

HEALY SCHOOL

CHARTER PETITION
FOR A FIVE-YEAR TERM

July 1, 2023 through June 30, 2028

Respectfully Submitted to the
Novato Unified School District
August 31, 2022

Lead Petitioner
Maureen Healy
Novato, CA 94945
Telephone: 415-320-1063
healyschoolinc@gmail.com
<https://healyschool.org/>

TABLE OF CONTENTS

Affirmations and Declaration	7
Introduction	11
Serving Community Interests	11
Outreach	12
Founding Team	13
Element 1: The Educational Program	14
Mission and Vision	14
Healy School Name	14
Healy School Values	15
Student Demographic	19
Community Need	20
Educational Philosophy	26
How Learning Best Occurs	27
Educated Person in the 21 st Century	28
Diversity, Equity, and Inclusion	29
Professional Development	30
Curriculum and Instruction	32
- Resilience Studies Curriculum	32
- The Standards	33
- Framework by Grade	35
- Science of Resilience	37
- Skills of Resilience	38

- Resilience Education	40
- Resilience Building: Community Benefit	42
Core Curriculum	43
Transitional Kindergarten	44
Kindergarten	45
Elementary Grades	46
- English Language Arts	46
- Mathematics	49
- History / Social Studies	50
- Science	51
- English Language Development	52
Resilience Studies Integration	53
Common Core and State Priorities Alignment	54
Instructional Approach	54
Homework Policy	57
Unique Aspects of Healy School	57
Academic Calendar and Schedules	58
- Instructional Days and Minutes	58
- Bell Schedule	59
- Sample Daily Schedule	59
- Advisory	62
Expanded Learning Opportunities Program	62
Transitional Kindergarten	63
One Day at Healy School	63

Students Achieving Above or Below Grade Level	68
- The MTSS Approach	68
- Tracking Students Below Grade Level	70
- Serving High Achieving Students	71
English Learners	71
- Identification	72
- English Language Proficiency Assessments for California (ELPAC)	72
- Reclassification Procedures	73
- EL Instruction and Intervention	74
- Monitoring and Evaluation of EL Program Effectiveness	75
Special Education	76
- Identification and Referral	77
- Interim and Initial Placements of New Charter School Students	78
- Term “Assessments”	79
- Request for Evaluation	79
- Assessment	80
- Development and Implementation of IEP	81
- Non Discrimination	83
- Monitoring	83
- IEP Review	84
- Staffing	84
- Reporting	85
- Procedural Safeguards	86
- Dispute Resolution	86
- Complaint Procedures	86
- Retention of ADA Funds by the District for Non-Public Placements	87
- Professional Development for HS Staff	87
- SELPA Representation	87
- Funding	88

- Section 504 of the Rehabilitation Act	88
Foster Youth and Homelessness	90
LGBTQ+ Students	90
Immigrant Students	90
Learning Contingency Plan	91
Local Control and Accountability Plan Compliance	92
Goals and Actions in the State Priorities	93
Element 2: Measurable Pupil Outcomes	94
Element 3: Methods by which Pupil Progress Toward Outcomes will be measured	102
Element 4: Board Governance	107
Element 5: Employee Qualifications	114
Element 6: Health and Safety	126
Element 7: Student Population Balance	132
Element 8: Admission Policies and Procedures	135
Element 9: Annual Financial Audits	140
Element 10: Student Suspension and Expulsion Policies and Procedures	142
Element 11: Employee Retirement Systems	171
Element 12: Public School Attendance Alternatives	172
Element 13: Return Rights of Employees	173
Element 14: Dispute Resolution	174
Element 15: Closure Procedures	177
Miscellaneous Charter Provisions	180

References	185
Appendix 1: Qualifying Teacher Signatures	193
Appendix 2: Sample Lesson Plan	195
Appendix 3: Staffing Plan	198
Appendix 4: Budget Narrative	199
Appendix 5: 5 Year Budget and Cashflow	206
Appendix 6: Charter School Capital Pre-Authorization Loan	215
Appendix 7: Articles of Incorporation, By-Laws, and Conflict of Interest Code	216
Appendix 8: Certification of Complete Charter Petition	235

Affirmations and Declaration

As the authorized lead petitioner, I, Maureen Healy, hereby certify that the information submitted in this petition for a California public charter school to be named Healy School (also referred to herein as, “HS” or the “Charter School”), and to be located within the boundaries of the Novato Unified School District (“NUSD” or the “District”), is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow and continue to comply with any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to the following:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Healy School Inc. declares that it shall be deemed the exclusive employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend Healy School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education

Code Section 47605(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or another document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that

school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or require a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquiries about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]
- Healy School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age

for public school enrollment. [Ref. Education Code Sections 47610 and 47612(b)]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the “Every Student Succeeds Act” (“ESSA”).
- The Charter School shall comply with the Public Records Act, Government Code Section 6250, *et seq.* (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School will comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Introduction

Healy School is a proposed transitional kindergarten (“TK”) through grade 5 elementary school in Novato, California, and would open in the 2023-2024 school year (opening August 2023). Unique about our school is our resilience studies curriculum, which is grounded in the science of childhood resilience (see page 32). Our opening enrollment (TK-2) is expected at approximately 95 students, which is 39% of full enrollment at capacity with all grades operating. We expect full enrollment by year five, and financial stability from the start.

Our founding team members believe that resilience is a requirement to live a healthy and productive life, which is our hope for all students. Our lead petitioner, Maureen Healy, created “The Healthy Brain” curriculum, which teaches resilience and self-reliance. She relied heavily on the research of childhood resilience originating at Harvard University’s Center on the Developing Child, and Stanford University’s Early Life Stress and Resilience Program (“ELSRP”). (Note: Maureen is not receiving any financial remuneration for this curriculum).

Since research reveals that resilience is a skill that can be learned, HS’s innovative educational program focuses on teaching students the ideas and skills of resilience in addition to its core curriculum (APA, 2022). Healy School’s resilience program is grounded in science and aims to help students from the earliest age begin to understand how to create, maintain, and restore resilience systematically, as well as practically, so they can have positive outcomes in the face of challenges (or even worse, great adversity).

Students at Healy School will develop the skills of resilience, and become middle school ready in an academically rigorous and inclusive community.

Serving Community Interests

Healy School serves the interests of the entire community by offering families a valued new option. There is no other elementary (TK-5) school in Novato, California, or Marin County, which teaches the science of resilience. Healy School’s “The Healthy Brain” curriculum teaches students how their brains work (i.e., brain science) and what they need to do to become resilient. It focuses on two domains: Brain Science, and Skill Development (a wide array of evidence-based

tools aimed at building resilience specifically). Healy School’s complete program offers a unique learning model that is not currently available to students in NUSD, or Marin County. Novato parents have already submitted interest forms for their children to attend Healy School.

Offering Healy School as another option will help more parents and families find the “right home” for their children in a safe, supportive, and resilience-minded school environment. Over and over again, Healy School founders have heard from Novato parents who struggled to find the right school fit for their children, and get into their school of choice – Healy School can help solve that problem, we can provide a high quality program to build resilience in our students, which may be of particular benefit to students of color and those from disadvantaged backgrounds.

Healy School will be an option that is different from what is available at existing Novato Unified School District school options. While NUSD schools teach social and emotional learning (“SEL”), which is a separate and distinct subject aimed at helping students understand their emotions and make responsible choices with them. None of the SEL programs are aimed exclusively at building the science of resilience – Healy School would be the only elementary school (TK-5) teaching a comprehensive resilience studies program in the District.

Many families are satisfied with existing NUSD options and programs and will continue to enroll in those options. Some families are looking for a different fit for their students’ needs. While this may include some families enrolled in Novato schools, Healy School expects to attract students from other school districts and charter schools (especially those on other charter schools’ waiting lists) and a significant portion of students who are currently homeschooled and attending private schools outside of the district.

Outreach

Healy School’s founding team have conducted outreach in the community, and will continue to do so. Outreach materials have been distributed at the local farmer’s market, Novato Festival of Art, Wine & Music, and community centers. A digital marketing campaign shared the Charter School’s website (healyschool.org), and we have collected interest forms from parents interested in sending their children to Healy School. Some of these families are located outside of the

district, and all of them expressed an interest in having their children attend a school with a resilience studies program. We continue to collect interest (not enrollment) forms, and have gathered appropriate teacher signatures for the purpose of this petition (see Appendix 1 for teacher signature page).

Founding Team

Healy School's founding team brings a wealth of experience, skills and knowledge pertaining to education, administration, leadership, and resilience studies.

Jon Herzenberg, PsyD is an experienced educator, clinical psychologist, and well-respected school administrator. He has worked as a Principal for The American School in Japan, Associate Director at San Domenico School in Marin County, and Associate Head of School at Drew School in San Francisco, which totals more than 20 years of experience. Complementing his in-depth background in educational leadership, Dr. Herzenberg co-founded a social-emotional learning program, "The Boys Project" and has counseled students, as well as their families. He holds a Bachelor of Arts degree from University of California at Santa Cruz and a Doctor of Psychology degree from Alliant International University in San Francisco.

Maureen Healy is an award-winning author, educator, and leader in children's emotional health, especially happiness and resilience education. Her prior books include: *The Emotionally Healthy Child* (preface by Dalai Lama) and *The Happiness Workbook for Kids*, which is used worldwide. She has taught from kindergarten to college level (California, New York, Connecticut, and Asia), as well as provided professional development to elementary teachers across the United States, and in Mexico. With 20 plus years of experience, she holds a BA and MBA from Clark University in Worcester, Massachusetts, and completed her PhD coursework in Child Development from Fielding Graduate University in Santa Barbara, California.

Before opening her business, Maureen was a Manager at PricewaterhouseCoopers ("PWC") and Andersen Consulting (now Accenture) where she honed her leadership, governance, and managerial capabilities. She managed million dollar plus budgets, and served on the PWC leadership team for the Global Human Resources Services ("GHR") line of business.

Element 1: Education Program

Governing Law: “The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Education Code Section 47605(c)(5)(A)(i)

(“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Education Code Section 47605(c)(5)(A)(ii)

Healy School is a proposed elementary school, grades TK-5, located in Novato, and specifically in the area where a majority of historically underserved students reside. Specifically, we are aiming to be located in the Southeast or Southwest section of Novato, California.

Mission

Healy School’s mission is to empower, educate and inspire students to fulfill their potential.

Our rigorous academic program builds student resilience (empower), prepares students academically for middle school (educate) and encourages students to develop their unique gifts (inspire). Healy School’s aim is to improve student outcomes, support students in making healthy connections, and raising their level of resilience so they can persevere in and outside of the classroom.

Vision

Healy School students will be academically, and socially prepared for middle school. They will have received careful instruction on their social skillset, especially resilience education. HS students will have the opportunity to progress academically beyond middle school to high school, and then college, if they choose higher education. We envision HS students to be resilient, and contributing members of the community – making responsible choices for the betterment of all.

Healy School Name

Our co-founder, Maureen Healy, has been asked multiple times over her twenty five plus year career to create a school for public benefit, and put her name on it. She resisted these requests until recently when she repeatedly observed elementary school students struggling to bounce back from life challenges – this is when Maureen joined forces with educators and parents to form a school that can serve the greater good of our students of Novato and ultimately, make a positive impact in our community.

Similar to Montessori or Waldorf, Maureen sees her framework of a resilience studies curriculum as a program that can be potentially duplicated to help students throughout California build resilience in a systematic and scientific manner. The program is informed by neuroscience, yet is an interdisciplinary program that draws on the evidence-based work of scientists, medical doctors, psychologists, researchers, and educators.

Maureen is also deeply aware that we are on the planet for a brief period of time, during which many of us – herself included – would like to leave a positive legacy. This program is something she feels deeply can begin in making that positive difference.

Healy School Values

“What happens early, matters for a lifetime”

Center on the Developing Child, Harvard University

Scientists explain how brain architecture is built early-on, and shaped by our experiences and environment. Giving young children optimum educational experiences has the power to positively impact their brain development, sense of self-confidence (and esteem) and give them the courage to pursue their academic careers with more gusto and resilience. So, Healy School concurs that childhood is an important time to help children form neural pathways in their brains that are optimum for learning and resilience.

We so strongly believe we can positively impact our student’s lives that our values reflect our commitment to helping shape a brighter future for Novato children. Our four core values as explained here are: Creativity, Well-being, Community, and Progress.

Core Value: **Creativity**

Definition: The use of imagination or original ideas, especially in the production of artistic work (Oxford Languages)

Healy School will be a place where children can express their creativity and unique talents in a safe and supportive learning environment. Einstein said, “Creativity is seeing what others see and thinking what no one else has ever thought.” The byproduct of creativity is innovation, problem-solving, and the unique expression of one’s gifts, which can contribute to the betterment of the world if used properly.

Since we value creativity so deeply, we also believe in Howard Gardner’s seminal theory on multiple intelligences. He said, “Anything that is worth teaching can be presented in many different ways. These multiple ways can make use of our multiple intelligences (1983).” For example, we can talk about the power of music intellectually, or we can listen to a recording of Beethoven’s Fur Elise, or we can give students instruments to express how they feel after listening to Beethoven. With varying approaches, the teacher is helping students learn about the power of music, but the student with a musical intelligence will be uniquely positioned to grasp this.

Encouraging creativity, and innovation helps students feel comfortable thinking about problems in a new way. Embracing Gardner’s theory of multiple intelligences, which outlined eight (8) different types of predominant intelligences, recognizes that we are all talented in various ways (see image).



credit: additioapp

Said differently, we are not here to teach children in a “cookie cutter” fashion, but to help students recognize their strengths and move toward their unique aspirations while receiving a high quality education, which is academically rigorous and resilience minded.

Core Value: **Well-being**

Definition: The state of being comfortable, healthy, or happy
(Oxford Languages)

Healy School values the emotional well-being of our students, teachers, families, and community. Alfie Kohn said, “If children feel safe, they can take risks, ask questions, make mistakes, learn to trust, share their feelings, and grow (1999).” Healy School students will be surrounded by people who deeply believe that mistakes are necessary to grow, and to foster a growth mindset. Of course, this is easier for some students than others, but nonetheless learning to have a growth mindset, which allows for self-compassion, is important.

The Healthy Brain curriculum focuses on empowering students with knowledge and experiences on how to become more resilient. Since resilience is the foundation for a healthier life the core value of fostering well-being is in alignment with Healy School’s mission, vision, and objectives.

We value well-being through integrating acts of kindness, such as having a buddy bench in the playground, teaching about compassion (utilizing The Compassion Project videos, when appropriate) and helping students learn coping skills to successfully move through challenges, which are natural and normal to their lives.

Counseling at Healy School is an extension of our commitment to activating well-being in our students, equipping them with experiences as well as tools to move them in that direction. In our parent enrichment program, we will also be helping parents or guardians become knowledgeable about what they need to do (or consider) to increase their sense of well-being too.

Core Value: **Community**

Definition: A group of people living in the same place or having a particular characteristic in

common

(Oxford Languages)

Healy School will be a supportive and thoughtful community where resilience can be demonstrated, and students can feel cared for – as well as encouraged to persevere, learn from mistakes, seek out help from teachers and counselors, and overcome any obstacle whether it's in the classroom or beyond.

“Academic outcomes, social and emotional competencies and critical thinking skills are all enhanced when students have access to school environments where they feel safe and enjoy a sense of belonging and connectedness” (Learning Policy Initiative, 2019). Healy School will be a place where people feel connected and supported for who they are – regardless of their race, ethnicity, socioeconomic background, gender identity, or any other perceived difference. Healy School will be an inclusive community where all are welcome.

Our aim is that when students arrive at school each day, they feel emotionally connected to their friends, and looking forward to a fresh day of learning and playtime. They are greeted by name by the School Director or welcoming staff, and any parents or guardians dropping off their children are also greeted. There is a general sense of warmheartedness that pervades the space and place of Healy School.

Core Value: **Progress**

Definition: Advance or development toward a better, more complete, or more modern condition (Oxford Languages)

Healy School values continuous improvement: mistakes happen, but as a community, we need to learn from them and help students grow from them. For example, say two students began pushing each other on the playground. Of course, this is a problem. But a smart course of action is to immediately stop the misbehavior, keep them apart, and help them repair their relationship – or at least recognize the error in their choice as physical harm to someone isn't the most skillful choice. (The Healthy Brain curriculum teaches conflict resolution beginning in first grade, and deepens the subject matter each year).

Our culture is one of progress, not perfection. We are focused on constantly improving individually and collectively. Caroline Pratt, educator, said, “Education [is] not an end itself but [is] the first step in progress which should continue during a lifetime” (2014). While the progress is aimed at academic achievement, it also recognizes the importance of cultivating a strong social skillset for students to resolve conflicts, handle challenges successfully, create supportive relationships, and build habits of resilience and well-being, which spur a student forward in life.

Measuring progress at Healy School comes in many forms: Improved student outcomes, teacher retention rates, resilience scores, less absenteeism, and high ratings on our annual parent satisfaction survey, as examples. Our core value of progress, not perfection, can animate itself in many forms but the thread runs through every aspect of Healy School.

Student Demographics

Healy School plans to locate in Novato, California, within the Novato Unified School District and serve students located in and surrounding Novato, California.

NUSD has approximately 7,439 students in the district attending public schools, which doesn’t account for students being homeschooled (pre- or post-pandemic), or attending private schools (independent, parochial, or other) in Marin County, or remotely (such as Fusion Academy) (Brenner, 2022; and NUSD Board Meeting 8/9/22). Of course, the nature of enrollment is that it is always in flux, which can be attributed to many factors such as: change in birth rates, relocation of families (in or out of the District), addition or deletion of programs, and unfortunately, the lack of school choice in the District. Healy School will provide another high-quality school choice option to keep students in Novato.

Students by race and ethnicity at NUSD are as follows (California School Dashboard, 2021):

African American	2.4%
American Indian	.8%
Asian	5.2%
Filipino	1%

Hispanic	41.2%
Two or More Races	6.8%
Pacific Islander	.3%
White	42.1%

Novato is a culturally diverse community, which houses many immigrants and first-generation American families (US Census, 2020). Being able to optimally educate this population can be a challenge, but with more options to meet the unique needs of many families the whole district becomes better. It is our belief at Healy School that more students, families, and teachers can benefit from resilience education, especially with 20% of our Novato community being born outside of the country, which can be a challenging experience (US Census, 2020).

Our intention at Healy School is to be an educational center that promotes resilience in our students, families, and whole community. We envision a learning environment that is inclusive, equitable, and helps new members of our community have an easier educational path toward progress and proficiency.

Community Need

Healy School will be offering a resilience studies program from TK to grade level 5 that is not offered anywhere in NUSD, or the County of Marin. Students who attend Healy School will graduate middle school ready, having experienced an academically rigorous, inclusive, and resilience-minded education.

Healy School's aim is to serve both an underserved population of students, and the general population, with a unique program. To that end, we have identified three main areas of need for our target community, which include:

1. Resilience Education
2. Improved Student Outcomes
3. Transitional Kindergarten

Resilience

A resilience-minded education teaches students how to cope, adapt and innovate no matter what they experience. The definition of resilience is to have positive outcomes in the face of challenges (Center on the Developing Child, 2015). Currently, we immediately know that poverty requires resilience and at least 6.4% of Novato residents are living in poverty (US Census Bureau, 2020), and 16.5% of Marin residents are experiencing food insecurity (County of Marin, 2022).

In the United States, the data shows that two thirds (66%) of children report at least one traumatic event by age 16, and one in six children (16%) have experienced child abuse or neglect within the last year (SAMHSA, 2022). In April 2022, the National Child Traumatic Stress Network (“NCTSN”) recommended educators encourage a positive school climate and resilient school community to support these children. This is exactly what Healy School’s science-based framework will deliver – we know that we will have a high probability of interacting with students recovering from considerable challenges.

Losing someone close to you, especially as a child, is a major traumatic event and requires resilience to recover. One in fourteen children will lose a parent before the age of 18, which is an enormous stressor and challenge (New York Life, 2017). Of course, the COVID-19 pandemic skyrocketed these numbers, and more than 140,000 children in the US lost a parent due to COVID (National Institutes of Health, October 2021).

In 2019, Marin County had the highest suicide rate in the state, and maintains one of the highest rates in the Bay Area. Clearly, our children aren’t unfamiliar with tragic loss (Brenner, 2021).

In the 2021-2022 school year, an outside agency hired by NUSD found “credible evidence” that student athletes attending Novato-based San Marin High School used racial slurs and epithets toward other football players on the field and created a derogatory environment (Ross, 2022). NUSD handled this situation expertly, yet racism continues to be problematic in our community.

As if loss, trauma, poverty, and racism aren’t enough challenges for young students – the city of Novato has a high likelihood of geographic challenges too. Novato is located in a very high-risk earthquake area and projections are that there is a 97.1% chance of having a 5.0 or greater earthquake in Novato within the next 50 years (Homefacts, 2022). Our community is also drought-prone, and has had consistently low water supply, and is also located in a high-risk

community for wildfires (Schuster & Rubin, 2021), which impacts the air quality. Novato students of today will likely be facing these and potentially other climate-related problems, financial crises, violence, or other natural disasters, which will require resilience to rebound.

Student Outcomes

Historically, students of color and from disadvantaged backgrounds have not progressed at the same rate as their Caucasian peers in Novato.

Kris Cosca, the former superintendent of NUSD, published the “Keeping Every Door Open” report in 2020, which stated:

In NUSD, low-income students and students of color are likely to underperform their peers in all areas of student outcomes. They are also less likely to graduate A-G compliant, and more likely to be suspended or chronically truant. And, due to the national persistent legacy of discriminatory institutional practices and structural racism, young people of color are often faced with the greatest barriers to success and the fewest opportunities and support structures.

Such disparity is indicated in the California Assessment of Student Performance and Progress (“CAASPP”) for NUSD as explained by Cosca in the aforementioned report, and graphically demonstrated here (graph from original report):

Student Group	English Standard Met or Exceeded	Math Standard Met or Exceeded	English Standard Nearly Met	Math Standard Nearly Met	English Standard Not Met	Math Standard Not Met
All	54.83%	48.57%	22.38%	24.71%	22.79%	26.72%
SED	33.40%	27.13%	29.16%	28.33%	37.44%	44.54%
ELL	5.53%	4.84%	21.28%	22.58%	73.19%	72.58%
Hispanic	33.73%	28.10%	30.23%	28.79%	36.05%	43.11%
African American	29.78%	18.95%	18.09%	21.05%	52.13%	60.00%
Students with Disabilities	22.59%	20.56%	22.84%	21.34%	54.57%	58.10%
Students Experiencing Homelessness	15.87%	11.11%	22.22%	19.44%	61.90%	69.44%

Healy School is prepared to address these significant achievement gaps through our rigorous academic program that is supported by our resilience curriculum and teachers trained in developing and implementing a culture of resilience.

The US Census Bureau survey of Novato residents further demonstrated racial inequities: whites have the highest high school graduation rates, and Asians have the highest bachelor's degree rates. Hispanic students have a 74% rate of high school graduation, but it falls significantly to 20% eventually graduating from college with a bachelor's degree (World Population Review, 2019 ACS Five Year Survey).

[📄 CSV](#) [📄 JSON](#)

Race	Total ▼	High School	Bachelors
White	27,825	27,282	14,764
Hispanic	6,577	4,869	1,361
Other Race	3,600	2,587	424
Asian	3,242	2,820	1,754
Black	1,455	1,190	330
2+ Races	1,392	1,338	732
Native American	105	91	9
Islander	48	25	

Students of color, especially Hispanic students residing in NUSD, who seek to pursue their educational careers and graduate with college degrees, need resilience to accomplish that task. HS will positively impact our Novato community by communicating to these students during recruitment, and implementing a curriculum that reflects their culture, providing them the foundation they need to advance academically, which, in turn, will impact their earning potential (see graph below of Novato educational achievement relative to earning).

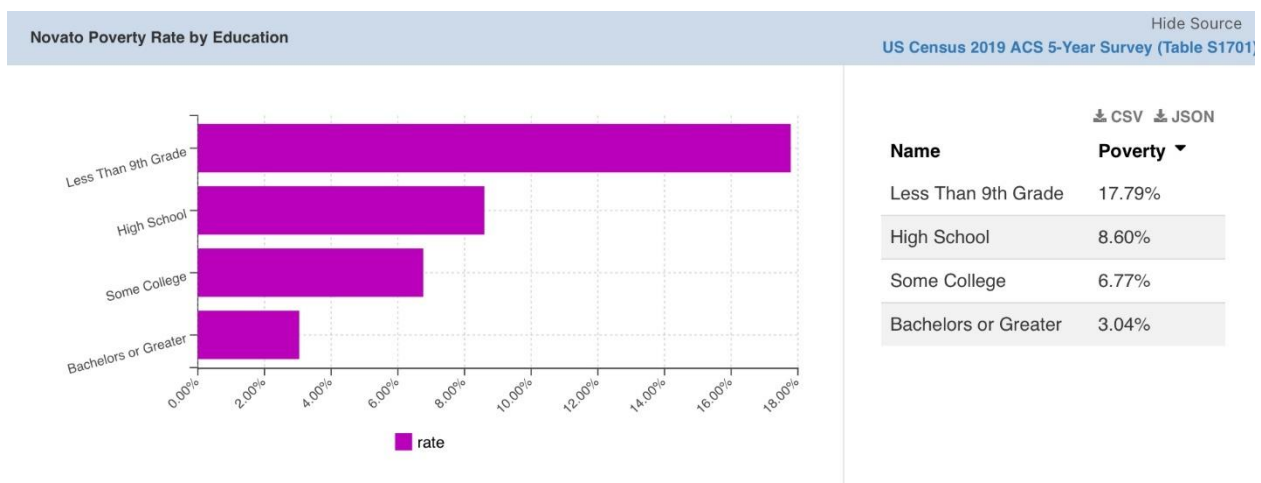
Name	Average	Male	Female
Overall	\$54,146	\$66,996	\$45,614
Less Than 9th Grade	\$31,903	\$38,582	\$21,341
High School Graduate	\$36,019	\$42,443	\$21,538
Some College	\$43,664	\$52,874	\$37,719
Bachelors Degree	\$76,628	\$105,842	\$57,464
Graduate Degree	\$86,803	\$101,645	\$75,806

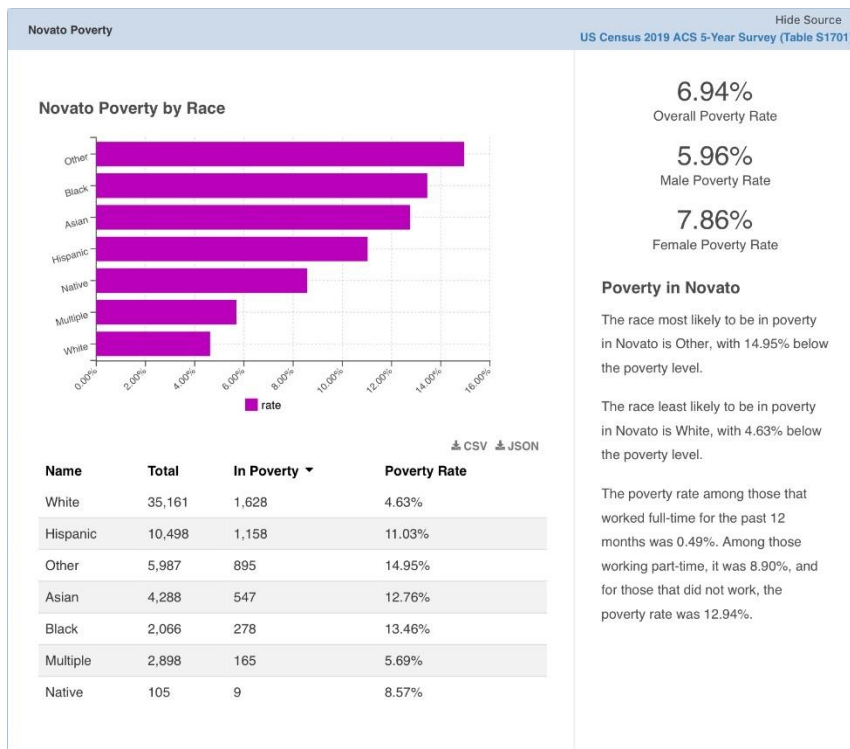
\$54,146 Average Earnings

\$66,996 Average Male

\$45,614 Average Female

Helping our Novato students find pathways to pursue higher education and acquire college degrees can help them increase their income attainment. The graphs below show Novato's poverty rate by race, and educational attainment.





