identity of consultants to be used for various services, if known,**

The NEW HAMPSHIRE EQUESTRIAN ACADEMY will work with academic, equestrian, and business consultants, marketing specialists, and state department officials in areas of agriculture and tourism.

As of August 2005, the identified consultants, in addition to founders who are specialists, are:

- Kevin Babbington, Olympic Equestrian Team Member, Ireland
- Lisa Bailey, 7-12 Science Teacher, Vet Tech, and Equestrian, Simsbury, CT
- Tony Borton Ph.D, retired professor of veterinary & animal science; developed and managed the equine science program at University of Massachusetts.
- Eileen Kelly, Attorney specializing in Agricultural Law, New Jersey

Susan Hollins, Ph.D., Charter School & Management Consultant, New Hampshire  
Grant D. Myhre, DVM, Equine Veterinarian Specialist  
Tom Wisbey, College President with program in Veterinarian Technician

**(v). philosophy of parent involvement and related plans and procedures,**

Founders believe that successful education involves parent participation. A goal of this school is 100% parent participation, broadly defined to accommodate the differing capacities and obligations of parents as well as inclusion of mentors or sponsors.

Parents will be included in meaningful ways in all aspects of the school—governance, administrative operations, academics, equestrian studies, businesses, fundraising, and special programs and events.

Parents will be expected to maintain open communication with the school and to be diligent regarding attendance/absence and health communications.

**(w). a plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school,**

To assure all residents have equal opportunity to apply to the charter school, an extensive public relations effort will be initiated.

Upon approval of the charter, the Board of the sponsoring entity will develop informational brochures describing the school, its mission, its program, and application procedures. Informational brochures will be distributed to businesses, parents, residents, all school districts, large animal veterinarians, and all identified New Hampshire equestrian programs and businesses.

A school web site will be advertised and will post the school's charter, program of studies, and applications for student and faculty. At least 2 times/annually the school will be present at major equestrian events in New England. Currently, the web site is developed and can be found at:

[www.nhequestrianschool.org](http://www.nhequestrianschool.org)

Articles and letters pertaining to the school will be submitted to area newspapers. A copy of the charter school document will be available in the NEW HAMPSHIRE EQUESTRIAN ACADEMY area schools and libraries, and online.

**(x). a global hold harmless clause,**

The NEW HAMPSHIRE EQUESTRIAN ACADEMY charter school agrees to indemnify and hold harmless any sending district which sends students to the charter school, and their officers, directors, board members, agents, and employees (the "Indemnified Parties") from any and all claims, demands, actions or causes of action at law or in equity, and all damages costs, losses, and expenses resulting from any act of omission by the charter school, its agents, employees or staff, relating to the

operation of the charter school. The charter school shall have no obligation to hold harmless the Indemnified Parties for any claims, damages, losses, or expenses resulting from the Indemnified Parties' own acts and omissions.

The NEW HAMPSHIRE EQUESTRIAN ACADEMY, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the school district, 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 successor 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 attorney's 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.

**(y). severability provisions and statement of assurance.**

If the 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 herein.

**(z). provision for dissolution of the charter school including disposition of its assets**

The Board of Trustees, in the event of dissolution, would develop a prompt but strategic plan that addresses debt obligation, contracts, assets, animals, student transition, and program continuation.

All property which the School has leased, borrowed or contracted for use shall be returned or handled according to contractual pre-arrangement.

Disposal of other property, furniture, supplies, equipment, vehicles, and the like will be handled as follows:

1. The Board will first consider any debt obligation and will research the disposal of property, etc., that best enables the Trustees to meet its debts.
2. Once debt obligations are met, any remaining property and assets of the school will be distributed depending on how it was obtained. Items obtained through federal or state charter school funding will be offered to other charter schools. Assets provided with funds from local school districts will be offered by to public schools in a manner deemed fair and appropriate, e.g. either returned to the district that provided the asset or valued or liquidated and distributed on a participation basis. Items that schools do not want will be consigned in the most beneficial manner with the proceeds reverting to the New Hampshire's charter school support fund.

3. All property personally or individually owned by the employees of the charter school shall be exempt from distribution of property as prescribed herein and shall remain the property of the individual teachers and staff. Such property includes, but is not limited to, albums, curricular manuals, personal mementos and other material or apparatus that have been personally financed or acquired or personally developed by teachers and staff.

All outstanding debts/encumbrances for which the charter school is legally liable will be properly settled with the creditor of record. Under no circumstances shall the school district be liable for any obligations of the dissolved charter school. The NEW HAMPSHIRE EQUESTRIAN ACADEMY shall coordinate any planned or voluntary bankruptcy filing with the area school board to facilitate reintegration of its students. A minimum notice of 120 days for voluntary dissolution of the charter school will be given to the NEW HAMPSHIRE EQUESTRIAN ACADEMY'S School District.

**(aa). n/a**

**(bb). A plan for the education of the school's pupils after the charter school may cease operation.**

A plan for each student's continued education, should the school cease to exist, will be determined individually with each student and his/her parent/legal guardian. Likely options would be 1) reintegration into the student's assigned public high school, 2) application to a different chartered public high school, if available, c) depending on age, early admission into a post graduate program, or d) other available options based on parent and student priorities.

Upon cessation of operation, the records of all the students would be transferred in a timely manner to the receiving school and the staff and trustees would work with the receiving school to assure a smooth and timely transition.

**(dd) Accountability Plan**

The Academy will provide annual reports of progress that covers governance, financial operations, student enrollment, progress toward meeting key goals, parent involvement, parent and community outreach, student safety incident reporting, and other measures of annual progress and accountability. A draft of this Annual Progress Report is attached as Appendix E. The goal is to provide important and required information annually in the most streamlined and efficient manner possible, and allow for tracking of annual progress over the academy's first five years of operation.

## **WORK PLAN**

### Work Plan from Charter Application Submission to School Opening

Submit Charter Application to State Board of Education November 2004

Resubmit Application Summer 2005

Submit Grant Request, Fall 2005, if authorized

Coordinate School Information and Planning October – December 2005

Transition to Complete Public School Governance by November 2005

Curriculum Units for 1<sup>st</sup> year Completed by April 2006

Begin Recruitment for Faculty, November 2005

Notification with School Districts, by December 2005

Begin Accepting Applications for Student Enrollment, Immediately upon Authorization

**Open Academic Program, September 2006**

## **COMMITMENT TO WRITTEN POLICIES**

The School agrees to define the following in writing as school/board policies:

1. Educational mission.
2. Governance and organizational structure and plan.
3. Methods by which trustees and their terms are determined.
4. Philanthropy & Facility Naming
5. Lottery and Student Admission
6. Academic Achievement, Grading, and School Philosophy
7. Graduation requirements
8. Personnel Policies Regarding Leave and Benefit Provisions

9. Assurances related to nondiscrimination according to relevant state and federal laws.
10. Special Education, Student Records, and Liaison with Public Schools
11. Philosophy of pupil governance and discipline; due process; Safe Schools & Violence Prevention
12. Financial Policies for administering fiscal accounts and fiscal audits
13. School calendar
14. Emergency and Safety
15. Philosophy of parent and community involvement
16. Commitment to Charter, Choice, and Accountability