Novato residents of color are more likely to live in poverty, and those in poverty are more likely to have lower levels of educational attainment. While Healy School cannot singlehandedly solve these problems – what we can do is be an educational center of excellence focused on building resilience in all our students including those from disadvantaged backgrounds, to believe that they can persevere and progress in their educational careers.

Transitional Kindergarten (TK)

Birth rates have rebounded in Marin per Dr. David Hoffman who said, “Year to date, we’re actually up 13% compared to 2020” (Halstead, 2021). Enrollment in public school kindergarten increased as well across the State of California too (Hong, 2022). Novato parents continue to need affordable preschool options for their children, especially those TK eligible students of color so they can be adequately prepared for K and grade school, positioning them to close the achievement gap.

Offering another option for transitional kindergarten aligns with NUSD’s equity imperative to ensure “every student has the support, encouragement, and assistance they need to succeed in

school” (from NUSD Kindergarten Information Night, 11/17/21). Healy School will help TK students become resilient, by guiding them to build the skills they need to bounce back from challenges, especially ones that occur academically and socially. The systematic addition of resilience education beginning in TK would be a new offering and have the opportunity to raise the status of NUSD.

Educational Philosophy

Our founding team believe that education can help improve life outcomes, especially for those students from disadvantaged backgrounds. As co-founders, we have experienced individually – as well as collectively, the betterment of our lives through education, and have a passion to bring high quality education to more students, especially in Novato, California, the home of our lead petitioner.

Resilience education is the centerpiece for the Healy School, which seeks to systematically and scientifically foster resilience and self-reliance in students. Resilience is required to lead a happier life per the Greater Good Science Center at the University of California, Berkeley (Simon-Thomas, 2022). Science shows that students that build the skill of resilience are better positioned in and outside the classroom.

Our educational philosophy while centered around the concept of resilience includes a rigorous academic program, which meets the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), history-social science standards, English Language Development standards (“ELD”), and the remaining State Content Standards (collectively referred to herein as, “State Standards”). We believe that in that process of educating students, they are best served if teaching can be:

- Engaging
- Informative
- Inspiring
- Enjoyable

While not every subject, teacher, or classroom can be fascinating all the time, our goal is for students to be engaged and interested in learning. Our hybrid instructional approach is comprised of teacher-centered instruction, project-based learning, and experiential learning.

Students not only learn in the classroom, but also will go on field trips, such as a visit to the Marine Mammal Center, to learn how the climate has impacted our marine animals.

Complementing a teacher's lecture about Ancient Egypt, students can then pose questions that they will answer by researching, writing about, and sharing the science and art of Ancient Egypt relative to hieroglyphs.

Our experience is that students enjoy learning through doing, reflecting, inquiring, and solving problems – as well as learning from mistakes. Our community seeks to be a center of continuous learning and improvement; as most of us are seeking to improve throughout our lives as administrators, parents, educators, and students.

How Learning Best Occurs

Our belief is that learning best occurs in a safe, supportive, and intellectually stimulating environment where students feel safe and can be themselves; where they don't constantly seek external rewards such as good grades; and can enjoy learning from their peers, teachers, and community members. Supportive and healthy relationships are highly valued and encouraged.

We also recognize the complexity of learning and development, especially when students have experienced challenges or learning difficulties. Healy School acknowledges the truth of Howard Gardner's seminal theory on multiple intelligences, and appreciates that different students may need different things to learn and progress academically. One student may be an audio learner, while another is primarily a visual learner, which creates an opportunity for a teacher to tap into different parts of the brain to encourage whole brain thinking in the classroom, building on students' natural strengths in the learning process.

As a foundational approach, Healy School begins learning segments with teacher-centered instruction to ensure core content areas are covered for all students, that students are focused, and learning goals are clearly in alignment with the State Standards.

Teachers will augment teacher centered instruction with project-based learning (“PBL”), which has proven to engage students and help them stay connected during the process of learning (Fester & Starkey, 2022). The power of asking a question, and answering it in the pursuit of knowledge and learning is powerful. It helps students feel they have a choice in learning, and hones their ability to research, write, and present their findings across multiple subjects.

Complementing PBL, students will participate in experiential learning opportunities. For example, students may visit the San Francisco Zoo or Wildlife Safari in Sonoma to support their classroom study of animals. Therefore, Healy School will conduct field trips and hands-on experiences to teach about a variety of common core subjects such as earth science, the scientific method, and arts education.

Educated Person in the 21st Century

Our world is constantly changing, and we need to equip students to successfully navigate this uncertainty, as well as successfully face the unavoidable challenges of life. Elementary education is the foundation for a student to become a lifelong learner, develop a thirst for the truth, discern information (what’s accurate, false, unfair, unnecessary) and ultimately, make responsible choices as they move forward in their academic careers.

Some of the notable skills that an educated person in the 21st century demonstrates include:

- Discernment
- Problem solving skills *
- Conflict resolution *
- Reading, writing and literacy
- Knowledge of world history, which is culturally sensitive and equitable
- Appreciation of diversity (of all kinds)
- Oral communication
- Foundational knowledge of arts, music, science, and history
- Understanding of the scientific method and research
- Ability to use technology as a tool
- Attentional skills, which include concentration

- Self-responsibility
- Knowledge of mathematics and financial literacy
- Awareness of climate change
- Understanding of anatomy, and brain science *
- Ability to self-regulate behavior *
- Emotional and social intelligences *
- Tolerance and respect for others

Our program focuses on developing the intellect and social skillset of our students, which propels them forward to further their education on the path to becoming a fully educated person in the 21st century (* indicates they're included in The Healthy Brain curriculum).

Diversity, Equity, and Inclusion Policy ("DEI")

Healy School is committed to equity, which means that all students have equitable access to educational opportunities. Our equity commitment is in alignment with the NUSD's equity imperative that affirms equity as "every student has access to educational opportunities that challenge, inspire and prepare him or her for a strong future. Equity also means that every student has the support, encouragement, and assistance they need to succeed in school" (NUSD Equity Imperative, December 5, 2018).

Healy School is also dedicated to diversity, which includes welcoming everyone to our educational center and helping them feel safe, as well as supported. The diversity of our intended student population includes race, but it is not limited by race – we extend our concept of diversity to include ability, culture, socioeconomic status, gender identity, sexual orientation, learning styles, languages spoken, and any other difference, which oftentimes divides people. Our aim is to unite our educational community, so we focus on our common humanity, support each other, and create a place where differences are valued and appreciated.

Inclusion is the act of including, which is similar but different than diversity and equity. The opposite of inclusion is exclusion and that is commonly considered a damaging form of bullying. Being a place where people are included means that we celebrate diversity, give everyone equitable access to educational opportunities, but also seek to bring people together versus

excluding them based upon superficial categories such as birthplace, race, or socioeconomic status, as examples.

Healy School's Diversity, Equity, and Inclusion commitment is to give every student equal access to educational opportunities, and encourage them to see diversity as valuable, as well as necessary for innovation and creative problem-solving.

Professional Development

We are committed to professional development ("PD"). Our belief is that as we improve as administrators and educators, our students will also improve as learners, and demonstrate that improvement in their academic program. HS will foster a culture of growth, which includes investing in our people.

Healy School is planning for ten (10) days of professional development prior to the start of the school year in 2023-2024, and three (3) additional PD days for each general education teacher. In the first year of operations, there will be an additional 2 days of professional development for teachers, and additional 2 days for teachers new to the school on an annual basis thereafter.

Staff, administration, and board members of Healy School will also receive the proper and appropriate training to do their roles effectively within a culture of resilience and inclusion.

Before the start of the school year Healy School faculty, staff and administration will attend professional development in specific areas, which include but are not limited to:

- Technology Training – Two days including how to utilize the School Information System ("SIS") chosen, which is the Aeries SIS and how it integrates with CALPADS. Broader technology training related to using technology at our school location, how to effectively use the Chromebook issued, and the capabilities that exist specific to the digital curriculum loaded on each Chromebook.
- Health and Safety preparedness – In coordination with District, and County resources as well as established school protocols (Fire and Safety, for example).
- Special Education training – Special education teachers, general education teachers, and teacher aides will participate in special education training provided by credentialed and

trained experts, as well as the SELPA. This will help to build the capacity of the faculty in the areas of providing effective instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data.

- Mandated Reporting
- English Language Development program – All instructional staff to receive training in working with EL's to meet the California ELD standards, including designated and integrated ELD, as well as understanding specialized approaches such as Specially Designed Academic Instruction in English ("SDAIE").
- Culture – DEI, and School Values
- LGBTQ+ Inclusion Training (for the classroom, school culture, gender identity, language to students, and among employees) – We are committed to the ideas, and actualization of a LGBTQ+ friendly classroom, school and community. Many LGBTQ+ students are at a greater risk of suicide in Marin's middle and high schools per School Climate Survey of 2019, and our goal is to create a healthy foundation for LGBTQ+ elementary students, which may have a positive impact on these students' lives.
- Conflict Resolution
- Healy School Learning Model
- Project-based learning – Project-based learning training from Buck Institute, or an equivalent trainer to assist our faculty in effectively teaching PBL, for example.
- McKinney Vento Act
- Childhood Resilience – Experts from medicine (UCSF, Stanford, and remote Center on the Developing Child at Harvard), child psychology, and education to lay the foundation of knowledge for staff and faculty to understand resilience more deeply, especially how that translates into helping our new students at Healy School increase, restore, and maintain their growing level of resilience. (Teachers will receive "The Healthy Brain" curriculum binder with comprehensive information including the framework, standards, sample lesson plans, vetted resource list, and more).
- Social-emotional learning
- Suicide prevention (and other programs fostering student, and community wellness)

- Human Resources Compliance
- Marin County Office of Education Policies – For example, undocumented students, immigrant students, and students with interruptions in schooling. Healy School staff will get trained in the policies and procedures within MCOE of these situations, and handle them in alignment with MCOE. (Marin County Board of Education Resolution No. 912 preserves the protections of immigrant families and affirms the rights of undocumented children to a public education).

A specific calendar of contracts and trainings for the 2023-2024 school year will be created with specific dates and topics, and providers once Board member training is completed and faculty are hired.

Finally, professional development for staff, teachers, and administration will be on-going throughout the year. Some of it will be pre-planned and calendared while other times we will be responsive to what is occurring in our educational landscape (for example, the unexpected event of the pandemic) and community.

Curriculum and Instruction

Healy School has designed a high-quality curriculum, accompanied by instructional strategies to support student achievement and positive outcomes. Unique about Healy School is the resilience studies curriculum crafted by led petitioner, Maureen Healy, and aimed to foster resilience and self-reliance in elementary school students.

Resilience Studies Curriculum

Resilience is defined as having “good outcomes in the face of adversity” or challenges per Harvard University’s Center on the Developing Child (2015). Oftentimes we think of students as either having resilience, or not – but it’s not binary. Dr. Fisher stated, “resilience is not some magical quality, but something that can be built (Center on the Developing Child, 2015).” This leads us to three core concepts about resilience, which are:

1. Resilience is a learnable skill.
2. Resilience happens over time.

3. Resilience is built through the interplay between a person (thoughts, feelings, skills) and their environment (school, home, community).

Creating a constructive school environment where students feel connected, learn the science of resilience, specifically brain science, and develop the skills of self-management and mastery in the face of challenges (academic or other) builds resilience per Harvard and Stanford Universities.

Healy School’s resilience studies curriculum titled “The Healthy Brain” focuses primarily on two aspects of building resilience in childhood. Specifically, those aspects are:

Science Students learn about brain science, especially how their brains work and what they can do (or think) to have a resilient brain.
Skill Development Students develop skills, which have been proven to increase resilience in childhood. Some of those skills include, but aren’t limited to: Problem solving, coping skills, optimism, supportive relationships, and meaning making, as examples.

One factor of developing resilience is having and maintaining supportive relationships. Students who attend the Healy School will learn how to make friends, resolve conflicts, and connect with supportive people within their educational community. Healy School will serve as a microcosm of their larger world and will guide them to make responsible choices in relation to others, as well as to help others bounce back from challenges.

The Standards

The resilience studies curriculum has nine standards to systematically teach students about the science of resilience, how it applies to their individual lives, as well as how to contribute to supporting the resilience of their family and community.

The name for this curriculum framework is “The Healthy Brain” because students learn how to solve problems, develop coping skills, form supportive relationships, and develop healthy habits, which contribute to a healthy and resilient person.

Standard	Rationale
Standard 1: Essential Concepts All students will understand the essential concepts related to building resilience.	Understanding essential concepts of resilience, which includes a working definition of human resilience, and how it is created in yourself – as well as others.
Standard 2: Analyze Resilience Influences All students will demonstrate the ability to analyze internal and external influences that affect resilience.	Resilience can be impacted by a variety of influences. The ability to reflect on internal and external influences is essential to protecting or enhancing resilience.
Standard 3: Science of Resilience All students will demonstrate the knowledge of how a healthy brain develops regarding resilience.	Students are exposed to how a healthy brain develops and builds resilience, which includes learning coping skills, forming healthy habits, and the impact relationships have on brain development and stress management.
Standard 4: Coping Skills All students will demonstrate the ability to practice coping skills that increase their resiliency.	Science shows that children who develop coping skills report higher levels of resilience. The ability to identify stressors, and apply a coping skill to effectively manage a stressful situation fosters resilience.
Standard 5: Supportive Relationships	Choosing supportive relationships (friends, teachers, family, others) contributes to the formation of resilience. The ability to make

All students will demonstrate the ability to choose supportive relationships, which increase their resiliency.	and keep healthy friendships, as well as resolve conflicts successfully is a resilience-enhancing skill.
Standard 6: Problem Solving Skills All students will demonstrate the ability to creatively solve problems, and focus their attention on solutions, which builds resiliency.	Facing challenges successfully requires the ability to solve problems. The ability to use problem-solving skills even when challenges seem insurmountable is an essential component to enhancing resiliency.
Standard 7: Planning and Preparation All students will demonstrate the ability to utilize planning and preparation as a tool to increase their resiliency.	Being prepared for different scenarios increases resiliency. The ability to use planning and preparatory skills enables students to feel in control (inner locus of control) and capable to face challenges successfully.
Standard 8: Optimism All students will demonstrate the capability to use optimism as a tool to increase resiliency.	Learning how to reframe challenges and look on the positive side of a situation is helpful to build resiliency. Of course, this isn't always possible, but when possible – students can employ the skill of optimism to enhance their resiliency.
Standard 9: Resiliency Promotion All students will demonstrate the ability to support individual, family/caregiver, and community resilience.	Individual and collective (family, school, community) resilience is interdependent and mutually supporting. The ability to promote resilience in oneself and others reflects healthy brain development and positive emotional, as well as social health.

Students will learn about what resilience is, and how it applies to them as well as others throughout TK/kindergarten to fifth grade at Healy School. Of course, the delivery and expectation of understanding resilience in first grade is much different from expectations of understanding resilience in fifth grade, although the core ideas are the same.

Transitional kindergarten is also learning about resilience through the Tools of the Mind curriculum, which teaches emotional regulation. TK students are then actively engaged in cooperative play, beginning to learn coping skills, and becoming school ready.

Grade	Resilience	Skills of Resilience
TK & K	Understanding Resilience (Define & Apply)	Cooperative Play Problem Solving Coping Skills Regulating Behavior
1	Science of Resilience * (The Healthy Brain)	Coping Skills Regulating Behavior Sense of Belonging Supportive Relationships
2	Science of Resilience * (The Healthy Brain)	Optimism Coping Skills Regulating Behavior Helping Others
3	Science of Resilience * (The Healthy Brain)	Problem Solving Skills Reframe Challenges Self-Management Supportive Relationships
4	Science of Resilience * (The Healthy Brain)	Locus of Control Coping Skills

		Stress Management Concentration Focus, Planning, Preparation (Forward Thinking)
5	Science of Resilience * (The Healthy Brain)	Sense of Mastery & Management (of difficulties) Toolkit of Resilience (adaptive) Resilience in Our World Becoming Self-Reliant Focus: Positive Outcomes

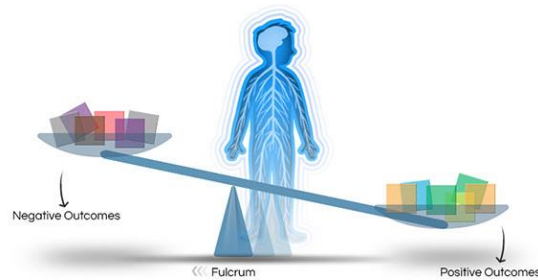
Healy School students learn about the science of resilience, which includes how their brains develop and the evidence-based tools they can utilize to become resilient. (* Indicates the portion of the curriculum where students learn – in age appropriate ways, how their brains develop and what resilience is. Brain science is taught beginning in kindergarten to empower, educate, and inspire students). (See Appendix 2: Sample Lesson Plan).

Science of Resilience

American Psychological Association (“APA”) states that “psychological research demonstrates that the resources and skills associated with more positive adaptation (i.e., greater resilience) can be cultivated and practiced” (2022). Said simply, we can teach children how to become more resilient. The Center on the Developing Child at Harvard University stated, “research has identified a common set of factors that predispose children to positive outcomes in the face of significant adversity” (2015). Some of those childhood protective factors include:

- Building a sense of self-efficacy and perceived control
- Providing opportunities to strengthen adaptive skills and self-regulatory capacities
- Mobilizing sources of hope

Harvard researchers conceptualize the idea of resilience as if there is a scale: one side has negative outcomes, and the other side has positive outcomes. From their research, they have asserted that “positive life experiences and coping skills can shift the fulcrum’s [scales] position, making it easier to have positive outcomes” in the face of challenges, which is resilience (2015).



Credit: Center on Developing Child

Harvard University related researchers further explain that “the brain and other biological systems are most adaptable early in life, and the development that occurs in the earliest years lays the foundation for a wide range of resilient behaviors” (Center on the Developing Child, 2015). While resilience can be developed at any age, these scientists conclude “what happens early may matter the most.”

In “From Best Practices to Breakthrough Impacts,” the Harvard University researchers further explained that:

- “significant stress from ongoing hardship or threat disrupts the biological foundation of learning, behavior, and health, with life-long consequences, and;
- providing the right ingredients for healthy development – including protective factors [i.e. skills of resilience] that can counterbalance the effects of adversity – from the start produces better outcomes than trying to fix problems later (Center on the Developing Child at Harvard University, 2016)”.

One protective factor for students to overcome challenges in their lives and support their cognitive development (i.e., learning abilities) is to teach them the evidence-based skills of resilience.

Skills of Resilience

Scholars and scientists have identified some key skills, which can be taught to enhance resilience. Some of them are:

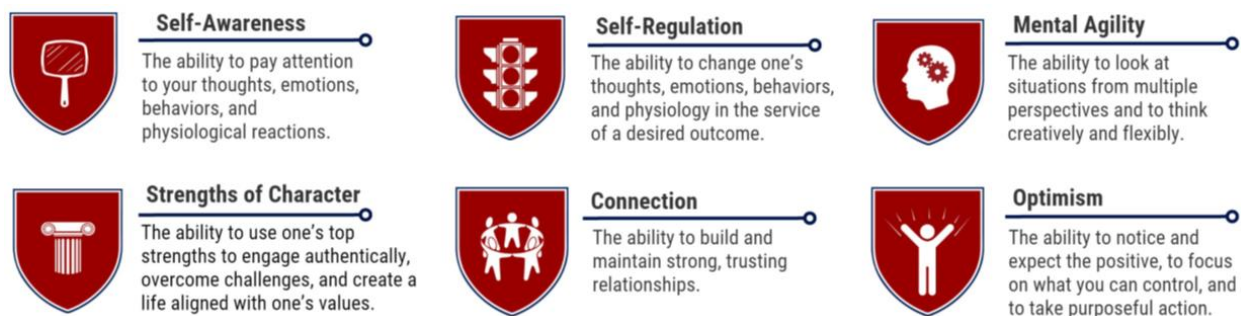
- Locus of Control – Emmy Werner, a development psychologist, identified that an “internal locus of control” in her subjects was one of the defining characteristics of demonstrating resilience. Werner conducted a 32 year longitudinal study of 698 children in Kauai, Hawaii. Maria Konnikova, writer for The New Yorker, explaining the study said, the resilient children “believed that they, and not their circumstances, affected their achievements” (2016).
- Positive Perception – George Bonnano, a psychologist at Teacher’s College, found in his research that resilient people learn to see challenging events in life as opportunities for growth versus something negative. Bonnano said, “We can make ourselves more or less vulnerable by how we think about things” (Konnikova, 2016).
- Reframe Challenges – Kevin Ochsner, a neuroscientist at Columbia University, concluded that reframing challenges (i.e., stimuli) into something positive helps people have better control of their emotions, and more positive outcomes, which leads to more resilience. Subjects who didn’t reframe challenges and perceived events (i.e., stimuli) as negative demonstrated less emotional control and resilience in the face of challenges.
- Optimism – Martin Seligman, University of Pennsylvania professor and researcher, studied learned helplessness and then identified learned optimism. From his 30 years of research, he identified that optimism can be taught (his best-selling book, Learned Optimism) and that those with this optimistic outlook displayed more resilience.
- Coping Skills – Use of coping strategies are widely proven to be resilience enhancing (Booth & Neill, 2017; Pidgeon & Pickett, 2017; Delany, Miller, El-Ansary, Remedios, Hosseini, & McLeod, 2015). Studies have been done in children, adolescents, and university students in various settings from hospital patients to graduate degree students who consistently showed higher resilience with the use of coping strategies.
- Problem Solving Skills – Science shows that problem solving skills contribute to higher levels of resilience in students (Coskun, Tosun and Garipagaoglu, 2014). The more

students can learn how to think flexibly and solve problems, especially challenging ones, the more resilience they demonstrate.

Resilience Education

Over the past several decades students in elementary, middle, and high school have been learning about resilience, and specific schools have been focused on building resilience in their student populations.

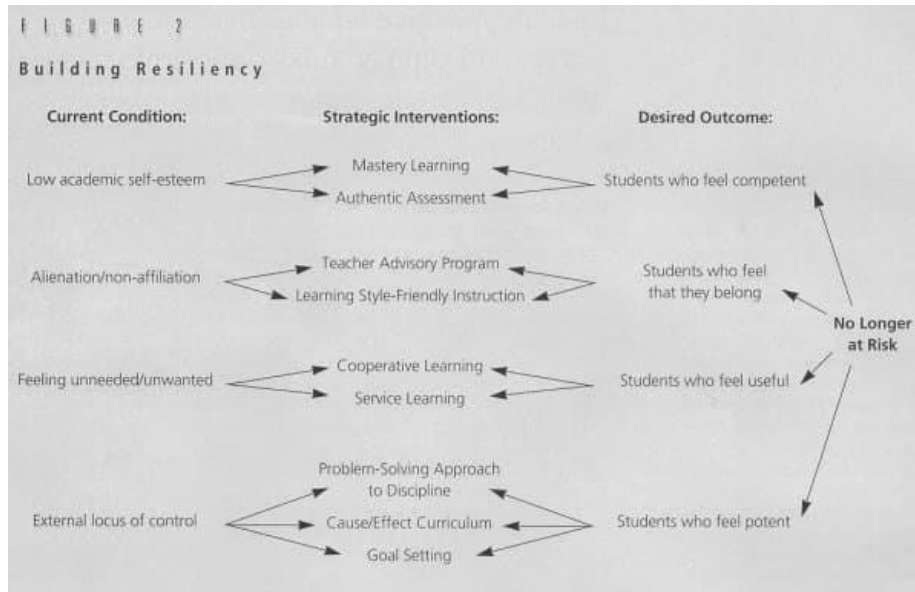
Since 1990, the University of Pennsylvania (“UPenn”) has taught more than 150,000 students resilience skills (UPenn, 2022). Initially, they delivered a curriculum to middle schoolers to lower their anxiety and depression, which focused on “teaching the core skills of resilience and other tenets of positive psychology” (Lyon, 2009). Results in 17 studies showed this program lowered anxiety and depressive symptoms in more than 2,500 students. Today, UPenn continues to deliver workshops nationwide to build the skills of resilience aimed at equipping “individuals with practical skills that can be applied in everyday life to navigate adversity and thrive in challenging environments” (UPenn, 2022). Specifically, UPenn teaches 21 empirically validated skills, which are simplified in this infographic:



Credit: University of Pennsylvania

UPenn’s resiliency program is closely aligned to Martin Seligman’s work, a professor at UPenn, who founded positive psychology, and introduced the idea of learned optimism.

Richard Sagor, a professor of Education, focused on teaching teachers how to build student resilience by focusing on four dimensions: Competence, Belonging (supportive relationships), Usefulness, and Potency (inner locus of control). He shared his process graphically:



Source: Association of Supervision and Curriculum Development ("ASCD")

Sagor helped teachers move students from feelings of ineptness to competence, disconnection to connection, uselessness to usefulness, and powerlessness to powerful (inner locus of control) (1996). While Sagor's work was based on his experience in the classroom, he provided hints to the now-scientifically proven skills of resilience: coping skills, optimism, supportive relationships, and inner locus of control, to name a few.

Other professionals and organizations that have contributed to the discussion on how to teach resilience to students include:

- Resilience in School Environments ("RISE"). This program was created by Kaiser Permanente to help teachers and students bounce back from the challenges of the COVID-19 pandemic (Kaiser, 2020). RISE provides school communities with access to "trauma informed educational practices" on a digital platform. While this isn't necessarily resilience education directly, it does help students to tangentially build resilience, and has a similar emphasis on supportive relationships and skill-building.
- The Resilient School Program was started at Massachusetts General Hospital ("MGH"), specifically the Benson-Henry Institute. MGH staff train school teachers on how to guide students on relaxation response-based coping skills and other tools of life management that are proven to build resilience. Dr. Herbert Benson, cardiologist and former Harvard

University professor, said “Resiliency skills are as important for our children and teens as any other skill they will learn in school, because these are the skills they will need to call upon in all aspects of their lives (2022).”

- Bonnie Bernard, a resilience researcher, highlighted several factors of building resilience: caring relationships, meaningful participation, and high expectations (Gallagher & Slade, 2021). Her books include *Resilience in Education*, and *Resiliency*.
- Collaborative for Child and Family Resilience is a collaboration between Scholastic and Yale University’s Child Study Center exploring how literacy can be used to build child and family resilience. “We want to ensure that every child and family has what they need to shape their own stories, reframing adverse circumstances and envisioning the brightest futures imaginable,” said former president of Scholastic, Greg Morrell (Perry, 2018).
- EL Education is a methodology used in some public schools which has proven to help students increase their academic performance, especially those from low-income backgrounds. It dovetails well with resilience education because it emphasizes supportive relationships (i.e., during a crew time daily) and project-based learning (“PBL”) to foster student engagement and do work that is “challenging, rigorous, and meaningful” (Tough, 2016).
- Camille Farrington, a school researcher at the University of Chicago’s Consortium on School Research, identified four key beliefs of academic perseverance: 1) I belong in this academic community, 2) My ability and competence grow with my effort, 3) I can succeed at this, and 4) This work has value for me (Tough, 2016). Students who believed these ideas consistently demonstrated perseverance, and while she’s not discussing resilience specifically – Farrington’s work emphasizes community, skill-building, self-efficacy and meaning-making, all evidence-based factors of building resilience.

Resilience Building: Community Benefit

“Resilience is not some magical quality, it’s something that really can be built even in difficult circumstances” explained Dr. Fisher, University of Oregon, Oregon Social Learning Center (National Scientific Council on the Developing Child, 2015). The consensus is that resilience can

be taught to children, and strengthened over time. “We have a huge amount of research to show the powerful impacts of teachers, coaches, and other adults in the community with whom children have a chance to develop relationships, and who play that critical supportive role in building resilience” said Jack Shonkoff, M.D. at the Center on the Developing Child at Harvard University (National Scientific Council on the Developing Child, 2015). Through this relationship children build skills of coping, adapting, and learning how to regulate one’s behavior for greater resilience.

Linda Mayes, M.D. of Yale Child Study Center, said, “You have an adaptive toolkit that allows you at moments of stress and challenge to bring out a number of potential skills that allow you to get through it” (National Scientific Council on the Developing Child, 2015). There are identifiable and evidence-based skills, which once learned and practiced build resilience. Students also can add to their adaptive toolkit as they get older, and utilize more complex skills such as problem-solving, anticipating challenges, and planning for different scenarios.

“When communities say we want to be an active part in crafting a solution to really understand what’s necessary to produce the resilience [in children] that’s when the ball gets rolling” explained Dr. Fisher (2015). Shonkoff underscored the communal benefit when he said, “Resilience building, capacity building is really in everyone’s interest and everyone reaps the benefit when we do that well” (National Scientific Council on the Developing Child, 2015).

Core Curriculum

Our curriculum will meet and enhance the State Standards.

When selecting curriculum, HS leadership will evaluate programs and base selections on the following factors:

- Alignment with Common Core State Standards
- Level of rigor
- Capacity to meet the needs of English Learners
- Capacity to meet the needs of students in special populations
- Availability of digital media and technology applications

- Level of diversity, equity, and inclusion in course materials

Curriculum materials are subject to change based on student need and the student population we are serving. Included here we have listed our budgeted and planned curriculum and materials based on research as well as our school model. However, we may make data driven adjustments to better meet our student's needs.

Transitional Kindergarten

Healy School begins with a dedicated transitional kindergarten classroom, which focuses on school readiness and participates in the Tools of the Mind ("Tools") curriculum. Tools of the Mind program teaches students emotional regulation and executive function development (for example, self-control, flexible thinking, and working memory). Additionally, Tools of the Mind is aligned to the CCSS and builds literacy, as well as a student's foundational academic skills.

Resilience is introduced to TK students through conversation, creative art projects, skill development, and participation in school-wide events that feature students' resiliency projects.

Healy School's TK program will also include the California Preschool Learning Foundations ("Foundations") developed by the California Department of Education ("CDE"), which includes knowledge and skills that most young children are expected to acquire at their age and stage of development. Tools of the Mind is aligned with Foundations, which has four areas of emphasis (in volume one):

- Social-emotional development – Learn to identify emotions, and begin to manage emotions and impulse control, learning to resolve conflicts, and be cooperative, as examples.
- Language and literacy – Develop ability to represent language through written symbols, recognize their name, begin sight words and the ability to develop control in writing, drawing shapes, or letters, as examples.
- English-language development (for English learners) – Develop vocabulary, phonological awareness, listening and speaking in conversation, as examples.

- Mathematics – Develop reasoning, identify numerals from 1-10, recite numbers 1-20, spot patterns, identify shapes, begin to sort objects (adding and subtracting), as examples.

Cooperative play is a core part of the TK program, which helps students navigate turn-taking, sharing, listening, communicating, and using one’s creative imagination. Other time throughout the day is used to build foundational skills in mathematics, science, social studies, and English. Students who are general education and special education are often in the same classroom doing the same activity, and receiving differing levels of support. The TK classroom also has a dedicated paraeducator to assist students. Tools has a highly scaffolded approach to literacy, reading, and learning to write.

The ability to be curious about the world around them, and learn about their family, as well as community is introduced in TK, too.

Kindergarten

Healy School will welcome kindergarten (“K”) students, who have started in TK or begin new in the school year, depending on capacity and in accordance with admission policies (see Element 8).

Kindergarten is the next level of school, continuing with Tools of the Mind, and starting the next level of resilience studies at Healy School. Our programming is aligned with State Standards, and builds on the Foundations framework from TK. Any K students who need to “catch up” to their K level are assisted in their cognitive, mental, emotional, and social development, especially as reported in their progress reports – as well as report cards to parents, or guardians.

Tools of the Mind continues to help K students build their English Language Arts (“ELA”) and Math literacy skills, as well as executive function (for example, self-control, flexible thinking) and self-regulatory skills. Complementing Tools, Healy School’s resilience curriculum, The Healthy Brain, starts in the kindergarten schedule with a “Smart and Strong” class four days a week, to teach the science of resilience (see Resilience Framework on page 35).

Science and social studies are also introduced in K as foundational knowledge is developed readying them for grade school next year. For example, teachers using the Tools curriculum to help students explore form and function in science activities – such as differences in teeth, feet, animal tracks, camouflage, and adaptation in different habitats (for example, Artic, Rainforest, Ocean Layers, and the Moon).

Cooperative play continues to be a large part of the program, yet students are learning to hold their attention, and focus to complete tasks as well as to cooperate with others. Experiential learning plays a large part in every kindergarten, but especially at Healy School as students experience growing vegetables from seeds, taking a local field trip, and inviting family members (or friends of the family) for Career Awareness Day, as examples.

The school year culminates with Kindergarten Graduation, which is a formal event with caps and gowns, as well as an official celebration – when possible, where the teachers, staff, students, and families share a meal together and honor the graduates with special recognition. Being able to celebrate student achievement and accomplishment builds self-confidence, and helps children feel special, as well as cared for in their learning community.

Elementary Grades

English Language Arts (ELA)

Healy School has chosen California Wonders (K-6) for English Language Arts and English Language Development that is built on the California Framework and California Common Core Standards (“CCCS”). Wonders works well with teacher centered instruction at its core, and then provides material both print and digitally for differentiated instruction. There is embedded support in its minilessons for English learners, and those achieving above or below grade level. All materials are available in English and Spanish, and have diverse representation throughout them.

Students are taught across genre, and engaged in different ways to learn phonics, reading, reading comprehension, spelling, vocabulary, grammar, writing, printing & handwriting, and literature studies.

Experience	English Language Arts
Interactive Read Aloud	Listening Comprehension Setting Intention The Essential Question
Phonics and Word Work	Phonological and Phonemic Awareness Phonics and Spelling High Frequency Words Handwriting
Shared Read Teach and Model	Authentic Anchor Texts Skill and Strategy Minilessons Integrated Word Work
Guided Reading and Differentiation	Guided Reading Collaborative Practice Flexible Skill Practice
If We Read About It, We Write About It	Text Dependent Analysis Genre Process Writing
Independent Reading, Research, and Inquiry	Student Choice Literature Circles Novel study

California Wonders from MH Education is an evidence-based curriculum, which was introduced in 2014 and has data to show its role improving student outcomes. The following graph shows the California schools and/or districts that utilized California Wonders, and how their students performed on their Smarter Balanced test results after utilizing California Wonders for ELA and ELD.

Table 1

Percentage of Students Meeting or Exceeding Standard for ELA on Smarter Balanced Assessment

District	Wonders Implementation Term	Cohort A			Cohort B		
		Third Grade (2015)	Fourth Grade (2016)	Increase (in % points)	Fourth Grade (2015)	Fifth Grade (2016)	Increase (in % points)
Adelanto	Fall 2014	16%	25%	9	19%	28%	9
Antioch	Fall 2014	25%	31%	6	29%	34%	5
Bellevue	Fall 2013	28%	28%	0	14%	32%	18
Brentwood	Fall 2014	51%	58%	7	49%	58%	9
Delta Elementary Charter School	Fall 2014	46%	63%	17	40%	45%	5
Lakeside	Fall 2013	10%	20%	10	11%	19%	8
Visalia	Fall 2013	32%	40%	8	34%	44%	10
State of California	N/A	38%	44%	6	40%	49%	9

credit: MH Education

Efficacy and Success

Healy School will collect and analyze assessment data to evaluate whether California Wonders improves outcomes for students as a whole, as well as for subgroups, especially English Learners.

Some of the specific ELA content per grade level that students will learn includes, but is not limited to:

Grade 1 – Reading and writing skills, listening and speaking, alphabet and word sounds, vocabulary, word families, language usage, and reading words

Grade 2 – Reading and writing skills, speaking and listening, spelling, grammar and punctuation, writing sentences, story comprehension

Grade 3 – Reading and writing skills, listening and speaking skills, use of dictionary, spelling, grammar and punctuation, cursive, read aloud with expression and comprehension, sentence structure

Grade 4 – Reading and writing skills, spelling, grammar and punctuation, ability to research and present information (for example, book report), listening and speaking

Grade 5 – Reading and writing skills, spelling, grammar and punctuation, listening and speaking, reading complex stories, research papers, presentations and book reports

Mathematics

Healy School has selected K-5 enVision Mathematics Common Core (by Savvas) that emphasizes problem solving and visual learning in a blended format (i.e., digital and print). Healy School's students will develop mathematical understanding of concepts through teacher centered instruction honed by problem-solving practice. The digital platform is adaptive, and customizes solutions for the student below grade level to improve, as well as for high achieving students so they continue to be challenged. Using teacher centered instruction, engaging print materials (for example, colorful pictures, illustrations, real-world problems) and a digital learning platform is a powerful combination for achieving strong student outcomes.

As a research-based program enVision comes highly recommended by other schools, and consistently receives all “green marks” from the objective non-profit, EdReports, which evaluates programs based on “Focus and Coherence,” “Rigor & Mathematical Practices,” and “Usability.” Its digital and print materials are also diverse, inclusive, and equitable to meet the needs of many different children through the problem-solving tasks and story problems.

Another feature of enVision is “Pick a Project” which helps students engage with learning through math sheets, and facilitates skill development in counting, addition and subtraction, multiplication, and story problems. As students continue to progress in grades, they continue to solve more advanced mathematical problems such as time zones, weight and time, measurements, money, long division and multiplication, fractions, and decimals. EnVision is aligned to the CCCS to ensure students are becoming middle-school ready, and is accessible in English and Spanish.

Some of the mathematical content per grade level that students will learn includes, but is not limited to:

Grade 1 – Counting, addition, subtraction, multiplication, division

Grade 2 – Money and time, word problems, the four operations (addition, subtraction, multiplication, division), introduction to fractions and patterns

Grade 3 – Weight, review of time, word problems, measurements, perimeter and area of simple shapes, problem solving, and quadrilaterals, equivalent and comparing fractions

Grade 4 – Four operations, long division, grouping of numbers and values, factors, multiples and patterns, addition and subtraction of fractions, multiplying fractions, understand decimals, units of measurement, measuring angles

Grade 5 – Four operations, review of fractions, review of multiplication and long division, review of decimals, multiply and divide decimals, powers of ten, word problems, converting units of measurement and properties of shapes

EnVision also provides students tutorials, and extra practice for any student needing additional learning time. Healy School may also use other programs to boost mathematical understanding, and performance such as Khan Academy’s free tutoring and lessons, and Zearn’s free online lessons, and in-person tools for teachers, as two examples.

History / Social Studies

Healy School has selected the National Geographic (“NG”) Ladders program to augment the teacher-created history lessons. Specifically, NG Ladders is offered for three different reading levels, in Spanish and English, and is written within a non-biased framework. Ladders is print and e-book accessible.

Ladders Social Studies program is for grade level 3, 4 and 5 and includes:

- Grade 3: Around the World (Geography, Culture, History), Communities We Live In (US Cultures and Communities – from living by the Water to living in the Mountains, etc.)
- Grade 4: American Wonders (Learning about Natural and Man-made Wonders), Native Americans (Native Cultures and History)

- Grade 5: Famous Documents (Declaration of Independence, The US Constitution, and The Bill of Rights, as examples), National Parks, Pre-Columbian Americans (The Aztec, The Inca, as examples)

Social studies for grade level 1 and 2 is teacher created in alignment with CCSS, and each teacher shares their proposed framework for approval by the School Director. Students soon learn how history is relevant to their lives today, and at times – are given choices on exploring parts of history that particularly interest them.

Healy School’s history curriculum is aligned with the CCCS, and teaches California, American, and World history in a non-biased framework. Other subjects that are covered include Geography, and Ancient Cultures, as examples. Students continue to be engaged through print materials, digital content (for example, learning about national parks, wonders of the world), field trips and PBL opportunities, when possible.

Science

Healy School plans to utilize enVision’s Interactive Science K- 5 curriculum, which is aligned with the Next Generation Science Standards (“NGSS”) and CCSS. It is a blended learning program utilizing print, and digital media to engage students. While science will be primarily taught via teacher-centered instruction, the Interactive Science program has many opportunities for hands-on learning (experiential), project-based learning, STEM activities, and science research, as appropriate.

Interactive Science is a non-biased program, which supports representation and cultural sensitivity in print and digital media. There are strong literacy connections for elementary learners helping them continue to build reading, comprehension, writing, and oral communication skills. Teacher centered instructional materials offers lessons based on inquiries, which share models, prompts, and create problem solving opportunities.

Some of the science content covered by grade level include, but is not limited to:

TK / Kindergarten – Plants and animals, Seasons and Weather, Basics of the human body

Grade 1 – Earth Science (Air, Weather, Soil, Climate, Water, as examples), Life Science (plants and animals, more in-depth), Physical Science (Liquid and Solid, as examples) and Introduction to the scientific process

Grade 2 – Earth, Continents, Physical Geography, Ecosystems

Grade 3 – Scientific experiments (students prove or disprove a hypothesis), Solar System, and Astronomy

Grade 4 – Electricity, energy and matter, Types of organisms (for example, plants, animals and fungi, as examples), Zoology

Grade 5 – Functions and organs of human body, biology, and the environment (for example, climate). Impact of humans on environment. Continued discussion of: Planet, Weather, Land, and Oceans

Complementing this curriculum, educators may utilize the World Wildlife Fund’s teaching resources, which are free and recognized as one of the best digital teaching resources in 2021 by the American Association of School Librarians (“AASL”). Students will learn through teacher lead activities, utilization of the Interactive Science curriculum, and supplemental experiences (field trips), as well as opportunities to ask questions and solve problems through research, experiments, and drawing conclusions.

English Language Development

Healy School has chosen California Wonders English Language Development (“ELD”) curriculum to utilize with ELD students, which can help them progress from EL to Reclassified Fluent English Proficient (“RFEP”).

As mentioned, the California Wonders for ELD students is integrated with the standard California Wonders for general education (“GE”) students, which has different books that cover the same:

- Themes
- Essential Questions
- Skills and Strategies

- Writing Focus

Students would have the same instructional route, which is helpful for ELD students that can remain in the classroom and receive integrated instruction, scaffolded assistance, and differentiated support. ELD students who need a higher level of support will receive designated support in a separate ELD classroom with a Bilingual Cross-cultural Language and Academic Development (“BCLAD”) or Cross-cultural Language and Academic Development (“CLAD”) authorized teacher.

California Wonders ELD curriculum, which is aligned with the CCSS begins in kindergarten and first grade with the “My Language” book and in second through fifth grade students use the “ELD Companion Worktext” to assist in their language development. California Wonders for EL learners provides differentiated instruction for students at three (3) levels depending on language proficiency level, and has specific components aimed at developing speaking, and listening skills for EL students.

Additionally, the Science and Math curriculums chosen are available in both English and Spanish (online, and in-print). Each of these curriculums also offers resources for EL students, which can “meet them where they are” in their language development, and help them become RFEP while immersed in the study of Science, or Math, as examples.

(See page 71 for serving English Learners).

Resilience Studies Integration

Healy School will integrate the ideas, and evidence-based skills of resilience into each core subject matter content.

Classroom teachers can thread the ideas of resilience, and related tools to help students focus on problem-solving and persevering in the face of difficulties – whether the challenge is a novel mathematics problem, or learning how to read in first grade. Using a resilience toolkit, which helps students understand how their brain develops (for example, the learning or survival brain) and what they need to overcome a challenge, while feeling supported and cared for can help students progress.

Of course, there are certain students who need specialized support, differentiated instruction, and identified interventions, which we discuss in the Special Population section shortly. The integration of resilience doesn't replace any agreed upon IEP, 504 plan, or EL learner program but is merely a complement to those interventions.

Common Core and State Priorities Alignment

Each student will be provided sufficient standards-aligned curriculum, and instructional materials (online, hardcopy) in each subject consistent and aligned with the frameworks adopted by the California State Board of Education. Each Spring, the Director, in consultation with teachers, will identify any additional curriculum materials or resources needed to meet the CCSS and deliver the highest quality education within our budget.

The curriculum is in alignment with the State Standards. Healy School will remain updated and respond properly to any changes in the State Standards.

Our faculty will meet regularly to collaborate with each other, especially regarding student performance and instructional methodologies that best serve the population. Specifically, they will review student data, discuss any interventions needed, share best practices, and adjust instruction to ensure that standards are met.

Instructional Approach

At Healy School, we believe that creating an optimum learning environment where students feel safe and supported, as well as encouraged and engaged to become lifelong learners is essential. Of course, there are many ways to do this, however with early-grade school students Healy School relies heavily on teacher-centered instruction aligned to the CCSS to create a shared knowledge base for the classroom, and present information in a logical order.

Teacher-centered instruction is where the teacher acts as the “content expert” and delivers information that is aligned with the Common Core, and facilitates students acquiring content knowledge, as well as competencies across the curriculum. Dr Lathan from the University of San Diego emphasized that students in a teacher-centered classroom benefit from a well-researched, planned and focused approach to learning (2022).

Augmenting teacher-centered instruction is when the teacher shares specific curriculum such as Interactive Science, which provides hands-on science labs and related activities. Additionally, the math curriculum that we are utilizing is a visual learning program in a blended format (digital and hard copy) that offers many problem-solving activities for students, which will increase student engagement and learning. For example, after the teacher delivers a lesson on a specific topic, they can direct students to the digital platform to solve problems, and further solidify the lesson.

Complementing teacher-centered instruction, Healy School teachers will also be trained to employ **project-based learning** (“PBL”) approaches when appropriate for their classroom.

Utilizing project-based learning also increases student engagement, and helps students learn with enthusiasm whether it’s about outer space or Ancient Egypt. Being able to ask questions, research, and explore possible solutions or concepts in a self-created book encourages students to develop whole brain thinking (right brain creative expression, and left-brain logical thinking) as they present their work. PBL can also help students see the real-world applications and relevance of their inquiries to today’s problems (McDowell, 2022).

PBL Works from the Buck Institute of Education is located in Novato, California, and Healy School will engage with them to train our teachers on PBL, and how best to utilize this methodology in their classroom. Research from Buck Institute shows that PBL can be effective in the K-12 classroom, and specifically they share the following information from the “Speak Up Research Project” findings from over 137,000 K-12 stakeholders (parents, teachers, school leaders).

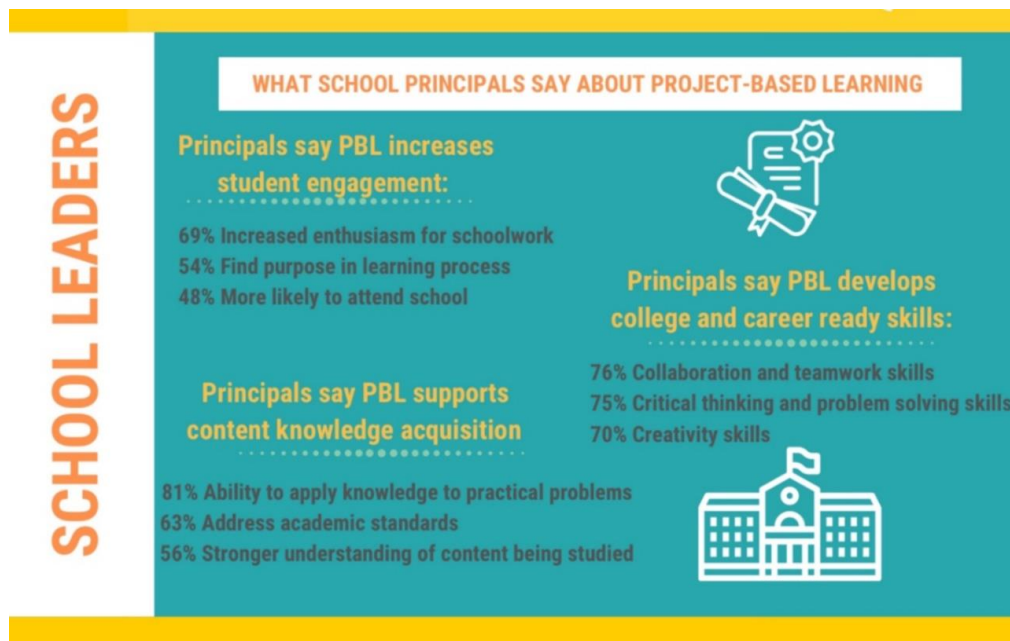
WHAT IS PROJECT-BASED LEARNING

Project-based learning (**PBL**) is a teaching method in which students work on a project over an extended period of time that engages them in solving a real-world problem or answering a complex question. As a result, students develop deep content knowledge. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience.

© PBL Works 2020

68% OF K-12 SCHOOLS HAVE IMPLEMENTED PBL WITHIN AT LEAST SOME OF THEIR CLASSROOMS.

The infographic features a yellow background. On the left, a white box contains the title 'WHAT IS PROJECT-BASED LEARNING' in orange. Below it, a paragraph defines PBL. At the bottom left is the copyright notice '© PBL Works 2020'. On the right, a teal circle contains a statistic: '68% OF K-12 SCHOOLS HAVE IMPLEMENTED PBL WITHIN AT LEAST SOME OF THEIR CLASSROOMS.' Below the circle are three interlocking gears in white and teal.



Last but not least, Healy School teachers will employ **experiential learning** strategies when possible and appropriate to enhance learning. Students learn by doing and reflecting on their direct experiences, which is essential to experiential learning. They may plant an organic garden to learn about photosynthesis, visit the De Young Museum in San Francisco for art appreciation, or visit the Marine Mammal Center in Sausalito to learn about marine animals.

The Institute of Experiential Learning identifies four components of experiential learning: 1) having a concrete experience, 2) reflecting on that particular experience, 3) thinking more broadly about the experience, and subject matter, and 4) active experimentation. For example, if you are growing tomatoes in the school garden perhaps through observation, discussion, experimentation, and reflection you decide to water the tomatoes differently – this can be considered the fourth step of active experimentation as a result of the other previous steps of experimental learning.

Providing students with direct experiences, which help them broaden their thinking and apply their knowledge can enhance the learning experience. Coupled with teacher-centered, and project-based learning strategies, Healy School students will learn in different ways so they’re knowledge and skills remain for many years to come. This is particularly important for resilience-

building and subsequent academic progress. We want all of our students to believe they are smart, strong, and capable to progress in the classroom, as well as outside of it.

Homework Policy

Homework extends academic learning beyond the school day. Some students may need additional support or assignments due to their unique learning situation, however as a whole – Healy School plans to adapt a no homework policy, in general. Our belief is that the day is a long one, and students need to learn how to focus during the day to complete their assignments.

Research supports that prior to fifth grade there is no incremental academic gain with the use of nightly or weekly homework assignments (Healy, 2017). We have a no homework policy with one caveat: Each student is expected to read (or be read to) nightly for twenty minutes. Studies suggest that students who read on a regular basis improve their reading, comprehension, and literacy skills, which is a tremendous benefit to them academically.

Students can choose what they read, however keeping a log of the books will be required. Nightly reading is recorded by parents, and English teachers may at any time ask students to share what they are reading. Book reports in class may be requested from the regular reading, but is left to the English teacher to decide and incorporate into their curriculum.

Unique Aspects of Healy School

Healy School will be an academically rigorous, inclusive, and resilience-minded educational center for students to become middle-school ready. Unique about Healy School is our:

- ✓ Resilience Studies Curriculum – Our science-based curriculum is focused on teaching the science of resilience, as well as development of the skills, which bolster resiliency. Students learn the importance of supportive relationships, develop skills (coping skills, problem-solving, as examples) and begin to understand what a resilient brain needs.
- ✓ Tutoring – Providing all students access to after-school tutors, and academic support can reduce their stress and improve their resiliency.

- ✓ Visual Learning for Mathematics – Aligned with the CCSS, enVision’s Math Common Core curriculum emphasizes problem solving and visual learning in a blended format (i.e., print, and digital). Said simply, students get to learn math visually, which solidifies mathematical concepts easier for many, and they get engaged in learning through colorful pictures, illustrations, and solving real-world problems.
- ✓ Hybrid Learning Approaches – Healy School teachers will utilize teacher-centered, project-based and experiential learning approaches to engage all different types of learners in acquiring knowledge, building skills, and becoming resilient as they progress academically, and socially. Our aim is to empower, educate and inspire students.
- ✓ Culture of Diversity – We will not only teach multiculturalism, but be a welcoming “home away from home” for immigrant families and their children. We will post pictures of diverse heroes, quotes around the school, and offer a “newcomer” orientation to help immigrants, and those new to the area feel welcome, as well as get acclimated.
- ✓ Advisory – Every day students are provided an “advisory” class, which provides students an opportunity for cooperative learning, classroom projects, and to receive extra academic support, as needed. Providing time in the school day for catch up relieves student stress, and helps build resilience, which is central to our program.
- ✓ No Homework Policy (except reading nightly for 20 minutes) – Research shows that nightly homework doesn’t improve test scores, or learning outcomes before fifth grade.

Our school recognizes that every student learns differently, and our aim is to support these varied learners in progressing academically, and socially. We know that early childhood education lays the foundation for future academic success. Our mission is to empower, educate, and inspire students to fulfill their potential, which is part of our school community’s culture of resilience and positivity.

Academic Calendar and Schedules

Healy School will follow the NUSD school calendar, as closely as possible, in an effort to accommodate parents who have other children in NUSD schools. We plan to offer 180 days of

instruction and a minimum of 36,000 minutes for transitional kindergarten and kindergarten, 50,400 minutes for grades 1-3 and for pupils in grades 4 to 8, inclusive, 54,000 minutes.

Bell Schedule

Healy School will begin at 8:30 am and end at 2:00 or 3:00 pm with the exception of Wednesday, which is a minimum day. Dismissal on Wednesdays will be at 1:15 pm. HS will submit a bell schedule annually to NUSD.

Grade Level	Begins at	Recess	Lunch	M, T, Th, F Dismissal	Wednesday Dismissal	Mini Day Dismissal	Last Day Dismissal
TK	8:30	10:00-10:20	12:00-12:45	2:00	1:15	12:40	11:40
K	8:30	10:00-10:20	12:00-12:45	2:00	1:15	12:40	11:40
1 st	8:30	10:00-10:20	12:00-12:45	3:00	1:15	12:40	11:40
2 nd	8:30	10:00-10:20	12:00-12:45	3:00	1:15	12:40	11:40
3 rd	8:30	10:20-10:40	12:45-1:30	3:00	1:15	12:45	11:40
4 th	8:30	10:20-10:40	12:45-1:30	3:00	1:15	12:45	11:40
5 th	8:30	10:20-10:40	12:45-1:30	3:00	1:15	12:45	11:40

Sample Schedule

Sample schedule for transitional kindergarten and kindergarten M, T, Th and Friday:

Time	Monday	Tuesday	Thursday	Friday	Instructional Minutes

8:30-9:00	Smart & Strong*	Smart & Strong	Smart & Strong	Smart & Strong	30
9:00-10:00	Tools of the Mind	Tools of the Mind	Tools of the Mind	Tools of the Mind	60
10:00-10:20	Recess	Recess	Recess	Recess	
10:20-12:00	Cooperative Play	Cooperative Play	Cooperative Play	Cooperative Play	40
12:00-12:45	Lunch	Lunch	Lunch	Lunch	
12:45-2	Art and Science**	Art and Science	Art and Science	Art and Science	75

* Smart and Strong class is the resilience studies program.

** Art and Science block also often contains history / social studies.

Sample schedule for Wednesday, minimum days:

	Wednesday	
8:30-9:00	Morning Meeting	
9:00-10:00	Tools of the Mind	
10:00-10:20	Recess	
10:20-12:00	Cooperative Play	
12:00-12:45	Lunch	
12:45-1:15	Afternoon Meeting	

Afternoon and morning meetings provide students additional time to receive academic support,

complete classroom assignments, learn pro-social behaviors, build social-emotional skills, as well as complete classroom wide projects, as examples.

Sample schedule for first through fifth grade (1-5) on M, T, Th and F:

Time	Monday	Tuesday	Thursday	Friday	Instructional Minutes
8:30-9:00	Smart & Strong	Smart & Strong	Smart & Strong	Smart & Strong	30
9:00-10:00	ELA	ELA	ELA	ELA	60
10:00-10:20	Recess	Recess	Recess	Recess	
10:20-12:00	Math & Science	Math & Science	Math & Science	Math & Science	100
12:00-12:45	Lunch	Lunch	Lunch	Lunch	
12:45-1:15	Advisory	Advisory	Advisory	Advisory	30
1:15-3:00	Art* & History	Art & History	Art & History	Physical Education	105

*Art block may consist of art education, music education, and/or movement.

Sample schedule for first through fifth grade (1-5) for Wednesdays – the minimum day:

Time	Wednesday	Instructional Minutes
8:00-8:30	Morning Meeting	30
9:00-10:00	ELA	60
10:00-10:20	Recess	
10:20-12:00	Math & Science	100
12:00-12:45	Lunch	

12:45-1:15	Advisory	30
------------	----------	----

Advisory

Advisory is a time in the daily schedule where students can receive extra support in completing assignments, getting academic support, working cooperatively, receiving social-emotional instruction, and building skills of resilience. Each classroom will have a yearly resilience project, which they present at a school wide assembly, and this time may be utilized to work on that project with teacher approval.

Students who benefit from counseling services (individually or as a group) may also receive support during this time period.

Expanded Learning Opportunities Program (“ELO-P”)

Healy School will comply with all federal and state laws related to the expanded learning opportunities program (“ELO-P”) in Ed Code Section 46120. This includes providing the following learning opportunities:

- On school days, Healy School will provide before or after school learning that, when added to the instructional day, totals at least 9 hours
- On 30 non-school days, during intersession periods, Healy School will provide nine hours of expanded learning

To meet these requirements, Healy School will offer an After School Education and Safety Program (“ASES”) on campus with after-school tutoring, and partner with a local organization such as Marin YMCA in San Rafael to offer after-school education that meets students’ needs, while simultaneously fulfilling these requirements. ASES is open to all students from TK-5, which are interested in the extended learning program.

Healy School administration will administer this program, monitor its effectiveness weekly, and make any modifications if needed. Our aim is to provide students the social and academic supports they need to demonstrate resilience, and thrive in their learning endeavors.

Intersession programming (Summer Break) will provide an array of options, but may include subjects such as: English Language Development, Maker’s Camp, Theatre / Acting, and Creative Arts. Healy School can provide the District and/or County with a full schedule upon request. Our aim is to expand learning opportunities for all students at Healy School, and be a welcoming place for them to flourish.

Transitional Kindergarten

Transitional Kindergarten is the first year of a two-year kindergarten program, according to Education Code section 48000(d). Healy School will offer TK from the start in August 2023, and comply with all federal and state laws related to offering a TK program. Students who fall within the dates of eligibility turn 5 between September 2 and the following:

- 2023-2024 – April 2
- 2024-2025 – June 2
- 2025-2026 and beyond – A child who turns four by September 1 is eligible for TK.

For the 2023-2024 school year and beyond, the student to teacher ratio is 10:1, contingent upon an appropriation of funds for this purpose. Healy School will hire teachers in our TK classrooms, who hold an appropriate teaching credential and have at least 24 units in early education, or child development, or professional experience in a classroom setting with preschool age children that is comparable to 24 units of early education, or hold a Child Development Permit.

One Student’s Day at Healy School

8:00 – 8:30 am

Students at Healy School will be greeted at the entrance by name, and welcomed to school every day. Before school operates, we hope to have a playground, which allows for “free time” before school, and a faculty or staff member will be monitoring children from 8:00 am to 8:30 am as they play with their classmates prior to the first bell at 8:30 am, which is their homeroom and “Smart and Strong” class daily from 8:30 – 9:00 where students begin to settle, calm, and learn a topic to start the day.

Breakfast is also served in the cafeteria from 8:00 – 8:30 am.

8:30 – 9:00 am

While every classroom is different, teachers are encouraged to begin the day with gratitude. Students can anonymously write something they're grateful for on a sticky note, and place it up on the student board. Teachers can read a few of them out daily, and then we'll begin their lesson on the science of resilience, which today will cover the topic of friendships in first grade: Students learn about the importance of supportive relationships, and what a real friend is – as well as what a friend isn't. Today's lesson is defining friendships, and how important it is to have encouraging people in your life.

9:00 – 10:00 am

While there isn't necessarily a formal bell, the teacher does ring a bell to symbolize the lesson has ended and they're going to transition to the first larger instructional block of the day: English Language Arts. In today's class the instructor focuses on reading, which includes sight words, and phonics. Students are divided into teams, and given an activity where each group is given lists of words. As a team, students will put the same sounding words in a bucket. Literally, all words are on index cards, and together they must put all the words – say that rhyme with wood -- in one bucket. So, they would hopefully put, wood, good, should, hood, stood, and understood (as a bonus word).

Since the two strands of learning to read include language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge) and word recognition (decoding, phonological and phonemic awareness, sight recognition) there is an emphasis in this lesson to recognize words, understand how they sound, and group them together in a process of learning.

After all groups complete the task, the teacher goes over the correct answers, and then together as a class they read a story using the majority of these words. It's a story from the California Wonders Curriculum, which has engaged and interested them. Some students do need extra assistance, which requires an aide supporting them in the classroom, and that is common in the early grades at Healy School.

10:00 – 10:20 am

A few minutes before 10:00 am the teacher rings the bell again, and students are looking forward to their first recess in the playground on a sunny day. She gets them ready to go outside, and they line up alphabetically (yes, another subtle way to reinforce the alphabet and decoding). They grab their water bottles, some need the bathroom with the teacher's aide, and then everyone meets outside for twenty minutes of free time. They run outside, grab a few balls, and some pick up some of the outdoor equipment such as hula hoops, jump rope, and others simply sit in the shade with their water. There is no pressure to conform or fit in here.

10:20 am – 12 pm

After a quick twenty minutes, students return to the classroom for their next instructional block. Their teacher begins the Math/Science block, which is the first time students pull out their Chromebooks for a lesson. Today's subject is addition and subtraction. First, the teacher presents material on addition, especially using the box of eggs in front of the classroom. She has students come up, take play eggs (subtraction), and then return them (addition). Students stay engaged and are conceptually understanding math.

Students are then instructed to open their Chromebooks, and begin their next "Addition and Subtraction" lesson on enVision's digital platform, which helps students achieving above grade level get additional challenges, as well as students struggling. This is an adaptive learning platform to help students with their conceptual learning, and provides differentiated instruction. Students answer questions, respond to activities, and the results are sent to the teacher so she can decide if her instruction has been effective, or if anyone needs additional assistance offline.

The good news is that students love the enVision platform, which keeps them engaged and ready to learn in a visual way. After lesson time, the teacher rings the bell again and students close their Chromebooks. They get a five minute break, which we call a "brain break" to close your eyes, take a deep breath, or put your head on the desk, as examples. Today, everyone gets to choose how to take the brain break, but somedays students are lead in calming activities.

After five approximate minutes, the bell rings again, and it's science time. Students are lagging a little because they're getting hungry, but only 60 minutes till lunchtime, and they can do it.

Students get back to their seats if they moved around the room, and recognize science class is starting. Today, they learn about magnets and the teacher passes out small magnets to everyone. With a small lesson, she teaches them what magnets are, how they work, and they begin to identify what everyday things magnets work in (for example, televisions, computers, microwave ovens).

Using enVision's K-5 Interactive Science, the teacher then instructs students to open up to the digital platform activity on magnets. Each student – at their own pace, gets to begin completing the magnet activity, which involves problem solving, answering questions, and visualizing seeing magnets displayed in many different uses to help with conceptual understanding. Using both hard-copy material at the beginning through teacher instruction, and then augmenting it with the visual learning platform helps students learn in different ways, as well as stay engaged.

12:00 – 12:45 pm

Ring the bell ends class, and students close their Chromebooks and put them away in the electronic storage cabinet locked by the teacher. Students line up, grab their packed lunches, and together the class is lead to the lunchroom for lunchtime. A local vendor has prepared lunches for pre-arranged students (FRPM program), and there are extras too. Also, some students from each grade-level classroom attend “Lunch Bunch” with the counselor in her office, and they discuss resiliency.

Lunch bunch isn't required, but it's recommended for students to go deeper, and build skills, as well as make new friends. Students are signed up for lunch bunch by parents, which fills up quickly, and provides a smaller, mixed-grade setting to connect with others, and build the skills of resilience. Today's lunch bunch was about problem solving, and discussing any “little” or “big” problems, and brainstorming how to solve them. Skillfully guiding the conversation toward solutions, the counselor listened to problems whether it was the mean girl in third grade to not-enough screentime at home, the group brainstormed for solutions, whenever possible.

Lunch was over, and students were led back from lunch bunch, the lunchroom, and recess back into the appropriate classrooms. It's class-time for first grade yet again. Teacher rings the bell, and Advisory begins.

12:45 – 1:15 pm

[Advisory gives students an opportunity to stay in the classroom, and receive extra assistance in any subject they're struggling with – or to work ahead on additional projects, do reading, receive social-emotional instruction, and/or work on a classroom project.]

Today's advisory class is a quiet one. The majority of general education students are either working on their independent resilience projects, or they are reading their nightly requirement of 20 minutes per day while keeping a reading log. For example, one student is painting a sea turtle, and he plans to discuss the story of sea turtles and how resilient they are in the class "show and tell" of resilience at end of the week. The general education teacher moves around the room helping students who ask for assistance, and making sure everyone stays on task.

Some English language development students may receive additional "push in" services during advisory, which provides them differentiated instruction time. Additional students with IEP's who are mild and moderate will be using this time, when appropriate, to receive specialized support. Special populations of students with high needs will receive "pull out" services, which require them to leave the classroom and receive designated support (whether during advisory, or another class period during the day).

1:15 – 3 pm

Our last instructional period of the day is a combined Art and History Class on Ancient Egypt, which students feel excited about. Instruction about Ancient Egypt was teacher lead, she points to where on the world map Egypt is, and shares a video designed for elementary school students about the mystery and magnificence of Ancient Egypt, which included Mummy's and Great Pyramids, and Hieroglyphs and the spoken Egyptian Language, as examples. Afterwards, the teacher posed two questions: What is incredible about Ancient Egypt? And what would you like to learn more about?

Students got an opportunity to respond either in writing or drawing a picture in front of them, as they pondered these questions. They could work individually, or with a partner if it was easier. An aide was available to answer questions, guide students, and help them stay on task. After

students turned in this small project, the teacher wrapped up the day with sharing a little more history about Ancient Egypt, the river Nile, and the geography as well as climate in this part of the world.

3 pm

The teacher rang the bell, and instructional day is over. Students get ready to either go-home, or participate in after-school programming (free tutoring, YMCA program pick-up, as examples).

Offering after-school programming is something Healy School is committed to do in a high quality manner, which helps students stay connected to their community, learn new things, and provides parents extra time for pick-up. Both help build resilience for the student, and family.

Students Achieving Above or Below Grade Level

Healy School is committed to help every student reach their potential. We are dedicated to helping students who are achieving above grade level receive additional challenges, and those performing below grade level to receive support to meet (or exceed) grade level expectations. To address helping these students, we will implement a Multi-Tiered System of Supports (“MTSS”), which will be supported by the Student Support Team (“SST”). The SST will be comprised of teachers, and specialists including:

- Parents (or guardians)
- School Administrator
- Learning Specialist
- Special Education Teacher
- Classroom Teacher
- Psychologist or Counselor

Of course, this is not an exhaustive list, but demonstrates a multi-disciplinary approach to supporting the needs of our students. Our aim is to increase student achievement and close any existing learning gaps.

The MTSS approach begins with Tier 1: Universal supports and assessments for all students

Specifically, Healy School will assess student performance both formally, and informally. One objective assessment to be utilized is the CAASPP, which is the benchmark for whether a student is below, meeting, or exceeding grade level expectations. Annually, after we receive the CAASPP test results, teachers will analyze test scores – both individually and in teams, to identify achievement gaps, modify classroom instruction, and make modifications to curriculum, instruction, allocation of resources, and create a learning plan to assist a student in reaching proficiency in a particular content area.

Another formal assessment we will utilize is the Galileo Benchmark Assessment that will be administered to students three times a year. This is a comprehensive assessment, which integrates with the CCSS and provides teachers feedback to modify instruction and identify any gaps in learning that may exist for particular students.

Informal assessments of students may include classroom performance, teacher observations, and a review of classroom work. The aim is to understand the “whole child” and be able to support a student in their academic achievement, as well as appreciate if their performance is consistent with their test scores or if there are any discrepancies. If discrepancies are consistently found in student performance, the SST may recommend modifications to classroom instruction or specific strategies to support individual learning.

During this tier, classroom modifications may include using different materials (visual aids, manipulatives, and audio materials), using different methods (guided notetaking, visual cues/modeling), differentiated pacing and assignments, environment changes, testing accommodations and more. At the end of this period, if the student is not making the progress determined by the SST to be sufficient, the team will establish Tier 2 interventions.

Tier 2: Targeted and Intensive Level of Support

If a student is identified as needing a higher level of support, Tier 2 is activated, which is when the SST team meets and formulates a learning plan to assist a specified student in closing his or her learning gap (or receive more challenges for high performers). Learning plans may consist of recommendations to modify classroom instruction or implement a classroom intervention,

referral for after-school educational support services, or some other evidence-based recommendations tailored to assist a particular student.

Tier 3: Highly Targeted and Intensive Level of Support

If a student needs assistance beyond Tier 1 and Tier 2 they will be reviewed by the SST, and may be referred for additional support services. Tier 3 is marked by daily intervention for a student needing a high level of support, and receiving frequent check-ins to look for student progress and improvement. Tier 3 is commonly comprised of special education services, or a 504 plan.

At each tier, the SST is consistently monitoring student progress, and adapting if changes need to be made. They communicate directly with a variety of interested parties including parents and guardians, doctors (therapists, counselors) as needed, teachers, specialists, and administrators. The aim is to help each student receive the support they need to progress academically, and socially to the best of their ability.

Tracking Students Below Grade Level

Healy School will track students' performing below grade level, and monitor academic progress over time. Some specific groups of students will be monitored by teachers and school administration to ensure satisfactory academic progress and to provide timely and targeted intervention when necessary:

- Students identified as achieving below grade level
- Students identified as being at risk for school failure due to environmental factors
- Students from disadvantaged backgrounds

In the event that struggling students fail to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may decide to refer the student to the Student Support Team (as discussed).

Serving High Achieving Students

Students who are achieving above grade level at Healy School will be challenged further, and be given differentiated instruction that is flexible enough to meet their specific needs. The SST will convene and discuss how to best serve students achieving above grade level too.

Specifically, Healy School will adopt many strategies for effective teaching in mixed-ability classrooms, such as:

- Providing alternative and/or extension activities for students who have already mastered the content being taught
- Allowing high achieving students to work at an accelerated pace
- Providing opportunities for students to work in flexible groups with other students at their academic and intellectual level
- Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking
- Leverage the adaptive learning platforms built into Healy School's chosen ELA, Math and Science curriculums, which can further challenge high performing students

Healy School is committed to helping all students succeed, effectively utilizing our SST, and providing high achieving students with appropriate and stimulating challenges to further their education. Healy School would be open to hosting a gifted and talented education ("GATE") program cluster if our population of high achieving students at HS becomes significant. This would be in alignment with NUSD's GATE program, and complement the efforts of the District.

English Learners

Healy School will comply with all federal, state, and judicial mandates related to English Learners including equal access to the curriculum for ELs, and all requirements for long-term English Learners ("LTEL") or those at-risk of becoming LTEL. Given the demographics of nearby NUSD elementary schools, we expect to have similar number of EL students, which is approximately 15% of the population of NUSD students (per English Learner Master Plan 2019-2020). We are

committed to providing these students with a high-quality education, and transitioning them into English proficiency through a rigorous English language development program.

Healy School will implement policies for proper identification, placement, evaluation, and communication regarding EL's and the rights of these students and their parents or guardians. Our commitment is to work collaboratively with our community of educators, administrators, families, and EL students to provide EL students equal access to the whole curriculum, as well as individual supports and reclassification goals to achieve English language proficiency. Teachers will work to ensure students acquire proficiency in the English language, academic skills outlined in our curriculum, and meet CCSS.

Identification

Healy School will utilize the home language survey ("HLS") to identify if any student needs English language assistance services. This will be administered by Healy School upon a student's initial enrollment in a California public school. (See California Department of Education HLS, 2020: <https://www.cde.ca.gov/ta/cr/documents/hls2020.pdf>).

English Language Proficiency Assessments

Upon completion of the HLS, students whose primary language is not English will be assessed using the English Language Proficiency Assessments for California ("ELPAC"). There are two ELPAC assessments: Initial Assessment ("IA") and Summative Assessment ("SA"). The Initial Assessment is utilized if students have not been previously identified by a California public school, or if there is no record of prior ELPAC tests on California Longitudinal Pupil Achievement Data System ("CALPADS"). The ELPAC assessment will take place within the first 30 days after the date of first enrollment in a California public school, or within 60 days of the date of first enrollment, but not before July 1st of that school year. IA is used to identify students as either an EL or as fluent in English. The IA is administered only once during a student's time in the California public school system based on the results of the home language survey. The locally scored IA will be the official score.

Summative Assessment ("SA")

Once a student is identified as an EL student, they will be assessed annually using the ELPAC Summative Assessment. They will continue to take the assessment annually until they are reclassified as fluent English proficient. English language proficiency of all currently enrolled EL students will be assessed in accordance with the test contractor's directions and Education Code guidelines. Students with disabilities will be allowed to test with accommodations as outlined in their IEP, or Section 504 plan. An alternate assessment will be provided to EL students who are unable to participate in the ELPAC SA as outlined in the student's IEP.

Every year there will be a four-month window where the ELPAC SA will be administered after January 1st (February 1 - May 31). English language proficiency of all EL students will be assessed utilizing the SA during this timeframe.

Healy School will notify parents and or guardians of EL students of ELPAC testing requirements and will inform them of the ELPAC SA results within 30 calendar days following receipt of test results from the test contractor. The ELPAC shall be used to fulfill the requirements under Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Our aim is to have all EL students' progress from EL to Reclassified Fluent English Proficient ("RFEP").

Reclassification procedures use multiple criteria to determine if an EL student is proficient in English including, but not limited to:

- Demonstration of English proficiency on an objective assessment such as the ELPAC, or alternate assessment, which measures the same language proficiency.
- Teacher recommendation and inputs from other certificated staff interfacing with the student to assess English Language proficiency, especially relative to grade level expectations and mastery of the curriculum.
- Parent input and feedback is helpful in understanding parents or guardian's perspective, and informing them of the reclassification procedures, as well as gaining their final

approval in seeking to reclassify their child to Reclassified Fluent English Proficient. (All communication will be in their native language, and/or language preference indicated).

- Evaluation of EL student's performance and task completion relative to a standardized group of students at the same age that demonstrate to others they are sufficiently proficient in English to participate in curriculum designed for students of the same age whose native language is English.

EL Instruction and Intervention

Teachers and administrators will work collaboratively to provide EL's full access to the curriculum and to facilitate English language development. The focus of the EL program is to ensure equal access to differentiated instructional materials and supports so these students make grade-level progress on the core curriculum and achieve English-language proficiency in all areas of communication, including listening, speaking, reading and writing and graduate ready for middle school.

Healy School will hire CLAD and BCLAD-certified teachers to serve ELs, and with aides and tutors providing additional assistance. Our goal is to ensure quality services that enable ELs to attain English proficiency and to have full access to the range of educational opportunities provided by Healy School. All teachers will integrate the CA English Language Arts/English Language Development Framework (ELA/ELD Framework) across core content instruction in ELA, History/Social Studies, Science, and Math. As the HS program delivers differentiated instruction and focuses on progress, all teachers will be trained on incorporating designated and integrated ELD strategies in reading, writing, speaking and listening across the curriculum. Faculty will receive intensive professional development in working with EL's to meet the California ELD standards, including Specially Designed Academic Instruction in English and scaffolding.

EL's will also receive integrated and may also receive designated ELD instruction during the school day. For designated ELD instruction, ELs may be clustered within one or more classrooms at each grade level based on their levels of language development. Each cluster is taught by a teacher with EL authorization for a period of not less than 120 minutes weekly. Both integrated

and designated instructional activities are focused on developing EL students' abilities to make meaning when reading, listening, speaking and writing language reciprocal processes.

To ensure that the school effectively assists EL students in developing English proficiency, Healy School will also:

- Train teachers in the use of SDAIE strategies and techniques to promote English acquisition across the curriculum
- Ensure alignment between instructional materials for ELs and curriculum frameworks and standards
- Provide daily oral language practice embedded in core classroom time as independent work in language acquisition, with a core academic model that emphasizes communication
- Monitor the progress of EL students in meeting ELD standards

ELs will fully participate in grade level tasks in all content areas with varying levels of scaffolding in order to develop both content knowledge and English. Students identified as ELs will be immersed into the general education program and receive additional supports in two primary ways:

- All classroom teachers will employ the above strategies and supports among others for ELs throughout each class, which is integrated instruction
- ELD teachers will provide designated support in a separate classroom for students who need a higher level of support in ELD, which is designated instruction

Monitoring and Evaluation of EL Program Effectiveness

Healy School is committed to continuous improvement, which includes putting in place systems that monitor ELD program effectiveness. Some of those benchmarks include:

- EL student performance on ELPAC SA after completion of ELD services throughout the school year at Healy School.
- Feedback from EL faculty and EL student families as to their satisfaction with programming, or if any adjustment needs to be made. Yearly surveys will be sent via

surveymonkey.com in English, Spanish, and any other language needed to communicate effectively.

- EL faculty performance as reported by students, other faculty, and administration in meeting the needs of EL students.
- Monitor EL faculty qualifications and ELD instructional strategies to ensure high quality services are being delivered.
- Monitor the number of EL students, and if over 21 EL students, then Healy School will create an English Learner Advisory Committee (“ELAC”).

Healy School is committed to hiring and retaining high quality ELD faculty, which can support our EL students and move them from EL to RFEP. Our service delivery model is in alignment with the aims of NUSD, and Marin County Office of Education (“MCOE”), as well as the state of California and Federal guidelines.

Special Education

Healy School recognizes its responsibility to enroll and support all students with disabilities who can benefit from its programs and who otherwise qualify for enrollment, and pledges to work in cooperation with NUSD where applicable to ensure that a free and appropriate education is provided to all students with exceptional needs.

Healy School shall be its own local educational agency (“LEA”) and shall apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). Healy School shall consider membership in the El Dorado County Charter SELPA, and perhaps others.

In the event the Charter School seeks membership in a different state-approved SELPA, Healy School shall provide notice to NUSD, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Upon acceptance in a SELPA, Healy School shall provide the District evidence of membership. The Charter School’s application and acceptance as an independent LEA member of a SELPA shall not

be considered a material revision to this charter. As an LEA member of the SELPA, Healy School shall receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

In the event that Healy School does not gain membership in a SELPA for its first year of operation, it shall by default be categorized as a "school of the district" for special education purposes pursuant to Education Code Section 47641(b), and shall seek membership in a SELPA to commence in year two of operation. For year one of operation, the Charter School shall then enter into an MOU with the District related to the delineation of duties between the District and the Charter School. Under this scenario, the Charter School anticipates the MOU shall include the following arrangements, whereby the District shall forward all state and federal special education revenues generated by the Charter School's enrollment to the Charter School and the Charter School shall provide all necessary special education instruction and related services in the same manner as special education services are provided in any other school in the District, and the Charter School shall maintain liability for the services it provides. The Charter School shall use the LCFF to make up any shortfalls from the special education revenues received. The Charter School is ready to discuss this arrangement, or a mutually agreed upon reasonable alternative, in our discussions with the District to develop the MOU.

Healy School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

Healy School may seek resources and services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Healy School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Identification and Referral

Healy School fulfills its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. We acknowledge that Healy School shall be solely responsible for compliance with state and federal Child Find requirements and shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability. These include but are not limited to the procedures outlined in this section.

Healy School will implement a multi-tiered instructional and support framework, often referred to as RTI or MTSS, prior to referring a child for an evaluation under IDEA. However, Healy School shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent or guardian or Healy School staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an MTSS framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. Healy School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

Interim and Initial Placements of New Charter School Students

Healy School shall comply with Education Code section 56325 with regard to students transferring into Healy School within the academic school year.

If a student enrolls at Healy School with an existing IEP, an IEP meeting will be convened to review the existing IEP, discuss the student's present levels of performance and special education needs, and offer an appropriate placement and services.

If transferring from another school within the same SELPA, Healy School shall continue to provide services comparable to those described in the existing approved IEP, unless parents or guardians and school agree otherwise.

If transferring from another school within a different SELPA, Healy School, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time Healy School shall adopt the previous IEP, or in consultation with parents or guardians, develop and implement a new IEP that is consistent with federal and state law.

If transferring from a school outside of California, Healy School shall provide the student with services comparable to those described in their existing IEP, until the Charter School conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by Healy School, and develops a new IEP, if appropriate, in accordance with federal and state law.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Healy School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Healy School will obtain parent or guardian consent to assess their children attending Healy School. Parents and guardians will be given all information in their home language, and informed the assessments are conducted with no additional cost to them.

Request for Evaluation

If Healy School receives a written request for evaluation, it will be solely responsible for working with the parent or guardian to address the request and shall follow SELPA policies, procedures, and timelines. Healy School shall respond to a written request for assessment within 15 days.

If Healy School concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent or guardian permission. The assessment will be completed, and an Individualized Education

Program (“IEP”) meeting held within 60 days of receipt of the parent’s or guardian’s written consent for assessment.

Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate.

School staff may also choose to refer a student for services through the provision of a Section 504 Plan, if appropriate.

Assessment

Healy School shall be responsible for conducting special education assessments deemed necessary and appropriate. The special education teacher will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student’s disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Parent or guardian input
- Individual testing
- Teacher observations
- Interviews
- Review of school records, reports, and work samples

Healy School will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern. The guidelines are:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment
- The assessment will be completed, and an IEP meeting held within 60 days of receipt of the parent’s written consent for assessment

- The student must be evaluated in all areas related to their suspected disability
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. Healy School will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents and/or guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Healy School shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. Healy School will provide modifications and accommodations outlined within each individual's IEP and serve each student in the least restrictive environment ("LRE").

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed
- The School Director or designated individual with appropriate authority as required by IDEA
- At least one special education teacher
- A general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results
- Others familiar with the student may be invited as needed

Healy School will provide an interpreter if necessary to ensure that all parents or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure their participation using other methods such as conferencing by telephone.

A copy of the IEP will be given to the parent or guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by Healy School. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations
- The services, accommodations, or remediation the student will receive and the means for delivering those services

- A description of when services will begin, how often the student will receive them, who will provide them
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for their circumstances; the goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b)
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of their circumstances

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request)

Non-Discrimination

It is understood and agreed that all children will have access to Healy School and no student shall be denied admission nor counseled out of the school due to the nature, extent, or severity of their disability or due to the student's request for or need for special education services.

Monitoring

Special education students will be of particular concern and their progress and needs will be closely monitored on a weekly basis. Faculty will discuss these student's progress or need for progress at their weekly staff meetings, and work collaboratively to provide these students

effective interventions in collaboration with the special education teacher, and other necessary specialists.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting their needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed, and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Healy School will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed three times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet their annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing

Healy School is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of. We anticipate approximately 12% - 15% of our population will be in the special education population, reflective of the NUSD district, and State of California (per NUSD Special Education Study, 2019; and NUSD Board Meeting, Aug. 9, 2022). Healy School will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students.

Healy School shall ensure that all special education staff hired or contracted by the Charter School are qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

All teaching staff will also be involved in assuring that all IEP's and 504 plans are properly implemented.

Healy School anticipates contracting with a Special Education Teacher or third-party services provider during the first year of operation, who will support students and provide identified special education services. (See Element 5 for Special Education Teacher job description). If additional specialists are needed, Healy School will be responsible for staffing those positions and providing associated services to each child as identified by the IEP team.

Healy School also reserves the right to contract with service providers outside of the District when appropriate.

Reporting

Healy School will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners
- The number of students provided with test modifications and the types, and the number of students exempted from District assessments
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions
- The basis of exit from Healy School of students with disabilities (i.e., declassified, moved, etc.)

All necessary procedures and practices to ensure confidentiality and accurate and timely reporting will be the responsibility of the School Director. The Director will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Director will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEPs at Healy School must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Healy School will utilize the Notice of Procedural Safeguards used by the SELPA in which it is a member.

Dispute Resolution

In the event that a parent or guardian files a request for a due process hearing or request for mediation Healy School shall defend the case. Healy School reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education. The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents and / or guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

Complaint Procedures

Parents or guardians also have the right to file a complaint with Healy School and / or California State Department of Education if they believe that the school has violated federal or state laws or

regulations governing special education. The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights. The Charter School's designated representative shall investigate as necessary, respond to, and address the parent and or guardian concern or complaint.

Retention of ADA Funds by the District for Non-Public Placements

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

In some circumstances, the Parties acknowledge that the District may be required to pay for or provide Healy School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Healy School site.

Professional Development for HS Staff

School administration, general education, and special education teaching staff, as well as other appropriate faculty and staff members, will attend professional development to comply with state and federal special education laws, including those sponsored by the SELPA.

Healy School will also seek professional development opportunities for its staff through local colleges and universities, the County Office of Education, and private companies or agencies with the appropriate expertise in special education.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

Healy School shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

Healy School recognizes its legal liability to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participating, be denied benefits of, or other subjected to discrimination under any program of Healy School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment is eligible for protections under Section 504.

A 504 team will be assembled by the School Director or designated site administrator and shall include a parent or guardian, teacher(s), student (where appropriate) and any other qualified individuals knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's record, which includes academic, social, and behavioral resources, and is in responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation will be conducted by the 504 team, and they will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in the evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, the 504 team will make a referral for assessment under the IDEA.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations, or services are needed to ensure that the student receives free and appropriate public education ("FAPE"). In developing the 504 plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including but not limited to assessment conducted by Healy School's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants including parents and guardians, teachers and any other participant in the student's education including substitutes and tutors, must have a copy of each student's 504 plan. The site administrators shall ensure that teachers include 504 plans with lesson plans for short-term substitutes, and that they review the 504 plans with any long-term substitutes. A

copy of the 504 plan shall be maintained in the student's file. Each student's 504 plan shall be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

Foster Youth and Homelessness

Healy School is committed to being an inclusive and welcoming place for all students, which includes Foster Youth and Homeless ("FYH"). Our program emphasizing resilience may be of particular benefit to FYH, which includes providing them a community of support.

Healy School will provide FYH a high quality education in compliance with the McKinney-Vento Act. At HS, the counselor will serve as the McKinney-Vento coordinator, and assist our foster youth and homeless student populations.

Information about Healy School will be sent to all homeless shelters, foster care agencies, and community centers in Marin County, which may connect with this population so they can learn about our program, especially steps to apply.

LGBTQ+ Students

Healy School is committed to being an inclusive and welcoming place for all students, which includes LGBTQ+ students. We will provide teachers and staff with focused training that fosters a sensitive environment in the language we use with students – and each other, as well as how to create lesson plans that are inclusive of LGBTQ+ students, and create an atmosphere of acceptance of students identifying in this population.

Marin County's School Climate Survey of 2019 (per NUSD School Board meeting 6/14/22) identified that LGBTQ+ students in Marin at the middle and high school grades were at greater risk for suicide, which is a problem. Healy School seeks to provide LGBTQ+ students in TK-5 a solid foundation of acceptance, skills of resilience, and the connections they need to feel supported with a counselor on-site. This counselor can provide direct services, and/or make referrals.

Immigrant Students

Healy School welcomes all eligible students (as space allows), which includes immigrant students. Our culture of inclusivity and valuing diversity makes Healy School a great choice for families, and their children to begin their educational careers in America.

As mentioned earlier in the Professional Development section, Healy School staff and administration will align with the Marin County Office of Education and Board Resolution no. 912, which protects immigrant families and affirms undocumented students the right to a public education.

Our educational community will work hard to help immigrant students and their families assimilate into the community. Every student will be given a “student buddy” who speaks their native language – if possible, and can help them acclimate. We want this new student and their family to feel “at home” in our educational community, and that it’s a safe, inclusive, and thoughtful place to start their new lives.

Any student or family member that needs language assistance in the application process will be referred to the office manager who manages the enrollment process. They will coordinate getting the language assistance needed to complete the application, and connect the family with resources in their native language to help them integrate into the community.

Healy School seeks to partner with the District and/or County to best serve the needs of immigrant students and their families, as well as new arrivals from across the United States.

Learning Contingency Plan

Healy School has created a Learning Contingency Plan (“LCP”) for events such as another pandemic like COVID-19, or another situation that would require remote learning. The hope is that school would be in-person in the 2023-2024 school year, however if it needed to transition to virtual learning Healy School would be prepared.

Specifically, the LCP plans for the following:

- Chromebook – We plan to issue one Chromebook for every student for assignments during the school year, and for virtual learning. We will assist families who need help in

setting up WIFI access at home to ensure all students are enabled for virtual learning from the beginning of the school year.

- Course Content – Every student, parent, and teacher will have access to online tools that provide students access to course materials at home.
- Support for Families - Online materials will be provided to parents and / or guardians detailing educational resources (English and Spanish), technology support for computer and internet issues, and offices hours of the School Director so they can answer any related questions with a translator, if needed.
- Special Education – Our special education teacher will ensure continued services, including contracted services, for students with disabilities. All students with IEP's will receive services and our special education teacher will be in communication with families weekly. Our EL students will also receive instruction online and our teachers will connect with them to provide the designated instruction. Our part-time counselor will continue to host individual or group sessions via Zoom, Google classroom, or by phone.

Healy School's LCP is a combination of synchronous and asynchronous learning, which provides students a break from sitting in front the screen all day. We recognize that virtual learning can be challenging for students, families, and teachers. Our virtual learning program will focus on engaging students and providing meaningful instruction remotely, which includes brain breaks, and is a combination of synchronous and asynchronous learning, individual meetings, and group meetings to facilitate learning in a virtual environment.

Healy School looks forward to partnering with NUSD and Marin County Office of Education ("MCOE") to ensure all state and district standards are met including high quality teaching. Google classroom will be used for daily live instruction, meetings, assessment of learning, adherence to standards, and additional instructional support provided to students as needed. Teachers will use electronic platforms and devices provided by Healy School to deliver live instruction, evaluate their work, and facilitate interactions among students.

Local Control and Accountability Plan Compliance

Pursuant to Education Code section 47605(c)(5)(A)(ii), Healy School will align its goals and actions to the state’s eight priorities. By June 30, 2023, HS will engage stakeholders in drafting its first Local Control and Accountability Plan (“LCAP”) in accordance with the California Education Code. HS will comply with all requirements pursuant to Education Code section 47605(c)(5)(B)(ii), including the development of school wide goals for all subgroups as applicable to the eight state priority areas identified in Education Code section 52060(d). HS will comply with all elements of the LCAP, including the use of the template adopted by the State Board of Education.

Goals and Actions in the State Priorities

A reasonably comprehensive description of the Charter School’s goals and actions in the State Priorities, in accordance with Education Code Section 47605(c)(5)(A), is provided in Element 2, below.

Element 2: Measurable Pupil Outcomes

Governing Law: “The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” Education Code Section 47605(c)(5)(B).

Schoolwide Goals

This section outlines Healy School’s goals for student growth. We expect all students to demonstrate their learning in knowledge and skill development, which includes building resilience over time while attending the Healy School. All of our goals are aligned with the state priorities and will comply with the Local Control and Accountability Plan as it is adopted under the Local Control Funding Formula. Our goals focus on nurturing academic achievement, providing all students access to appropriate materials and supports, and creating an inclusive, supportive, and resilience-minded education.

Pursuant to Education Code Sections 47605(c)(5)(A) and 47605(c)(5)(B), Healy School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of students, which address and align with the State Priorities identified in Education Code Section 52060(d).

State Priority #1

Basic Services: The degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; every pupil has sufficient access to standards aligned instructional materials; and school facilities are maintained in good repair.

Goal: All students are provided a learning environment supported by highly effective and credentialed teachers and have full access to standards-aligned instructional materials in a well-maintained school facility.
<p>Action 1: Implement hiring process that verifies teacher credentials.</p> <p>Action 2: Assign students in core classes to fully credentialed teachers.</p> <p>Action 3: Provide all students with CCSS aligned instructional materials.</p> <p>Action 4: Secure appropriate facilities for school needs, and address any issues in a timely manner.</p>
<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • All teachers hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment with appropriate English learner authorization as defined by the Commission on Teaching Credentialing, and will be appropriately assigned in compliance with Education Code Sections 47605(l)(1) and 47605.4(a), with initial and annual verifications as reported by the California Commission on Teacher Credentialing. • 100% of students have access to standards-aligned materials. • Conduct regular reviews of instructional materials to assess their effectiveness, and standards alignment. • Facilities report with 90% of items in compliance or good standing.
<p>State Priority #2</p> <p>State Academic and Performance Standards: Implementation of academic content and performance standards and English Language Development standards adopted by the state board for all pupils, including students with disabilities and English learners.</p>
Goal: Healy School students will receive a middle-school ready education that is aligned with a rigorous academic program that is standards-based and enriched with technology.

Action1: Implement a performance-based learning program that allows students multiple opportunities to demonstrate proficiency on outcomes.

Action 2: EL students will have English language development instruction and materials appropriate to their level.

Action 3: The Charter School will also implement an inclusion model for students with disabilities and ensure appropriate instructional adaptive learning materials for them.

Action 4: Provide all students their own Chromebook for school use, and loaded with CCSS aligned course material for a successful school year.

Action 5: Provide technology training to all teachers, students, and staff.

Measurable Outcomes:

- 100% CCSS implementation for all core subject areas; evaluation through multiple assessment measures, classroom observations, and ongoing review of instructional materials for ELD and students with disabilities.
- 100% of students receive a Chromebook, and have been given technology training to utilize the Chromebook for a successful school year.

State Priority #3

Parent Involvement: Parental involvement and family engagement, including efforts to seek parent input in decision-making for the school, and including how the school will encourage parental participation in programs for unduplicated pupils and students in special need subgroups.

Goal: Provide parents and/or guardians meaningful opportunities to participate at Healy School, and get involved in making decisions for the school.

Action 1: Form a parent-teacher organization (“PTO”) for Healy School, which helps run parent involvement including volunteering, events, and parent-suggested programming.

Action 2: Distribute an annual parent and guardian survey (in English and Spanish).

Action 3: Parents will receive frequent and clear communications (in English and Spanish) related to meetings, events, decision-making input, and volunteer opportunities.

Action 4: Host parent enrichment night(s) on topics identified by the PTO, and within our budget, which fosters parent education and resiliency.

Measurable Outcomes:

- The Charter School will monitor the number of parents who participate in in-person, and virtual school events (for example, Back to School Night, Parent Enrichment).
- The Charter School will collect meaningful survey (feedback) data on what our programming can improve, or change to better serve the families of the Charter School learning community.

State Priority #4

Pupil Achievement: Pupil achievement, as measured by all of the following as applicable: statewide assessments, Academic Performance Index, percentage of students who have completed A-G requirements, Els who make progress toward English language proficiency as measured by ELPAC, EL reclassification rates, programs of study that align with state approved career technical educational standards and frameworks, percentage of students who pass an advanced placement test with a score of 3 or higher, percentage of students who participate in and demonstrate college preparedness as assessed in Early Assessment program, or any subsequent assessment of college preparedness.

Goal: Students will demonstrate achievement on tests such as the CAASPP. English learners will demonstrate achievement and progress towards English language proficiency.

Action 1: Communicate CAASPP testing schedule to ensure maximum participation for students in grades 3, 4 and 5, as applicable (in English and Spanish).

Action 2: Ensure EL students have support in ELD as provided in advisory time, and extra tutoring, as needed.

Action 3: Provide teachers on-going professional development in strategies to support EL, including SDAIE strategies.

Measurable Outcomes:

- CAASPP tests will be administered to 100% of the eligible students in attendance.
- 65% or more HS students will meet or exceed the standards in Math and ELA per the CAASPP.
- 100% of EL students will take the ELPAC Summative at the end of the school year to assess EL proficiency.
- 70% of English Learners will demonstrate progress by increasing at least 1 ELPI level annually.
- 95% of HS students will participate in a “Career Awareness” day, which introduces careers, real-life professionals, and encourages continued education.

State Priority #5

Pupil Engagement: Pupil engagement, as measured by all of the following, as applicable:

School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates.

Goal: Healy School students will be actively engaged in the learning process as measured by attendance rates, and chronic absenteeism rates.

Action 1: Establish communication with parents and/or guardians regarding student attendance.

Action 2: Implement systems for early intervention to proactively address the root causes of chronic absenteeism through working with the counselor to address social-emotional needs of students and families.

Measurable Outcomes:

- Average Daily Attendance (“ADA”) will average 95% annually, schoolwide, and for all statistically significant subgroups.
- Chronic absenteeism rates will remain at or below the district average annually, schoolwide and for all significant subgroups.

State Priority #6

School Climate: School climate, as measured by all of the following, as applicable: pupil

suspension rates, pupil expulsion rates, other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
Goal: Healy School climate will be healthy and safe as reported by students, teachers, and parents. We will have low suspension and expulsion rates.
<p>Action 1: Provide a yearly survey to parents, teachers, and students relative to the school climate of Healy School (English and Spanish).</p> <p>Action 2: Create a one-week orientation period at the start of the school year to establish school culture and rules that govern safety.</p> <p>Action 3: Develop counseling and discipline policies to encourage safe and respectful student behavior.</p> <p>Action 4: Hire a part-time counselor to contribute to the wellbeing of Healy School students, staff, and families.</p> <p>Action 5: Implement a safety preparedness plan to keep students and staff safe in the event of a disaster, and/or crisis situation.</p> <p>Action 6: Healy School will administer the California Healthy Kids Survey annually, evaluate trends contained in the results, and share them with the governing board.</p>
<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Hired a part-time school counselor that was an integral part of the health and wellness program at Healy School. • Student handbook had clear policies on safe and respectful student behavior, as well as clear repercussions of student violations. • Suspension rates will remain at or below district levels. • 70% or greater will report high satisfaction on the yearly School Climate and Culture Survey administered to parents, teachers, and students.

<ul style="list-style-type: none"> • Healy School’s safety preparedness plan is clearly communicated to parents, teachers, staff, and students (for example, doors locked at all times, steps in crisis, violence prevention) to increase preparedness and a sense of safety. • Healy School administered California Healthy Kids Survey, and shared results with the School Board.
<p>State Priority #7</p> <p>Course Access: The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM eligible, or foster youth; Education Code 42238.02) and students with special needs.</p>
<p>Goal: Healy School students will have access to and be enrolled in a broad course of study, which includes English, mathematics, social science, science, visual and performing arts, health, physical education, and a resilience studies course.</p>
<p>Action 1: Monitor student programming to ensure enrollment in broad course of study for all students, enriched through Resilience Studies.</p>
<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • 100% of students will have access to a broad course of study that includes common core subjects, art and music education, physical education, and resilience studies, that promotes academic and social-emotional skill development, as well as well-being.
<p>State Priority #8</p> <p>Other Student Outcomes: Pupil outcomes, if available, in the subject areas described above in #7 as applicable.</p>
<p>Goal: Students will meet or exceed expectations in CCSS aligned core subjects from Goal 7 as measured by their report cards.</p>
<p>Action 1: Provide free and/or low-cost tutoring to students who need additional support in reaching proficiency in core subjects.</p>

Action 2: Course outcomes are derived from state standards and course assessments are closely aligned to the outcomes.
--

Measurable Outcomes:

- | |
|---|
| <ul style="list-style-type: none">• 65% or more students will meet or exceed expectations in ELA and Math per their report cards. |
|---|

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions, and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), is described above. At the end of the first year of operation, the goals, actions, and outcomes will be updated in the Charter School’s LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups: The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

Governing Law: "The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card."
Education Code 47605(c)(5)(C)

Healy School students will develop academically, and also build an evidence-based skillset to demonstrate resilience. The Charter School will administer a variety of meaningful assessments to document and analyze student academic progress over time. Assessment data provided to teachers provides them vital information, which gives them the opportunity to modify classroom instruction in response to student outcomes and provides the Charter School an opportunity to modify its program to best address student needs. Methods for measuring pupil outcomes shall be consistent with the way information is reported on a school accountability report card.

Healy School will comply with all regulations, reporting, and processes associated with the state's Local Control and Accountability Plans under the Local Control Funding Formula.

Specifically, Healy School will use the following assessments:

2023-2024 Assessment Calendar for Healy School

Name of Assessment	Purpose for Administering	Grade(s) or Group Assessed	Month / Season to be Administered
CAASPP or California Alternate Assessment ("CAA")	Measure student performance in ELA and Mathematics	3, 4 and 5	April / May yearly
California Science Test ("CAST")	Assess student performance in science based on NGSS	5	April / May yearly
Initial ELPAC	Assess English proficiency	TK-5	ELPAC has two assessments: 1. Initial Assessment

			is year-round (July 1-June 30) 2. Summative Assessment for EL is a 4-month window after January 1 st (Feb 1 – May 31)
Summative ELPAC	Measure EL progress toward EL proficiency	EL	April / May - yearly
Galileo Benchmark Assessment	Measure growth, inform instruction, and assess student performance in Math and ELA	K-5	Fall, Winter, Spring – Three Times Per Year
First Grade Readiness Assessment	Assess reading, writing, language usage, and mathematics	K	Fall and Spring – twice per year
Report Cards	Assess academic performance and social-emotional development, and identify areas for further progress.	TK-5	Mid-year, and end of year
Progress Reports	Assess academic performance and social-emotional development.	1-5	Twice Yearly: Mid- point of each term

True Resilience Scale for Children (“RS10”)	Measure student resiliency	1-5	Twice Yearly: Start and End of School Year
---	----------------------------	-----	--

CAASPP and CAST

The CAASPP and CAST will be administered to students annually. The data will be used to evaluate program effectiveness and student readiness.

ELPAC Test

The ELPAC initial assessment will be administered within 30 days of enrollment to students new to California public schools, and to all students yearly. ELPAC Summative assessments are given to EL students every year until they are Reclassified Fluent English Proficient.

Galileo Benchmark Assessment

Students will be assessed three (3) times per year to measure academic progress in math, and English language arts. The data will be used to evaluate program effectiveness and student readiness. Teachers can then modify instruction for individual students or groups of students regardless of how above or below they are from grade level. Administrators will also review this data, and utilize it for reporting on student outcomes, as well as present it to the Board of Directors.

First Grade Readiness

Kindergarten students will be given a first-grade readiness assessment at the start and completion of their school year. Data will be provided to the parents or guardians to assist in helping – as needed, their student become ready for first grade. Healy School’s chosen curriculums have built in grade level assessments, which will fulfill this objective (for example, California Wonders, California Wonders ELD, K-5 Math Core Curriculum and so forth).

Report Cards

Parents (and guardians) are provided report cards at the end of Fall term, and Spring term. Healy School will be utilizing a 4-point rating scale, which is color coded: Exceeding expectations (Blue),

Meeting expectations (Green), Needs Improvement (Yellow), and Does not meet expectations (Red). Students will be assessed on academic performance balanced with their developing social skillset.

Progress Reports

Progress reports are provided at the mid-point of each term for students in grade level 1 to 5 regarding their academic achievement, and social-emotional skillset. Progress reports are focused on identifying academic or social gaps, and implementing actions to close them. They are also used during the parent-teacher conference, which occurs mid-point of each term.

Assessing the Resilience Studies Curriculum

True Resilience Scale for Children, better known as the RS10, is a simple evidence-based assessment, which measures a child's resilience (ages 7-10). The data will be utilized to benchmark student resilience, and chart progress over time. Healy School will also provide parents a skill area rubric, aligned with the resilience studies standards, which explains skill development per grade level.

Data Analysis and Reporting

Healy School will perform regular data analysis on student performance throughout the school year. Teachers will use data to modify instruction and determine the proper level of intervention for students who need extra support. Weekly meetings comprised of teachers, specialists, and administration will discuss student data (assessments, classroom performance, observations) and teaching methods or interventions to improve student achievement.

Additionally, our School Director will review disaggregated data on all subgroups (for example, English learners, students with IEPs) to identify any patterns in academic progress or declines, or potential inequities in outcomes. Any problematic trends will immediately be addressed with teachers, and through reviewing any policies or curriculum that may be contributing to these declines. Any teacher that continues to struggle to achieve intended student outcomes will receive specialized training and professional development to improve their teaching practices.

School Accountability Report Card

Healy School will compile the necessary data and create a School Accountability Report Card (“SARC”) at the end of each school year. State law requires that the SARC contain all of the following:

- Demographic information
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information, including data about credentialed teachers
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

Student achievement data will be disaggregated throughout the year, and annually to clearly identify the academic performance of students by sub-groups (for example, English learners, ethnicity, FRLP, and students with disabilities). Data will be utilized to make real time improvements.

Healy School is committed to transparency and will share aggregated student achievement data with our School Board for review and analysis. This data may include but not be limited to: CAASSP, ELPAC, Report Cards, Enrollment Rates (ADA budgeted versus actual), NWEA results, and RS10 scores, as examples. The School Board will be trained on how to interpret the data for each assessment, and will determine modifications to resource allocations as indicated.

Lastly, schoolwide data will be shared with the community yearly through the LCAP, which will be updated prior to July 1st of each year to ensure that the school is making progress in improving the outcomes of all sub-groups (for example, English learners, and students with disabilities). The LCAP will include specific goals and strategies for improving outcomes of areas identified by the state as areas of priority. The LCAP will be developed in consultation with teachers, school leaders, parents, and students.

Element 4: Board Governance

Governing Law: "The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." Education Code 47605(c)(5)(D)

Nonprofit Public Benefit Corporation

Healy School will be a directly funded independent charter school and will be operated by Healy School Inc., a California nonprofit benefit corporation (see Appendix 6 with the Articles of Incorporation, Bylaws, and Conflict of Interest Code).

The Charter School will operate autonomously from the District, with the exception of supervisory oversight as required by statute and other contracted services as negotiated between the District and Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Board of Directors

Healy School will be governed by a corporate Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board is a policy-making board that oversees the fundamental operations of the Charter School. The Board shall be composed of a minimum of three (3) and no more than seven (7) members with expertise in finance, law, non-profit governance, fundraising, school leadership, community leadership, and education. Ideally, we would like to get five (5) Board Members to be on the Board of Directors. The Board will make every attempt to build and maintain a board that is representative of students served by the Charter School. In addition, in accordance with

Education Code Section 47604(c), the District shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation. If the District exercises this right, the Charter School retains the right to add a Board Member making the Board an odd number, as needed for voting purposes.

All board members shall serve their term unless otherwise removed from office in accordance with the bylaws and until a successor member has been designated and qualified. All board terms will be for two (2) years. All terms shall commence on July 1 and shall expire on June 30 of the final year of the term.

Currently, Healy School has the following Board of Directors:

Amy Grunat	Amy is a retired Director of Technology specializing in educational technology. In San Francisco, she was the Director of Technology for Drew School for seven years, and previously at the University High School Indiana for twelve years. Before that she was a consultant for Indiana Education Project providing intranet access to students throughout the state. Complementing her experience, she holds a bachelor's degree from Indiana University. Amy is based in Novato.
Claire Bukata	Claire Bukata is an Associate Director of the middle school at San Domenico School in San Anselmo. Complementing her current role, she has been a Math Teacher at Kipp Bay Area Schools, Learning Specialist at Cornelia Connelly Center and prior roles teaching in elementary school. Bukata possesses an in-depth background in curriculum development, and helping special education students. She holds a bachelor's degree from Colgate University, and

	master's degree in Special Education from Fordham University.
Joanna Ro	Joanna Ro is an English teacher, and experienced school administrator. She has been the English teacher, and 12 th Grade Dean at The Bay School of San Francisco, English Department Chair at Drew School, English Instructor at San Francisco University High School, and English Instructor at Marlborough School among others. Complementing her 20 years of experience, Joanna holds a bachelor's degree from the University of Michigan, and master's degree in English from Middlebury College.

The Board of Directors shall vote for all additional Board members. Although the Board strives for unanimous support for a new Board member, per the bylaws, a simple majority is all that is needed to designate a member. Although not required, the Board will seek to create an odd number of members for voting purposes. The Board will appoint new members upon the resignation or removal of any member, or any change in the stated number of Board members.

Currently, we are actively speaking with members of the Novato community, which have interest, integrity, proven experience, and the ability to serve on Healy School Board. Again, our aim is to have a diverse School Board governing Healy School's operations and policies.

The Board may designate committees under the terms of the bylaws. The Board may create and terminate committees at will, but examples of committees include finance and fundraising. Committees are given tasks such as conducting due diligence and developing proposals to address particular issues that come to the Board's attention.

Board Duties

The Board of Directors of Healy School will meet regularly, and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors will be responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- Approval of all budget-related and financial activities connected to the Charter School
- Hire, supervise, and evaluate School Director
- Evaluation of school programs
- Long-term strategic planning and approval of bylaws, resolutions, and policies and procedures of school operation
- Act as a fiscal agent, which includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Establish Board committees as needed
- Regularly review progress of both student and staff performance
- Listen to parents, teachers, and community members at school board meetings
- Execute all applicable responsibilities provided for in the California Corporations Code
- Engage in ongoing strategic planning
- Approve the school calendar and schedule of Board meetings
- Participate in the dispute resolution procedure and compliant procedures, when necessary
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration
- Approve annual independent fiscal audit

The Board may initiate and conduct any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Board may organize into smaller committees, which increase efficiency and facilitate governing decisions such as a committee regarding Budget, Student Outcomes, and Community Involvement, as examples.

The Charter School shall comply with the Brown Act and Education Code Section 47604.1(c).

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted, the Conflict of Interest Code is attached (Appendix 6). As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of Board members

Board Training

The Board will attend periodic conferences, and trainings for the purposes of educating individual board members regarding their conduct, roles, and responsibilities. Training may be online, in-person, or provided by experts such as the Charter School's legal counsel, Charter

School Development Center (“CSDC”) or other experts. Topics will include legal compliance, the Brown Act, special education, budget, finance, and time management, as examples.

Parent (or Guardian) Involvement in Governance

Healy School will start the formation of a parent-teacher organization, which focuses on parent involvement with the school. Our office manager will have the responsibility to begin this process, and ensure that we will have equitable representation of all students, including the parents of EL students, parents of students with disabilities (as applicable) and parents or guardians of socio-economically disadvantaged students, as examples.

Material and communication will be in English and Spanish, and communicated via email so that every parent (or guardian) can access this information, and be invited to join. We will provide light food and beverages, which we anticipate will draw some parents to participate in the PTO. If we are low on participation, we will seek feedback (informal and formal via a survey) so that we can improve, and better serve our families.

The PTO will facilitate open communication, and engagement between parents, teachers, and the whole school community in support of the Charter School’s goals and objectives. Healy School’s office manager will coordinate with parents, and teachers to create a healthy, vibrant and engaged PTO.

Other Opportunities for Parent Involvement

Healy School parents will be encouraged to become actively involved in the Charter School and in their child’s education. Several volunteer opportunities for parent involvement may include:

- Classroom parent – Every classroom can have a classroom parent who knows the students, participates in successful school activities (for example, reading to students, or field trips) and celebrating student milestones (for example, birthdays).
- Parent enrichment – Throughout the school year, the PTO will help Healy School staff organize parent enrichment evenings designed to foster resiliency in the parent

community, and aid in their role as modern-day parents. Some topics covered may include, but aren't limited to: Positive Parenting Skills, Anger Management, Screentime, and Childhood Resilience, as examples.

- Social Functions – Parents are invited to many school functions. School administration will meet regularly with parents to discuss parent community questions, concerns, and ideas.
- Charter School LCAP – Parents will be involved in writing and review the Charter School's LCAP each year.

Parent involvement is solely on a volunteer and unpaid basis. Healy School shall not require a parent or legal guardian of a student to perform volunteer service hours, or make payment of fees or monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the Charter School's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to the Charter School.

Element 5: Employee Qualifications

Governing Law: “The qualifications to be met by individuals to be employed by the charter school.” Education Code 47605 (c)(5)E

Healy School will provide students an inclusive, academically rigorous, and resilience-minded education. Teachers at Healy School will be expected to develop their own resilience, and teach children to do the same – in addition to being general education, special education, or content experts in specific subjects.

The School Director, with input from the teaching staff, and other school leadership, will recruit professional, effective, diverse, and qualified personnel for all administrative, instructional, and non-instructional support positions. All employees will demonstrate a belief in the mission, and values of Healy School as outlined in this charter.

In accordance with Education Code 47605(e)(1), the Charter School shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, race, national origin, ancestry, citizenship, age, pregnancy, marital status, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California State or Federal law. Equal employment opportunity shall be extended to all aspects of the employer/employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

All employees shall possess the personal characteristics and skillset, or relevant experiences as stated in the job description as determined by the Charter School. All employees must comply with the employment policies and procedures, which include but are not limited to fingerprints, criminal background checks, proof of identity, right to work in the United States, and Tuberculosis risk assessment.

Healy School’s hiring process will involve the following procedures:

- Openings will be posted, and an initial screening of resumes conducted.
- Candidates selected for a phone interview will be contacted.
- Applicants who pass the screening process will be invited to teach a class (either in-person or via Zoom) if they are applying for a teaching position; their performance will be evaluated by administrators, and staff.
- Candidates will meet with the School Director in-person, and potentially meet other school leadership, staff, and students.
- Offer is extended to applicant, and process completed upon employment acceptance.
- Applicants not selected for the position will be notified via email.

Teacher Qualifications

All teachers hired for the Charter School will meet the State of California certification requirements for instruction in charter schools. In compliance with Education Code Section 47605(l), which states, “Teachers in charter schools shall be required to hold the Commission on Teacher Credentialing Certificate, permit or other document required for the teacher’s certificated assignment. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.” These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by chartering authority.

Key Positions

Healy School considers the following to be key positions, and individuals in those positions will meet the outlined qualifications.

- School Director
- Principal

- Office Manager
- School Finance Manager
- Office Assistant
- Teacher
- Special Education Teacher (may be a contracted position, particularly in the first year of operation)
- School Counselor

School Director

School Director is the leader of the school providing instructional, operational, and community leadership. They interact with all members of the community and provide information to the Board of Directors. While they will attend the School Board meetings, they are not on the School Board and report directly to the Board of Directors.

Requirements:

- Master's degree in education or MBA preferred
- 10+ years of experience in administration, education, or child development
- Excellent communications skills
- Ability to provide guidance, resolve disputes, make difficult decisions, and collaborate with others
- Understand charter school laws and finance

The School Director will carry out the following job duties:

- Provide leadership for the school community fostering a positive school culture, and engaged community
- Deliver key school-wide communications, which are timely and important
- Develop, maintain and improve support systems and processes, including a student information system and assessment systems
- Act as the primary contact for parents, and school partners
- Oversee human resource management, which includes employment decisions

- Oversee fundraising
- Facilities development and maintenance
- Provide financial management of the school, including the development and implementation of the school's annual budget
- Provide information, advice, and counsel to the Board of Directors in the development of policies, programs, and strategic direction of the corporation and HS specifically
- Support Board activities, including the development of meeting schedules, locations, agendas, and meeting materials
- Oversee the administration and overall operation of HS, including reviewing and evaluating the results of program activities, supervising the school principal and classified staff, ensuring that continuing contractual obligations are being fulfilled, allocating resources for greater program effectiveness and efficiency, and developing organizational and administrative policies and program objectives for Board of Directors consideration.

The School Director will hire a principal to lead Healy School's day-to-day operations in year four. Until year four, the responsibilities of the principal will also be handled by the School Director.

Principal

The Principal reports to the School Director. They are responsible for the school environment and student performance. They also are responsible for providing the operational, administrative, and instructional leadership necessary to ensure the success of the school including the academic success of HS's students. The person in this position organizes, administers, supervises, and evaluates academic and operational outcomes of Healy School. The Principal is held accountable for the continuous improvement of the school and its staff.

Requirements:

- Master's degree and three years of educational or administrative experience
- More than five years of experience in school administration
- Strong leadership skills

- Ability to resolve conflicts, communicate policies and procedures, and engage entire school community to realize the Healy School mission

Specifically, the principal will:

- Provide leadership, direction, and support in the formulation, implementation and adjustment of instructional program plans
- Monitor and ensures that teachers monitor student growth and achievement
- Modify school-wide action plans to reflect learning and progress
- Lead the WASC accreditation process
- Administer HS academic policies
- Ensure the implementation of a research-based curriculum
- Supervise and evaluate instructional staff to ensure quality instruction and student achievement
- Lead a school-wide process of staff analysis of student assessment data to plan improvements in the educational program
- Ensure that continuous improvement addresses the achievement of all students and is guided by school performance standards, and concrete data from school, state, and local assessments
- Oversee compliance in testing, admissions, special education, and other instructional areas
- Recruit, select, and hire school support staff
- Report to the Board of Directors on student progress, and matters of school operations as requested
- Contribute to a positive school culture, which fosters resilience, inclusivity, and academic achievement for all students
- Build the strengths of staff and recognize improvement
- Support and monitor the development of non-instructional staff and implementation of non-instructional program improvements
- Ensure a safe and orderly environment

- Directly enforce school policies
- Serve as the Custodian of Record
- Serve as School Accountability Report Card (“SARC”) Coordinator

Office Manager

The Office Manager reports to the Principal. This position is responsible for the smooth operations of the main school office, which includes managing administrative tasks, generating reports, interfacing with the whole school community, assisting with school recordkeeping, and helping students, as well as staff and administration with ad hoc duties.

Requirements:

- Excellent administrative skills, which include a high attention to detail
- Bilingual or willing to learn Spanish (upon hire)
- Bachelor’s degree from an accredited college or university, or an Associate’s degree with applicable experience
- Experience in school or non-profit administration preferred

Office Manager will:

- Greet community members (teachers, parents, students, etc.) and scheduled visitors
- Answer phone calls, and set-up conference calls, as needed
- Read and route incoming mail
- Prepare and communicate reports
- Track teacher credentials and maintain personnel records
- Handle enrollment in coordination with school administration, and the office assistant
- Compose and type routine correspondence
- Organize and maintain file system, and other records
- Conduct research, compile information, and present reports
- Arrange in-person and virtual meetings including logistics
- Handle administrative work such as copying, preparing packets, and letters for mailing
- Willingness to learn about charter school operations, laws, and compliance

- Order and maintain supplies
- Ensure all student records have been properly exited from CALPADS on or before final school closure date
- Coordinate with the office assistant in managing enrollment, tracking attendance, student records and health, and updating the school directory
- Assist in coordinating field trips
- Act as a point person for emergency preparedness and school safety plan
- Be familiar with the school meal options, and related questions
- Interface with technology support, and help students get tech enabled, if problems arise

Office Assistant

The Office Assistant reports to the Office Manager. They will assist the Office Manager with administrative duties, which may include filing, correspondence, reporting, and translating Spanish to English.

Required:

- Commitment to the mission and values of Healy School
- High school graduate, and college preferred (degree, or credits)
- High attention to detail, and technologically savvy
- Bilingual preferred (English and Spanish), or willingness to learn Spanish
- School and/or non-profit administration experience a plus

Office Assistant will:

- Assist office manager in administrative duties, which may include enrollment, attendance, answering a broad range of questions, and preparing reports
- Enter data and ensure accuracy of information
- Learn about charter school operations, and regulations
- Work effectively with parents, students, and the public
- Answer general questions, and take responsibility for tasks such as attendance
- Contribute to an orderly, efficient, and organized administrative office

- Always look to give their best, and deliver high quality
- Be a positive team member

School Finance Manager

The School Finance Manager reports to the School Director. This position is responsible for financial operations, compliance, and school operations.

Requirements:

- Bachelor's degree required, and MA in Accounting or MBA preferred
- 6+ years of experience in financial operations, and a school environment preferable
- Ability to work independently as well as in a team
- Knowledge of Ed Code preferable (or willingness to learn)
- Strong communication and analytical skills
- Expertise with financial software packages and accounting

Finance Manager will:

- Work collaboratively with school leadership to make strategic business decisions
- Possess knowledge of (or willingness to learn) charter school finance
- Oversee planning, organization, and management of financial operations including school accounting and regulatory reporting and compliance, debt and revenue planning, budgeting, bank reconciliation, cash management, purchasing and investing, contracting, payroll and other business administration activities
- Develop multi-year budgets, and regular reporting
- Prepare monthly financial statements and analyses to use at school board meetings
- On a monthly basis present key issues in financial statements, and offer recommendations for changes to school operations
- Build relationships in the charter school and educational world (District, County, State)
- Work on special projects, as appropriate, such as facilities planning, and grant writing
- Interact with vendors related to financial management, and school operations
- Manage the budget and tracking for entire school

- Maintain current knowledge of relevant financial management procedures, and practices

Teachers

Classroom teachers reports to the lead administrator. They are responsible for delivering a high quality program for the classes they instruct in alignment with Healy School values, and our instructional model. Teachers are also in charge of setting a classroom environment, which is inclusive, thoughtful and collaborative for a diverse group of learners, and students.

Requirements:

- The Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment
- Experience teaching in the classroom, and commitment to high quality
- CLAD or BCLAD if ELD teacher
- Bilingual a bonus (Spanish and English fluency)
- Bachelor's degree, and Master's in related subject matter helpful
- Excellent communication skills

Classroom teachers will:

- Foster a safe and supportive learning environment
- Create a classroom where students are actively engaged in learning
- Develop positive, authentic, and supportive relationships with students, and parents/guardians
- Be committed to understand, teach, and embody resilience education
- Use strategies to support EL students with scaffolding, and differentiated instruction
- Leverage support in the classroom with teacher's aides, and tutors, as appropriate
- Utilize chosen curriculum, and create CCSS aligned lesson plans
- Identify gaps for academic improvement and locate new methods to help a student progress – including working with their families, school staff, and referrals, as needed
- Collaborate with instructional peers, and specialized staff to identify effective instructional strategies for classroom instruction – or for a particular student

- Be responsible for progress reports in mid-term for all students, and report cards at the end of each term
- Conduct parent-teacher meetings to support student development (of whole child)
- Use motivation and specific praise to elicit positive behaviors, while correcting inappropriate behaviors
- Participate in professional development (“PD”) and suggest specific PD for the future
- Demonstrate support and knowledge of Healy School’s mission and goals
- Participate in school-wide events that allows you to engage with students, teachers, administrators, and community members

Special Education Teacher

Special education teachers work with students with IEP’s and help them progress on specific goals from their IEP. The Special Education Teacher duties may be contracted to an individual or third-party services provider, in which case the duties would be delivered by a non-employee, particularly during the first year of operation.

Requirements:

- Bachelor’s degree
- California Education Specialist Credential, Mild to Moderate (intern, preliminary, or clear) and otherwise the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment
- Possess a CLAD or BCLAD to work with English Learners
- Excellent classroom management skills
- Proven experience as a Special Education Teacher, or relevant role

Special education teacher will:

- Provide services directly to students as a class, in small groups, or individually
- Adapt general education lessons to adapt to students needs
- Implement IEPs, assess student performance, and track progress
- Update IEPs throughout the school year to reflect student progress, and goals

- Coordinate special education services with the regular school program for each individual assigned to his/her caseload
- Provides consultation, resource information, and materials regarding individuals with exceptional needs to classroom teachers and parents
- Serves on a committee for admission, placement, evaluation, and discharge of pupils in Special Education
- Collaborates with instructional aides assigned to the class
- Coordinates any specialized materials needed for IEP students
- Other duties as agreed or assigned in SELPA agreement, and/or employment agreement or contract

School Counselor

School Counselor provides direct services to students in-classroom, as a group, or individually. They are specially trained and certificated to deliver school counseling services to elementary aged children.

Requirements:

- School Counseling Credential
- California teaching credential a plus
- Experience counseling students in elementary school
- Ability to work independently and collaboratively
- Bilingual a plus (English and Spanish fluency)

School Counselor will:

- Provide mental health services in-classroom, as a group, or individually
- Work with school administration, parents, teachers, and other school advisors on the social and emotional needs of students
- Collaborate with administration and teachers to prepare students for middle school
- Availability for contact with parents, students, and staff to discuss students' progress and problems after class, at nights or weekends, as needed

- Assist students in gaining self-awareness, and becoming responsible decision makers
- Understand the resilience studies curriculum and integrate the ideas, as well as tools, into his/her counseling sessions
- Work well independently, and as part of the student support team, as well as other ad hoc committees
- Participate in professional development, and stay informed as to the latest research and interventions with elementary aged children
- Help interpret test results for students or parents
- Identify, assist, and track students at risk
- Serve as the McKinney-Vento coordinator in alignment with McKinney-Vento Act. Be the contact for foster youth students at Healy School, and homeless families.
- Additional duties as assigned, or agreed upon.

(See Appendix 3: Staffing Plan for years 1-5)

Element 6: Health & Safety

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F)*

In order to provide for the safety for all students and staff, the Charter School will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the School Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the Charter School.

Americans with Disabilities Act ("ADA")

Healy School will comply with the ADA for all of its students, and employees. This compliance is the responsibility of Healy School, which may coordinate efforts with the District and County, as appropriate.

Background Check / Fingerprinting

Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The School Director shall monitor compliance with this policy and report to the Board on periodic basis. The Board President or other designee

shall monitor the fingerprinting and background clearance of the School Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code sections 120325-120375, and Title 17, California Code of Regulations 6000-6075.

Medication in School

Healy School will adhere to Education Code 49423 and applicable District policy regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision / Hearing / Scoliosis

The Charter School shall adhere to Education Code section 49450 et seq. regarding vision/hearing/scoliosis screening as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School shall make the type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with a minimum of one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

The Charter School shall provide two school meals free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1st of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures

- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incident

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the California Department of Education pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Charter School shall

establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, which include human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug / Alcohol / Smoke Free Environment

The Charter School shall maintain a drug, alcohol, and smoke free environment.

Facility Safety

The Charter school shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agree to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

FERPA

Healy School, its employees and officers, will comply with the Family Educational Rights and Privacy Act at all times.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of

a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Element 7: Student Population Balance

Governing Law: “The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” Education Code Section 47605 (c)(5)(G)

Efforts for a Racial and Ethnic, English Learner, and Special Education Student Balance

Healy School will strive, through recruitment and admissions practices, to achieve a balance of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students among its students that is reflective of the general population residing within the territorial jurisdiction of the District. Students shall be considered for admission without regard to the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

Healy School will become part of the “feel” of the community through involvement in community activities and events such as fairs, holiday events, chamber of commerce meetings, partnering with the YMCA in San Rafael (that serves Novato families), and participating in volunteer activities.

Healy School will participate in community events and recruit students throughout the year. We will institute a recruitment program designed to inform students and their families about our instructional program and ensure that families in the district are given an equal opportunity to enroll their children at the Charter School.

Healy School will implement a wide-reaching recruitment campaign to ensure we attract students from a range of racial, ethnic, ability, linguistic, and socioeconomic backgrounds.

The recruitment program will include, but not necessarily be limited to:

- The development of promotional materials, such as brochures, flyers, digital advertisements, and media press kits (English and Spanish)
- Continue to keep the website updated, and accessible in English and Spanish
- Outreach to community centers such as North Marin Community Services, faith-based organizations such as St. Anthony's Church and Chabad Jewish Center of Novato, Chamber of Commerce, and community organizations throughout NUSD to publicize the Charter School
- Information booths and information distribution at community events like the annual Festival of Art, Wine & Music in Novato, local grocery stores like Grocery Outlet, and shopping centers to meet prospective students and their families
- Distribution of promotional material to local businesses and public libraries
- Open house and school tour visits (once appropriate) to offer opportunities for prospective students and their families to learn more about the curriculum
- Informational meetings in Spanish conducted by faculty and/or staff

Our recruitment program will have ongoing community outreach in English and Spanish that will provide an educational alternative for interested families. We are dedicated to serving any child who wishes to attend Healy School and our recruitment efforts will include students of all races and ethnicities, ability-levels, English Learners, and socio-economically disadvantaged populations.

Achieving Student Population Balance

Healy School will review and analyze post-enrollment data yearly, and adjust the recruitment program, as needed, to achieve a student population balance that reflects the district related to race, ethnicity, ability, English learners, and socio-economically disadvantaged populations. By reviewing the plan yearly, we are held accountable for our student population balance, but also have the flexibility to make immediate adjustments to the marketing strategy.

Healy School will not discriminate in its programs, curriculum, admissions policies, employment practices, and all other operations. Healy School complies with all laws related to non-discrimination, tuition, and admissions criteria.

Healy School will maintain an accurate accounting of the ethnic and racial, students with disabilities, and English learner, including redesignated fluent English proficient student population balance enrolled in the Charter School along with documentation of its efforts to achieve the student population balance in accordance with the charter petition and applicable law.

Element 8: Admission Policies and Procedures

Governing Law: "Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)." Education Code Section 47605(c)(5)(H)

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School shall require parents or guardians of prospective students who wish to attend the Charter School to complete an application form. After admission, parents or guardians will be required to submit an enrollment packet, which shall include the following:

1. Completion of student enrollment form
2. Proof of immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records *

(* In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent or guardian to submit the pupil's records to the Charter School before enrollment).

Enrollment Policy

Healy School is guided to provide an inclusive, academically rigorous, and resilience-minded education to all eligible students. All students who live in the State of California and meet the minimum age requirements are welcome to apply to Healy School.

Open Enrollment

Applications will be accepted during open enrollment each year, which is typically between January and April for enrollment in the following school year. Following open enrollment each

year, applications shall be counted to determine eligibility and whether any grade level has received more applications than availability.

Public Random Drawing

In the event there are more applications than availability of spaces available, then the Charter School will hold a public random drawing (i.e., a lottery) to determine admission for the impacted grade level, with the exception of existing students in good standing, who are guaranteed admission in the following school year. Admission preferences in the case of public random drawing shall be given to the following student in the following order:

1. Children of Healy School employees.
2. Siblings of students admitted to or attending Healy School.
3. Students residing in the Novato Unified School District.
4. If the Charter School is physically located in the attendance area of a District public elementary school in which at least 50% of the enrollment is eligible for free and reduced price lunch, then students currently enrolled in that school and students who reside in that elementary school attendance area will be given preference in accordance with Education Code Section 47605.3.
5. Students residing outside of the Novato Unified School District.
6. All other applicants.

The Charter School and District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(e)(2)(B)(i)-(iv) and applicable federal law.

The lottery to admit students shall be computerized and public. HS anticipates that SchoolMint software or similar will be utilized to run the lottery. Parents do not need to be present to

participate in the lottery, but will be notified in writing of their children's acceptance in a class or number on the waiting list.

The Board of Directors will take all necessary efforts to ensure that the lottery is fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the School Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference of categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level has been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will the wait list carry over to the following school year.

All rules, deadlines, dates, and times of the public random drawing will be communicated in the written application form and on the Charter School website. The Charter School will also inform parents or guardians of all applicants of the rules to be followed during the public random drawing process prior to the lottery date (via email and/or regular mail). All communications will be in English and Spanish.

The Charter School will conduct the lottery in the Spring for enrollment in the Fall of that year.

Outside the Open Enrollment Period

Applications received after the open enrollment period ends shall be held in abeyance for a subsequent lottery, if necessary, pursuant to the lottery procedures described above.

Misrepresentation of Admission and Enrollment Information

The Charter School shall have the right to rescind an offer of admission to, or involuntarily remove, students whose parents misrepresent their legal status as guardians, their place of residence, or any other material information on any documents including, but not limited to, admission and enrollment forms. Parents shall be entitled to notice and an opportunity to respond before the Board of Directors to any charge that they have misrepresented material information to the Charter School.

Student Records

The Charter School will comply with the FERPA, and the California Education Code sections 49060-49084 in order to provide protection for student records.

Authority of Director

School Director shall have the authority to use their best judgment and / or seek the guidance of the Board of Directors on matters related to admission that are not covered under these policies and procedures and shall follow all applicable laws related to admissions and enrollment policies and procedures.

Element 9: Annual Financial Audits

*Governing Law: “The manner in which annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority”
Education Code Section 47605(c)(5)(I)*

An annual independent fiscal audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School shall be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit shall employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Healy School Board of Directors will contract with an external independent auditor. The auditor shall have, at a minimum, a CPA and educational institution audit experience and shall be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit shall be completed and forwarded to the authorizer, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year and in accordance with Education Code Section 47604.33.

The School Director shall review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them within thirty (30) days of receiving the report. The Board will submit a report to the chartering authority describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the authorizer along with an anticipated timeline for the same.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent audits of the Charter School shall be public records and available to the public upon request.

Healy School will manage the Charter School in an ethical, responsible, and financially sound manner in compliance with all state and federal laws. Healy School will promptly respond to all reasonable requests from the authorizer, including inquiries regarding financial records.

Element 10: Suspension and Expulsion Policy and Procedures

Governing Law: “The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- i. For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*
- ii. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- iii. Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” Education Code Section 47605(c)(5)(J)*

Healy School will use suspension and expulsion as a last resort. Our aim is to foster an environment of safety, well-being, and resilience, which gives students – as appropriate, a chance to learn from their mistakes, and make better choices.

Student Suspension and Expulsion Policy and Procedures

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Healy School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. In creating this policy, Healy School has reviewed Education Code Section 48900 et seq. which describes the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspension and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removals. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. Healy School is committed to an annual review of policies and procedures surrounding suspensions, expulsions and involuntary removals and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

This policy and its procedures have been prepared to provide due process to all students. The list of offenses and procedures provide adequate safety for students, staff, and visitors to Healy School and serves the best interests of the Charter School's students and their parents or guardians. This policy shall serve as Healy School's policy and procedures for student suspension, expulsion and involuntary removal and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is available to each student at the beginning of the school year. Healy School administration shall ensure that students and their parents or guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that these policy and its procedures are available upon request at the School Director's office.

Discipline includes but is not limited to advising and counseling students, conferring with parents or guardians, time out during school hours, use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom Healy School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Healy School will follow all applicable federal and state laws, including but limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Healy School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students.

No student shall be involuntarily removed by Healy School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent or guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent or guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, Healy School shall

utilize the same hearing procedures specified below for expulsions before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until Healy School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or school attendance occurring at Healy School or at any other school or a school sponsored event, occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Discretionary and Non-Discretionary Suspension Offenses

Discretionary Suspension Offenses

Students may be suspended when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. This includes a 3D printed firearm using a 3D printer, and any type of "ghost gun" that is homemade, but a reasonable person deems it as a real gun.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective

student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

- Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e).
- Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

A. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
3. Causing a reasonable student to experience substantial interference with their academic performance.
4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Healy School.

B. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video or image.
2. A post on a social network internet website including, but not limited to:
 - Posting to or creating a burn page. A "burn page" means an Internet website created for the purpose of having one or more of the effects as described above.
 - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects described above. "Credible

impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- Creating a false profile for the purpose of having one or more of the effects listed above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

C. An act of cyber sexual bullying.

1. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

2. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding subparagraphs above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the internet.

- A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be suspended or recommended for expulsion.

- Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion when it is determined the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.
- Brandished a knife at another person.
- Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary and Non-Discretionary Expulsion Offenses

Expulsion is used as a last resort in Healy School's suspension and expulsion policy. Expulsion means involuntary disenrollment from Healy School.

Discretionary Expulsion Offenses

A student may be expelled when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.

- Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. This includes a 3D printed firearm using a 3D printer, and any type of "ghost gun" that is homemade, but a reasonable person deems it as a real gun.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e).

- Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

A. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
3. Causing a reasonable student to experience substantial interference with their academic performance.
4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, and activities provided by Healy School.

- B. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a

communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.

2. A post on a social network Internet Web site including, but not limited to:

- Posting to or creating a burn page. A “burn page” means an Internet website created for the purpose of having one or more of the effects as listed above.
- Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
- Creating a false profile for the purpose of having one or more of the effects listed above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile

C. An act of cyber sexual bullying.

- For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding subparagraphs above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet, or is currently posted on the internet.

- A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be suspended or recommended for expulsion.
- Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from the School Director or administrative designee.

Non- Discretionary Expulsion Offenses

Students must be suspended and recommended for expulsion when it is determined pursuant to the procedures below that the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from the School Director or designee's concurrence.
- Brandished a knife at another person.
- Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Board of Directors and/or Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

Healy School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference:

1. For suspensions of fewer than 10 days, provide oral or written notice of the charges against the student to their parents or guardians, and if the student denies the charges,

an explanation of the evidence that supports the charges and an opportunity for the student to present his or her side of the story.

2. Suspension shall be preceded, if possible, by a conference conducted by the School Director or designee with the student and the student's parent or guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the School Director. The conference may be omitted if the School Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent or guardian and student shall be notified of the student's right to return to school for the purpose of a conference.
3. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present the student's version and evidence in the student's defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents and Guardians:

4. At the time of the suspension, the School Director or designee shall make a reasonable effort to contact the parent or guardian by telephone or in person. Whenever a student is suspended, the parent or guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student and the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If school officials wish to ask the parent or guardian to confer regarding

matters pertinent to the suspension, the notice may request that the parent or guardian respond to such requests without delay.

Suspension time Limits/Recommendation for Expulsion:

5. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the School Director or designee, the student and the student's parents or guardians or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when Healy School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parents, unless the student and the student's parents fail to attend the conference. This determination will be made by the Director or designee upon either of the following determinations:
 - A) The student's presence will be disruptive to the education process, or
 - B) The student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension:

6. In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned. In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Board following a hearing before it or by the Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a Board member. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board shall make the final determination.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee determines that the student has committed an expellable offense and recommends expulsion.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent or guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based

3. A copy of Healy School's disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent or guardian's obligation to provide information about the student's status at Healy School to any other school district or school to which the student seeks enrollment
5. The opportunity for the student and/or the student's parent or guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Healy School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by Healy School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

Healy School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany them to the witness stand.

If one or both of the support persons is also a witness, Healy School must present evidence that the witness' presence is both desired by the witness and will be helpful to Healy School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no

alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel, School Director or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board ultimately decides not to expel, the student shall immediately be returned to their educational program.

Written Notice to Expel

The School Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and the student's parent or guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student and parent or guardian obligation to inform any new district in which the student seeks to enroll of the student's status with Healy School.

The School Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name.
2. The specific expellable offense committed by the student.

No Right to Appeal

The student shall have no right of appeal from expulsion from Healy School as Healy School Board's decision to expel shall be final.

Disciplinary Records

Healy School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

Expelled Students/Alternative Education

Parents or guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Parents or guardians of students who are expelled from Healy School shall be given a rehabilitation plan upon expulsion as developed by the Board or its designee at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to Healy School for readmission

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Director and the student and parent or guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a

threat to others or will be disruptive to the school environment. The School Director shall make a recommendation to the Board following the meeting regarding the School Director's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon Healy School's capacity at the time the student seeks readmission or admission to Healy School.

Notice to Teachers

Healy School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

A student identified as an individual with disabilities or for whom Healy School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Healy School will follow the IDEA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Healy School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accord with due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension, expulsion or involuntary removal. These procedures will be updated if there is a change in the law

Notification of SELPA

Healy School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA regarding the potential expulsion of any student with a disability or student who Healy School or SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards / Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Healy School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability, or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Healy School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Healy School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that Healy School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior, and
- c. Return the child to the placement from which the child was removed unless the parent or guardian and Healy School agree to a change of placement as part of the modification of the behavioral intervention plan.

If Healy School, the parent or guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then Healy School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent or guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Healy School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Healy School, the student shall remain in the interim alternative educational setting/guardian pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of

the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent or guardian and Healy School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent or guardian disagrees with any decision regarding placement, or the manifestation determination, or if Healy School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent or guardian or Healy School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Healy School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures For Students Not Yet Eligible For Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated Healy School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Healy School had knowledge that the student was disabled before the behavior occurred.

Healy School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent or guardian has expressed concern in writing, or orally if the parent or guardian does not know how to write or has a disability that prevents a written statement, to Healy School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent or guardian has requested an evaluation of the child.
3. The child's teacher, or other Healy School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Healy School supervisory personnel.

If Healy School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA – eligible children with disabilities, including the right to stay-put.

If Healy School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Healy School shall conduct an expedited evaluation if requested by the parents, however the student shall remain in the education placement determined by Healy School pending the results of the evaluation.

Healy School shall not be deemed to have knowledge that the student had a disability if the

parent or guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11: Employee Retirement Systems

Governing Law: "The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security" Education Code Section 47605(c)(5)(K)

All employees will participate in the federal Social Security system in accordance with applicable law. Healy School also intends to provide a 403(b) plan for all staff. The School Director will ensure that the appropriate payroll arrangements are made to ensure Social Security and 403(b) coverage and participation. The Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Element 12: Public School Attendance Alternatives

Governing Law: “The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools” Education Code Section 47605(c)(5)(L)

No student may be required to attend Healy School. Children who reside within the District who choose not to attend the Charter School may attend a school within that school district according to its policy or at another school district or school within the district through its intra- and inter-district transfer policies. The parent or guardian of each student enrolled in Healy School shall be notified on admissions forms that the student(s) has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

Element 13: Return Rights of Employees

Governing Law: "The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school" Education Code Section 47605(c)(5)(M)

No public school district employee shall be required to work at Healy School. Employees of the District who choose to leave the employment of the District to work at Healy School will have no automatic rights of return to the District after employment by Healy School unless specifically granted by the District through a leave of absence or other agreement. Healy School employees shall have any right upon leaving the District to work in Healy School that the District may specify, any rights of return to employment in a school district after employment in Healy School that the District may specify, and any other rights upon leaving employment to work in Healy School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Healy School. Employment by Healy School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14: Dispute Resolution

Governing Law: "The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Education code section 47605(b)(5)(N)

Healy School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. Healy School is willing to consider changes to the process outlined below as suggested by the District.

Disputes between The Charter School and Authorizer

Healy School will seek to resolve any disputes with its chartering authority amicably and reasonably and to employ a dispute resolution process that is fair and timely. If any portion of this section is in conflict with the chartering authority's policies or desired protocols, Healy School would be open to changes and come to a mutually acceptable process through the Memorandum of Understanding ("MOU") process.

In the event that any dispute arises between Healy School and its chartering authority, both parties agree to use the procedure as stated herein, except for any dispute that is any way related to revocation of the Charter School. All parties will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

In the event of a dispute between Healy School and its chartering authority, the party who claims there is a dispute shall first identify the issue in writing with specificity and with supporting facts (the "Written Notification"). The Written Notification shall be tendered to the other party by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the regular US mail.

All written notifications to the school shall be addressed to Healy School at the attention of the School Director and to the chartering authority at the attention of the Superintendent. The other party shall provide a written response to the Written Notification within twenty (20) business days. Both parties will attempt to settle such dispute by meeting and conferring in a good faith attempt to resolve the dispute within fifteen (15) business days of the date of the written response to the Written Notification. If this meeting doesn't resolve the dispute, mediation shall be held within thirty (30) business days of the meeting. The costs of the mediator shall be split equally between the chartering authority and Healy School. Each party will be solely responsible for its own costs of resolving the dispute, including attorneys' fees and expenses. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines in this process may be revised upon mutual written agreement.

In the event that the chartering authority believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, then both parties will no longer be subject to this process. Participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the chartering authority's ability to proceed with revocation in accordance with Education Code Section 47607 if Healy School:

- Committed a material violation of any of the conditions, standards, or procedures set forth in the charter,
- Failed to meet or pursue any of the pupil outcomes identified in the charter,
- Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement, and
- Violated any provision of law.

Internal Disputes

Disputes arising within Healy School, including all disputes among and between students, staff, parents, volunteers, faculty, and partner organizations, will be resolved by Healy School in accordance with Healy School policies and the law. The authorizer shall promptly refer any complaints or reports regarding internal disputes to Healy School for resolution pursuant to Healy School policies.

Element 15: Closure Procedures

Governing Law: "The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Education Code Section 47605(c)(5)(O)

The Charter School closure will be documented by official action of the Healy School Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students at the Charter School, the District, the Marin County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (i.e., 403b administrators and federal Social Security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the contact information for whom reasonable inquiries may be made regarding the closure, the students' school districts of residence, and the manner in which parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification of closure to parents or guardians and students provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students, and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance FERPA. The Charter School will ask the District to store original records of the Charter School's students. All records of the Charter School shall be transferred to the District upon School closure. If the District will not or

cannot store the records, the Charter School shall work with the District to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six (6) months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all remaining assets of the Charter School, if any, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of Healy School, and upon dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with its Articles of Incorporation.

Any assets acquired from the District will be promptly returned upon school closure to the District as needed. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as

well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit 135 public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by its budget, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

Budget and Financial Reporting

Governing Law: "The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation." Education Code Section 47605(g).

Healy School has worked with ExED to date, which is a non-profit organization that specializes in Charter School compliance, and financial operations. They have prepared our first-year operational budget, including start-up costs, cash flow, and financial projections for the first five years of operation.

Please find the following information attached:

- Budget narrative (Appendix 4)
- Projected 5-year budget and cashflow (Appendix 5)
- Loan pre-authorization from Charter School Capital for \$849,000 (Appendix 6)

Budgeting is based on the information available at the time of Healy School charter petition submission.

Healy School looks forward to a constructive, and collaborative relationship with the District and Marin County Office of Education. This collaborative partnership includes providing financial reporting information to the authorizer, and following the standard reporting schedule as follows:

- By July 1st, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
- By July 1st, a local control and accountability plan and an annual update required pursuant to Education Code section 47606.5
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31st. On December 15th, the Charter School's annual, independent

financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.

- By March 15th, a second interim financial report for the current fiscal year reflecting changes through January 31st.
- By September 15th, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Carter School's receipts and expenditures for the preceding fiscal year.

Additional financial reports are available upon request from the Charter School.

Healy School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

Healy School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with education code sections 47604.32 and 47607.

Pursuant to Education Code section 47604.3, Healy School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Insurance

Healy School will acquire and finance general liability insurance, workers compensation, and other necessary insurance in the types, and in the amounts of an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

Administrative Services

Governing Law: “The manner in which administrative services of the charter school are to be provided.” Education Code Section 47605(g).

Healy School will provide its own administrative services which include but are not limited to financial management, accounts payable / accounts receivable, human resources, payroll, and instructional program development either through its own staff or an appropriately qualified third-party contractor.

Healy School, through memoranda of understanding (“MOU”), may purchase services from the District, which would go through the same due diligence process as if contracting from any other third-party providers.

Facilities Plan

Governing Law: “The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate” Education Code Section 47605(g)

Healy School will be located within the geographic boundaries of Novato Unified School District. Specifically, we are aiming to locate in the Southwest or Southeast section of Novato, California; however, we haven’t confirmed a precise location yet.

The exact address is still to be determined. If we are unable to obtain ideal space in a privately owned facility or one is not available or not feasible due to cost or location constraints, HS will apply to NUSD for Prop 39 facilities by the legal deadline, to ensure that District allocated space is available if a suitable private facility cannot be located and secured.

We have budgeted for a privately leased space and included the costs for renting the space in the detailed budget, as well as vendor repairs (See Appendix 4).

We are actively searching for feasible (space, safety, transportation, cost) private facilities options in the area. We are working with experienced realtors, developers, and financiers to identify and secure an appropriate space. Ultimately, we hope to purchase or secure a long-term lease for a permanent facility.

HS will work with private donors and lenders, and pursue appropriate facility financing options, including financing and reimbursement programs offered by the state and local governments. We intend to apply for the Charter School Facilities Grant Program funding.

HS will meet state and local building codes, federal ADA access requirements, fire and safety regulations, and all other requirements of a similar organization serving public school students in the State of California. A health and safety plan, and disaster preparedness plan will be located on-site, and Healy School will receive all necessary and proper inspections, certificates, and permits prior to school opening.

Transportation

The Charter School will not provide transportation to and from school, except as required by law.

Potential Civil Liability Effects

Governing Law: “Potential civil liability effects, if any, upon the charter school and upon the school district.” Education Code Section 47605(h).

Healy School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other authorizer-requested protocol to ensure the authorizer shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the

authorizer, wherein the Charter School shall indemnify the authorizer for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

Insurance amounts for the Charter School will be in alignment with schools of similar size, location, and student population. The authorizer shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices including but not limited to screening employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

By approving this petition, Novato Unified School District will continue to offer a variety of school choices for diverse students and their families. Healy School would be a strong and collaborative partner to meet the growing needs of our NUSD students, and the County of Marin. Our belief is that as we scientifically and systematically teach the science and skills of resilience to our students they can improve their outcomes, and find more pathways for success – inside and outside of the classroom.

References

- American Psychological Association (APA) (2022). Resilience.
<https://www.apa.org/topics/resilience>
- Benson, Herbert (2022). The Resilient School Program.
<https://bensohenryinstitute.org/services-resilient-schools/>
- Black, P., Henderson-Smith, L., & Flinspach, S. (2021, September 21). Trauma-Informed, Resilience Oriented Schools Toolkit. National Center for School Safety.
- Bonanno, G. A., Pat-Horenczyk, R., & Noll, J. (2011). Coping flexibility and trauma: the perceived ability to cope with trauma (PACT) scale. *Psychological Trauma: Theory, Research, Practice, and Policy*, 3(2), 117.
- Booth, J. W., & Neill, J. T. (2017). Coping strategies and the development of psychological resilience. *Journal of Outdoor and Environmental Education*, 20(1), 47-54.
- Boyce, W. T., Levitt, P., Martinez, F. D., McEwen, B. S., & Shonkoff, J. P. (2021). Genes, Environments, and Time: The Biology of Adversity and Resilience. *Pediatrics*, 147(2), e20201651.
- Brenner, Kari. (Sept 24, 2021). Marin County report flags teens, young adults at greater mental health risk. San Rafael, CA: Marin IJ. <https://www.kidsdata.org/region/239/novato-unified/summary#27/emotional-behavioral-health>
- Brenner, Kari (Aug. 11, 2022). Novato School District Reports Robust Enrollment Jump. San Rafael, CA: Marin IJ: <https://www.marinij.com/2022/08/10/novato-school-district-reports-robust-enrollment-jump/>
- Brown, T. Growth Mindset and Resiliency: 2 Keys to Unleashing the Potential of Under-Resourced Youth (2017). *National Youth-At-Risk Conference, West*.
https://digitalcommons.georgiasouthern.edu/nyar_vegas/2017/2017/16

Buck Institute of Education (2022). Project Based Learning
<https://www.pblworks.org/research/publications>

Buck Foundation, PBL Works. Infographic from Speak Up Research Project.
<https://www.pblworks.org/sites/default/files/2021-07/PBL%20Speak%20Up%20Infographic%20042821.pdf>

Burke, N. J., Hellman, J. L., Scott, B. G., Weems, C. F., & Carrion, V. G. (2011). The impact of adverse childhood experiences on an urban pediatric population. *Child abuse & neglect*, 35(6), 408-413.

Center on the Developing Child at Harvard University (March 9, 2015).
<https://developingchild.harvard.edu/science/key-concepts/resilience/>

Center on the Developing Child at Harvard University (2016). From Best Practices to Breakthrough Impacts: A Science-Based Approach to Building a More Promising Future for Young Children and Families.

Center on the Developing Child at Harvard University (2015). How Resilience is Built.
<https://developingchild.harvard.edu/>

Center on the Developing Child at Harvard University (2016). The Science of Resilience.
www.developingchild.harvard.edu

Center on the Developing Child (2015). What is Resilience?
<https://developingchild.harvard.edu/science/key-concepts/resilience/>

Compassion Project (2022). <https://thecompassionproject.com/>

Cosca, Kris (2022). Keeping Every Door Open. Novato, CA: NUSD.
<https://nUSD.org/wp-content/uploads/2020/08/Education-Services-Action-Plan-20-21.pdf>

Coşkun, Y. D., Garipağaoğlu, Ç., & Tosun, Ü. (2014). Analysis of the relationship between the resiliency level and problem solving skills of university students. *Procedia-Social and Behavioral Sciences*, 114, 673-680.

County of Marin (2022). Food Donation and Food Insecurity.

<https://www.marincounty.org/depts/cd/divisions/environmental-health-services/food-program/food-donation>

Donisch, K., Ake, G., Halladay Goldman, J., Trunzo, C.P., Agosti, J., & Houston, F. (2022). National Child Traumatic Stress Network's Breakthrough Series Collaborative Schools Brief: A Focus on Trauma-Informed Practices. Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress.

Delany, C., Miller, K. J., El-Ansary, D., Remedios, L., Hosseini, A., & McLeod, S. (2015). Replacing stressful challenges with positive coping strategies: a resilience program for clinical placement learning. *Advances in Health Sciences Education*, 20(5), 1303-1324.

Fester, J. & Starkey, E (2022). 3 Reasons Why PBL is an Effective Option for Teachers.

<https://www.edutopia.org/article/3-reasons-why-pbl-effective-option-teachers>

Fisher, Philip, PhD (2022). Oregon Social Learning Center. Senior Fellow at the Center for the Developing Child at Harvard University.

Frey, K. (1998). Introduction to resiliency. Report prepared for the Tucson Resiliency Initiative: Metropolitan Education Commission.

Gallagher, A. & Slade, S (2021). Resilience is as important for educators as it is for students.

<https://www.edsurge.com/news/2021-12-02-resilience-is-as-important-for-educators-as-it-is-for-students>

Gardner, H (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York, NY: Basic Books.

Gardner, H. (2013). Frequently asked questions—Multiple intelligences and related educational topics. https://howardgardner01.files.wordpress.com/2012/06/faq_march2013.pdf

Halstead, Richard (2021). Marin births rebound after pandemic slump. San Jose, CA: Mercury News. <https://www.mercurynews.com/2021/07/28/marin-births-rebound-after-pandemic-slump/>

Healthy Marin County (2022). Novato City Profile.
<https://www.healthymarin.org/reports/location/view?id=233678353309513684>

Healy, Maureen (2017). New Trend: No Homework for Elementary Students. New York, NY: Psychology Today.

Home facts (2022). Earthquake information for Novato, California.
<https://www.homefacts.com/earthquakes/California/Marin-County/Novato.html>

Hong, Joe (April 11, 2022). California public school enrollment drops below 6 million mark.
<https://calmatters.org/education/k-12-education/2022/04/california-public-school-enrollment/>

Institute of Experiential Learning (2022). What is Experiential Learning?
<https://experientiallearninginstitute.org/resources/what-is-experiential-learning/>

Kaiser (2022). Resilience in school environments (RISE).
<https://thrivingschools.kaiserpermanente.org/mental-health/resilience-in-school-environments/>

Khan Academy Free Tutoring (2022). <https://schoolhouse.world/>

Kids data (2022). Profile Novato Unified. Emotional and Behavioral Health.
<https://www.kidsdata.org/region/239/novato-unified/summary#27/emotional-behavioral-health>

Kohn, Alfie. Punished by Rewards (1999). Boston, MA: Mariner Books.

Kolb, D (2014). Experiential Learning: Experience as the Source of Learning and Development, 2nd edition. Upper Saddle River, NJ: Pearson.

Konnikova, Maria (Feb 11, 2016). How people become resilient. New York, NY: The New Yorker.

Lathan, Joseph (2022). Complete guide to teacher-centered versus student-centered learning. San Diego, CA: University of San Diego.

Lyon, Lindsey (June 24, 2009). Positive Psychology for Kids: Teaching Resilience with Positive Education. Washington, DC: US News and World Report.

Marin County Office of Education (2017). Resolution No. 912 retrieved online at:
<https://www.marinschools.org/Page/4028>

McCoy, D. C., Yoshikawa, H., Ziol-Guest, K. M., Duncan, G. J., Schindler, H. S., Magnuson, K., Yang, R., Koepp, A., & Shonkoff, J. P. (2017). Impacts of Early Childhood Education on Medium- and Long-Term Educational Outcomes. *Educational researcher (Washington, D.C. : 1972)*, 46(8), 474–487.

McDowell, Michael (2022). 5 Strategies for Aligning PBL to Real-World Problem Solving.
<https://www.edutopia.org/article/5-strategies-aligning-pbl-real-world-problem-solving>

McGraw Hill Education. Efficacy and Success in California Wonders.
<https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/wonders/efficacy-and-success-brochure.pdf>

National Institutes of Health (2021). More than 140,000 children lost a primary or secondary caregiver to the COVID-19 pandemic.
<https://www.nih.gov/news-events/news-releases/more-140000-us-children-lost-primary-or-secondary-caregiver-due-covid-19-pandemic>

National Scientific Council on the Developing Child. (2015). Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper 13.

New York Life (2017). Childhood Grief: a pervasive problem. From their Bereavement Survey.
<https://www.newyorklife.com/assets/foundation/docs/pdfs/childhood-grief.pdf>

NUSD Kindergarten Information Night (11/17/21). Retrieved online at:

<https://www.youtube.com/watch?v=zJ4QF3kD1Uc>

NUSD (2018). NUSD Equity Imperative.

https://nUSD.org/wp-content/uploads/2019/10/Equity-Imperative-Final-12.5.18_.pdf

Ochsner, K. N., & Gross, J. J. (2005). The cognitive control of emotion. *Trends in cognitive sciences*, 9(5), 242-249.

Perry, Lauren (2018). Yale Child Student Center to Partner with Scholastic on new literacy research. New Haven, CT: Yale News.

Penn Resiliency Program (PRP) at the University of Pennsylvania (2022).

<https://ppc.sas.upenn.edu/services/penn-resilience-training>

Perry, Lauren (2018). Yale Student Center to partner with Scholastic on new literacy research. Hartford, CT: Yale News.

Pidgeon, A. M., & Pickett, L. (2017). Examining the differences between university students' levels of resilience on mindfulness, psychological distress and coping strategies. *European Scientific Journal*, (Special Edition), 103-113.

Pratt, Caroline (2014). *I Learn from Children* (reprint). New York, NY: Grove Press.

Public School Review (2022). Novato Unified School District.

<https://www.publicschoolreview.com/california/novato-unified-school-district/627720-school-district>

Ross, Ian. (March 12, 2022). Probe finds 'credible evidence' Marin athletes used racial slurs towards opposing Bay Area teams. San Jose, CA: Mercury News.

<https://www.mercurynews.com/2022/03/12/probe-finds-credible-evidence-san-marin-athletes-used-racial-slurs/>

Sagor, Richard (1996). Association of Supervision and Curriculum Development.

<https://www.ascd.org/el/articles/building-resiliency-in-students>

Schindler, H. S., Kholoptseva, J., Oh, S. S., Yoshikawa, H., Duncan, G. J., Magnuson, K. A., & Shonkoff, J. P. (2015). Maximizing the potential of early childhood education to prevent externalizing behavior problems: A meta-analysis. *Journal of school psychology, 53*(3), 243–263.

Simon, Shonkoff J. P. (2016). Capitalizing on Advances in Science to Reduce the Health Consequences of Early Childhood Adversity. *JAMA pediatrics, 170*(10), 1003–1007.

Shonkoff J. P. (2011). Protecting brains, not simply stimulating minds. *Science (New York, N.Y.), 333*(6045), 982–983.

Shonkoff J. P. (2012). Leveraging the biology of adversity to address the roots of disparities in health and development. *Proceedings of the National Academy of Sciences of the United States of America, 109 Suppl 2*(Suppl 2), 17302–17307.

Substance Abuse and Mental Health Services (SAMHSA) (2022). Understanding Child Trauma.

<https://www.samhsa.gov/child-trauma/understanding-child-trauma#:~:text=At%20least%201%20in%207,this%20is%20likely%20an%20underestimate.>

Substance Abuse and Mental Health Services Administration (2022). Childhood Resilience.

<https://www.samhsa.gov/homelessness-programs-resources/hpr-resources/childhood-resilience>

Schuster, K. and Rubin, G. (2022). Novato Residents Face Off-the-Charts Fire Risk, New Study Says. Patch online. <https://patch.com/california/novato/novato-residents-face-charts-fire-risk-new-study-says>

Stanford Early Life Stress and Resilience Program (ELSRP)

<https://med.stanford.edu/elspap/education-and-training.html>

Ryan, C. A., & Hoover, J. H. (2005). Resiliency: What we have learned. *Reclaiming Children and Youth, 14*(2), 117.

Seligman, M. E. (2006). *Learned optimism: How to change your mind and your life*. New York, NY: Vintage.

School Climate Survey (2019). California Department of Education. Novato Unified School District.

Sagor, Richard (1996). Building resiliency in children. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Simon-Thomas, E (2022). Presentation in Novato for the Greater Good Science Center, which discussed the science of happiness.

Tough, Paul (June 2016). How Kids Learn Resilience. Washington, DC: The Atlantic.

Trauma Learning Policy Initiative (2019).

<https://traumasensitiveschools.org/whole-school-approach-the-importance-of-community/>

University of Pennsylvania (2022). Resilience Training for Schools.

<https://ppc.sas.upenn.edu/services/resilience-training-schools>

US Census Data (2020). Population data on Novato, California in most recent survey:

<https://www.census.gov/quickfacts/novatocalifornia>

Early Life Stress and Resilience Program (ELSRP) at Stanford University

Werner, E. E. (2005). Resilience research. In *Resilience in children, families, and communities* (pp. 3-11). Springer, Boston, MA.

World Population Review (2022) for Novato, California.

<https://worldpopulationreview.com/us-cities/novato-ca-population>

World Wildlife Fund – Free Teaching Resources (2022).

<https://www.worldwildlife.org/teaching-resources>

Zearn (2022). <https://about.zearn.org/why-zearn-math>

Appendix 1: Qualifying Teacher Signatures

CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE
HEALY SCHOOL
 (Name of Proposed Charter School)

The proposed charter school, seeking to open in the 2023-2024 school year, will be a (check the box that best describes the status of the proposed charter school):
☒ Start-up Charter School: Total number of teachers to be employed at the school during the first year of operation 4. (Signatures of 50% required)
☐ Conversion Charter School: Total number of permanent status teachers currently employed at the school _____. (Signatures of 50% required)

WE, THE UNDERSIGNED CREDENTIALLED TEACHERS, have read and agree to the contents of the attached charter school proposal dated 8/31/22. Our signatures indicate that we are meaningfully interested in being employed as teachers at this charter school during the first year of operation.

Date of Signature	Teacher's Name (Please Print)	Street Address	Phone # including area code	Type of Credential(s) Held	CA Credential Number(s)	Credential Expiration Date(s)	College Degree(s) Held
8/12/22	Michele Jones	Po Box 2319	925 305 0450	single subject	210226740	11/1/26	BA-UC Berkeley
	Michele Jones	Bethel Island, CA		multiple subject	200126325	4/1/25	
				educ specialist	200039086	3/1/25	
				instructional credential			
8/25/22	Amy McIntosh	Petaluma, CA	443 465 1867	single subject	180180983	8/1/23	BA - SAINT MARYS COLLEGE OF Maryland
	Amy McIntosh			multiple subject	180180984	8/1/23	

FORM REV 07/25/2022

Michele Jones – Teaching Credentials

CA.gov Teacher Credentialing

Login Search

JONES, MICHELE | Document

New Search Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: JONES Last Known County of Employment: CONTRA COSTA COUNTY OF
 First Name: MICHELE Adverse and Commission Actions Indicator:
 Middle Name: YVETTE Deceased Flag:

Note: Please verify County of Employment is current.
 Note: Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
 If the Deceased flag is displayed, the licensee is deceased.

Current Document All Documents Adverse and Commission Actions

1 - 4 of 4

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade	Deceased
210226741	Activity Supervisor Clearance Certificate		Valid	10/24/2021	11/1/2026	10/24/2021			
210226740	Single Subject Teaching Credential	Clear	Valid	10/24/2021	11/1/2026	8/24/2006			
200126325	Multiple Subject Teaching Credential	Clear	Valid	3/6/2020	4/1/2025	3/6/2020			
200030086	Education Specialist Instruction Credential	Clear	Valid	2/1/2020	3/1/2025				

Authorization/Subjects

1 - 1 of 1

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization Date

Amy Mc Intosh – Teaching Credentials

CA.gov Teacher Credentialing

Login Search

MC INTOSH, AMY | Document

New Search Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: MC INTOSH Last Known County of Employment: MARIN COUNTY OFFICE
 First Name: AMY Adverse and Commission Actions Indicator:
 Middle Name: CHRISTINE Deceased Flag:

Note: Please verify County of Employment is current.
 Note: Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
 If the Deceased flag is displayed, the licensee is deceased.

Current Document All Documents Adverse and Commission Actions

1 - 2 of 2

Document Number	Document Title	Term	Status	Issue Date	Expiration Date
180180983	Single Subject Teaching Credential	Clear	Valid	7/30/2018	8/1/2023
180180984	Multiple Subject Teaching Credential	Clear	Valid	7/30/2018	8/1/2023

Sample Lesson 1

Theme: Understanding Resilience

Grade: First

Lesson Purpose and Overview:

As part of a larger unit on resilience, this lesson guides students to explore their understanding of resilience and begin to see themselves as resilient. The students will get an opportunity to mine their own lives for evidence of resiliency, and their ability to “bounce back” after a challenge – big or small.

Key Terms and Concepts: resilience

Lesson Objectives:

1. Identify what resilience means and how it applies to their life.
2. Learn from each other by being exposed to different stories of resilience of their peers.
3. Strengthen public speaking skills by sharing their moments of resilience, which may have been little or big. (Voluntary participation)

Essential Questions:

1. What is resilience?
2. When have I demonstrated resilience in my life?

Lesson Steps/Activities:

1. Develop a visual presentation that captures moments of resilience in young people's lives.
2. Ask students to define resilience, and share with the classroom by a show of hand (in-person or virtually). Call upon students to share their thoughts.
3. Introduce the standard definition of resilience to the classroom.

4. After introducing the definition, ask students to mine (look back) over their experiences and see if they can pick a moment of resilience. Some examples from the presentation may have been falling off a surfboard and getting back on, or being sick and taking action to recover. The moments of resilience may be little moments to bigger experiences like evacuating from a wildfire or losing a loved one, which includes furry friends.
5. During the next few class sessions, students are asked to document their selected resilience moment either in words, pictures, or some creative expression (for example, a photo slideshow, a poem, a song).
6. For the overall project, students should be expected to share their resilience project with their peers. They are encouraged to present their project in three minutes or less to the class. Prior to presentation students are given an opportunity to practice their presentations with peer-to-peer sessions before speaking to the whole class.
7. Before presentations, teachers should establish norms about presenting and creating an inclusive, non-judgmental learning environment. During the presentations students are expected to be active listeners, encourage their peers, and appreciate everyone's different experiences of resilience. The emphasis is on being a supportive community.
8. After the presentation, students can take a moment to reflect on the following questions:
 - How are our resilience stories similar?
 - How are they different?
 - How does knowing the resilience stories of your peer's impact how we connect with one another?
9. After completing the assignment, teachers and students can share their project with the broader student body, their families, and communities by displaying them on poster boards around the class, showing them at a schoolwide meeting, and/or giving permission to share them on the website.

Assessment, Application and Reflection:

- During the practice groups, teachers can provide constructive feedback to help students grasp the assignment and progress.
- Teachers can evaluate the students' understanding of key ideas and concepts through their presentation.
- Presentation skills can be assessed in the context of grade-level expectations in the CA CCSS for ELA/Literacy, especially the standards for Speaking and Listening.

Materials and Resources:

- What is Resilience Video for Children?
- Resilience Workbook for Kids

Appendix 3: Staffing Plan for Years 1 – 5

Role	FY 1	FY 2	FY 3	FY 4	FY 5
School Director	1	1	1	1	1
Principal			1	1	1
Office Manager	1	1	1	1	1
Office Assistant	.5	1	1	1	1
Finance Manager			1	1	1
School Counselor	.40	.40	1	1	1
Special Education Teacher		.60	1	1	1
GE Teachers	4	6	8	10	11
Paraeducators	2	3	4	4	4

Healy School intends to employ no more than 4 FTE teachers in the first year of operations.

Appendix: 4

Budget Narrative

The attached budget projection is based on conservative estimates of the actual costs to implement Healy School's program as described in the charter petition for the period FY24-FY28. Assumptions that are being used to create the analysis are based on local data, rates published by the state of California and federal government and future estimates.

Budget Summary

Healy School's FY 2023-24 spending plan results in a Net Income of \$100,094. In the following four years, the net income ranges from \$322,268 to \$573,628. Healy School is projected to end the first year of operation with \$71,092 in cash or a 5% reserve and the second year with \$361,741K or a 20% reserve, growing to \$1,403,224 in Year 5.

Enrollment & Attendance Assumptions

In Year 1, the budget assumes Healy School will open with 95 students in grades TK-2nd. The student to classroom teacher ratio is approximately 24 to 1.

	2023-24				
Enrollment Summary	Trend	2024-25	2025-26	2026-27	2027-28
Year of Operation	1	2	3	4	5
Enrollment	95	137	181	225	244
TK	20	40	40	40	40
K	24	22	44	44	44
1	26	24	22	44	44
2	25	26	24	22	44
3	0	25	26	24	22
4	0	0	25	26	24
5	0	0	0	25	26

Average Daily Attendance (ADA)

The budget assumes a 95% attendance rate, which results in a projected ADA of 90.25 in Year 1. The school expects to maintain the attendance rate in future years.

	2023-24 Forecast	2024-25	2025-26	2026-27	2027-28
Total Enrollment	95	137	181	225	244
ADA	90.25	130.15	171.95	213.75	231.80
% Free and Reduced	63%	63%	63%	63%	63%
% English Language Learners	16%	16%	16%	16%	16%
% Unduplicated Low Income, EL, Foster Youth	63%	63%	63%	63%	63%

Local Control Funding Formula (Public State Funding)

LCFF provides a base rate per ADA by grade span and additional supplemental and concentration grants for high need students defined as low income students, English learners, and foster youth.

The budget assumes the following demographic data in Year 1 based on the demographics of Southern Novato:

Total Enrollment	95
Low Income/Free-Reduced Meal Students	60
English Language Learners	15
Foster Youth	0
Unduplicated Count of Low Income Students, English Language Learners, and Foster Youth	60
Unduplicated Percentage of Low Income Students, English Language Learners and Foster Youth	63%

Some students fall into more than one high need category; however, they will be counted only once for the purpose of the supplemental and concentration grants. **This is termed the Unduplicated Count.**

The FY 23-24 LCFF base rate for grades TK-3 is \$9,624 based on the State-approved budget for FY 22-23, and 5.38% projected COLA for FY 23-24.

Based on the assumptions above, for Year 1 Healy School is estimated to receive \$1,132,926 total or **\$12,553 per ADA**, in LCFF funds (including the TK add-on). This represents 80% of the school's revenue in Year 1.

Staffing

Salaries and benefits make up 51% of Healy School's Year 1 budget. In its inaugural year, Healy School will employ:

1 School Director

4 Teacher FTE's (HS intends to employ no more than 4 teacher FTE's in the first year)

0.4 Counselor (full-time by Year 3)

2 Paraeducators (for TK and K)

1 Office Manager

0.5 Office Assistant (full-time Year 2)

3 After School Tutors (after school hours only)

Total = 10 Full-Time Equivalent (FTE) Staff in Year 1, growing to 25 FTE Staff by Year 5

Future Years:

Part-Time (0.6) Special Education Teacher added in Year 2

Additional After School and Summer School Staff added in Year 2

Additional paraeducator for TK added in Year 2

Additional paraeducator for K added in Year 3

Finance Manager added in Year 3

Principal added in Year 3

Salaries are budgeted to increase by 4% in year 2 and beyond – State funding allowing

Benefits

Healy School will fund employee Health & Welfare premiums up to a cap of \$6,000 per year for

full-time employees, with the cap increasing 4% each year. Healy School will provide up to a 3% match to employees' 403b retirement plans, and will not participate in STRS or PERS at this time.

The budget also includes funding for Social Security, Medicare, State Unemployment Insurance, and workers' compensation for all eligible staff.

Special Education

Healy School will apply for membership to the El Dorado Charter SELPA. Funding rates with the El Dorado County Charter SELPA are budgeted at: State AB 602 funding beginning Year 1 at \$715/ADA, and IDEA (Individuals with Disabilities Education Act) Federal funding beginning Year 2 at a rate of \$125/ADA. In Year 1, AB 602 funding is estimated to be \$64,529.

In Year 1, Healy School will pay the SELPA approximately \$3,549 in fees. Special Education services will be provided by the outsourced Special Education Teacher/RSP services and other outsourced special education services (including speech therapy, psychologist, evaluations, and other services) estimated at \$103,750 in Year 1. We anticipate special education students will comprise 12-15% of the student population and while we cannot yet anticipate their needs and services, we are budgeting a total of \$1,250 per student (all pupils) for special education costs in Year 1.

Nutrition Program

Healy School will offer breakfast, lunch, and snack. The budget assumes the food vendor will charge \$2.50 per breakfast ordered and \$3.80 per lunch ordered and \$1.10 per snack ordered. The budget calculates total expense using estimated vendor rates, the numbers of students who qualify for free, reduced-priced or paid meals, and the number of students estimated to participate in the meal programs. The budget also includes ordering contingencies of 5%. Based on current assumptions, meal expense will total \$77,266 in Year 1.

Meal Revenue (Child Nutrition Program – Federal & State), calculated using 21/22 reimbursement rates plus a 5% COLA and estimated student participation rates are estimated to total \$78,254.

Facilities

Healy School is projecting a private lease to house the program. Rent is projected at \$132,000 in Year 1, based on the assumption of leasing an appropriate facility within the borders of NUSD.

The rent costs are offset by \$99,000 in SB 740 (Charter Facility Grant) funding. SB 740 reimburses charter schools for rent at the lower of 75% of rent or \$1,359 per ADA. (Charter schools must serve 55% or more low-income students to qualify out right, or be located in the attendance area of a public elementary school that serves 55% or more.)

The budget also includes \$22,440 of utilities expenses, \$16,800 for housekeeping/custodial services, and \$4,200 for vendor repairs in Year 1.

Federal Title Programs

The Year 1 for Title I and II funds estimate is approximately \$22,098 but the actual funding could be somewhat higher or lower due to statewide factors that govern the funding formulas. Schools that complete a Consolidated Application in their first year and have an LCAP Federal Addendum for Title Funds approved by the State Board of Education by March of their first year, are eligible for Title funding.

Books and Supplies

Healy School is budgeting \$104,060 for Books and Supplies in 2023-2024, or \$1,095 per student. In subsequent years Books & Supplies largely track student growth and increase with a 3% COLA year over year. A summary of the major expenses is as follows:

- \$133 per student for Student Materials
- \$102 per student for Core Curriculum (digital / print)
- \$25,000 for Classroom Furniture and Equipment
- \$250 per student for Computers

Expected grants such as the PCSGP will help to offset the supply purchases.

Services and Other Expenses

General Liability Insurance is projected at \$150 per student in FY 24 based on current rates,

increasing annually with student growth and COLA.

Healy School will pay 1% of LCFF revenues for oversight to its authorizing district, Novato Unified School District.

Healy School will utilize a back-office service provider to support financial and operational needs of the school. Services include accounts payable, accounting, budgeting and finance, and payroll. The cost for these services is \$40,000 in the first year of operations.

Other significant expenses include Equipment Leases (\$5,400), Office Furniture (\$5,000), Field Trips (\$3,825), Legal Fees (\$8,000), Audit (\$4,500), Professional Development (\$7,500), Technology Consultants (\$7,500), School Information System & non-instructional Software (\$12,875), Advertising & Outreach (\$8,000), Substitute Teachers (\$4,860), Communications including internet & website (\$17,080) in year one.

Start-Up Funding

Healy School is likely to receive a \$100,000 in grant funding from Silicon Schools Fund after charter petition approval, based on their grant application process, which can be used to support start-up and other initial school expenses. The grant funds (and associated expenses) are not yet committed and therefore not included in the budget. Healy School will apply for the PCSGP (federal start-up grant), and other grant opportunities throughout the year.

Financing

In the absence of an additional grant, private funding or affordable financing, Healy School will require other financing to close its initial temporary cash flow gap. Private companies such as Charter School Capital will buy charter school “receivables” at a fee of approximately 7% per sale so that schools can bridge that gap during the early years. The budget assumes that Healy School will sell its future receivables four times in Year 1 (total sales of \$463,971) and twice in Year 2 (total sales of \$200,000). Beginning the winter of Year 2, the school will be able to manage its cash flow on public funding alone. The total fees for this financing are an estimated \$46,478 (see 7438 – Interest Expense). Healy School will apply for the State Revolving Loan and other funding or financing to help with cash flow, but is able to sell receivables as a last resort.

Future Years

Most expenses described above grow with enrollment and/or COLA in future years, while some one-time expenses including computers, other equipment and furniture are incurred for new students and staff only, as well as replacements as needed.

Appendix: 5

5 Year Budget

HEALY SCHOOL

Multi-Year Budget Summary

Prepared by ExED. For use by ExED and ExED clients only. © 2022 ExED

	2023-24 Forecast	2024-25	2025-26	2026-27	2027-28
Total Enrollment	95	137	181	225	244
ADA	90.25	130.15	171.95	213.75	231.80
% Free and Reduced	63%	63%	63%	63%	63%
% English Language Learners	16%	16%	16%	16%	16%
% Unduplicated Low Income, EL, Foster Youth	63%	63%	63%	63%	63%
INCOME					
8011-8098 · Local Control Funding Formula Sources	1,132,926	1,726,006	2,301,199	2,868,636	3,167,272
8100-8299 · Federal Revenue	86,928	137,234	182,745	231,793	263,781
8300-8599 · Other State Revenue	133,813	246,694	340,909	440,699	510,760
8600-8799 · Other Local Revenue	64,529	93,057	122,944	152,831	165,737
Grants/Fundraising	-	-	-	-	-
8999 · Other Prior Year Adjustment	-	-	-	-	-
TOTAL INCOME	1,418,196	2,202,991	2,947,796	3,693,960	4,107,550
EXPENSE					
1000 · Certificated Salaries	271,000	453,220	775,845	943,691	1,050,901
2000 · Classified Salaries	281,600	371,140	528,600	591,369	643,174
3000 · Employee Benefits	120,667	183,943	292,870	342,209	376,564
4000 · Supplies	181,326	211,097	284,731	351,392	361,017
5000 · Operating Services	436,010	561,032	743,483	965,959	1,102,267
6000 · Capital Outlay	-	-	-	-	-
7000 · Other Outgo	27,499	18,979	-	-	-
TOTAL EXPENSE	1,318,102	1,799,410	2,625,528	3,194,619	3,533,923
NET INCOME	100,094	403,581	322,268	499,341	573,628
Ending Cash Balance	71,092	361,741	606,567	906,334	1,403,224

Per Pupil Revenue	14,928	16,080	16,286	16,418	16,834
Per Pupil Revenue without Grants/Fundraising	14,928	16,080	16,286	16,418	16,834
Per Pupil Expense	13,875	13,134	14,506	14,198	14,483

	0	1	2	3	4
	2023-24 Trend	2024-25	2025-26	2026-27	2027-28
Enrollment	95	137	181	225	244
ADA	90.25	130.15	171.95	213.75	231.80
ADA %	95%	95%	95%	95%	95%
UPP	63%	63%	63%	63%	63%
Income					
8011-8098 - Local Control Funding Formula Sources					
8011 Local Control Funding Formula	740,158	1,159,593	1,552,872	1,938,396	2,158,479
8012 Education Protection Account	18,050	26,030	34,390	42,750	46,360
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-
8096 In Lieu of Property Taxes	374,718	540,383	713,936	887,490	962,434
Total 8011-8098 - Local Control Funding Formula Sources	1,132,926	1,726,006	2,301,199	2,868,636	3,167,272
8100-8299 - Federal Revenue					
8181 Special Education - Federal (IDEA)	-	11,875	17,125	22,625	28,125
8221 Child Nutrition - Federal	64,830	93,492	123,518	153,545	166,511
8223 CACFP Supper	-	-	-	-	-
8291 Title I	20,903	30,145	39,826	52,617	65,408
8292 Title II	1,194	1,723	2,276	3,007	3,738
8294 Title III	-	-	-	-	-
8295 Title IV, SSAE	-	-	-	-	-
8296 Title IV, PCSGP	-	-	-	-	-
Total 8100-8299 - Other Federal Income	86,928	137,234	182,745	231,793	263,781
8300-8599 - Other State Revenue					
8520 Child Nutrition - State	13,424	19,359	25,577	31,794	34,479
8550 Mandate Block Grant	-	1,814	2,714	3,657	4,637
8560 Lottery Revenue	21,389	30,846	40,752	50,659	54,937
8587 State Grant Pass-Through	-	-	-	-	-
8591 SB740	99,000	123,750	169,682	219,415	248,914
8592 State Mental Health	-	-	-	-	-
8593 After School Education & Safety	-	-	-	-	-
8594 Supplemental Categorical Block Grant	-	-	-	-	-
8595 Expanded Learning Opportunity Program	-	70,925	102,184	135,174	167,794
8599 State Revenue - Other	-	-	-	-	-
Total 8300-8599 - Other State Income	133,813	246,694	340,909	440,699	510,760
8600-8799 - Other Local Revenue					
8692 Grants	-	-	-	-	-
8695 Contributions & Events	-	-	-	-	-
8792 Transfers of Apportionments - Special Education	64,529	93,057	122,944	152,831	165,737
Total 8600-8799 - Other Income-Local	64,529	93,057	122,944	152,831	165,737
TOTAL INCOME	1,418,196	2,202,991	2,947,796	3,693,960	4,107,550
Expense					
1000 - Certificated Salaries					
1110 Teachers' Salaries	236,000	413,440	583,098	740,422	838,038
1120 Teachers' Hourly	-	-	-	-	-
1170 Teachers' Salaries - Substitute	-	-	-	-	-
1175 Teachers' Salaries - Stipend/Extra Duty	5,000	8,580	11,627	14,904	16,963
1211 Certificated Pupil Support - Librarians	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	30,000	31,200	81,120	84,365	87,739
1215 Certificated Pupil Support - Psychologist	-	-	-	-	-
1299 Certificated Pupil Support - Other	-	-	-	-	-
1300 Certificated Supervisors' & Administrators' Salaries	-	-	100,000	104,000	108,160
1900 Other Certificated Salaries	-	-	-	-	-
Total 1000 - Certificated Salaries	271,000	453,220	775,845	943,691	1,050,901
2000 - Classified Salaries					
2111 Instructional Aide & Other Salaries	60,800	93,632	130,817	136,050	141,492
2121 After School Staff Salaries	32,400	44,616	73,155	104,746	123,587
2131 Classified Teacher Salaries	-	-	-	-	-
2200 Classified Support Salaries	-	-	-	-	-
2300 Classified Supervisors' & Administrators' Salaries	120,000	124,800	199,792	207,784	216,095
2400 Classified Office Staff Salaries	68,400	90,272	93,883	97,638	101,544
2900 Other Classified Salaries	-	17,820	30,953	45,151	60,457
Total 2000 - Classified Salaries	281,600	371,140	528,600	591,369	643,174
3000 - Employee Benefits					
3111 STRS - State Teachers Retirement System	-	-	-	-	-
3212 PERS - Public Employee Retirement System	-	-	-	-	-
3213 PARS - Public Agency Retirement System	-	-	-	-	-
3311 OASDI - Social Security	34,261	51,110	80,876	95,174	105,033
3331 MED - Medicare	8,013	11,953	18,914	22,258	24,564
3401 H&W - Health & Welfare	48,000	74,880	123,120	141,120	153,120
3501 SUI - State Unemployment Insurance	2,763	4,122	2,609	3,070	3,388
3601 Workers' Compensation Insurance	11,052	17,147	28,218	34,535	39,637
3751 OPEB, Active Employees	-	-	-	-	-
3901 Other Retirement Benefits	16,578	24,731	39,133	46,052	50,822
3902 Other Benefits	-	-	-	-	-
Total 3000 - Employee Benefits	120,667	183,943	292,870	342,209	376,564
4000 - Supplies					
4111 Core Curricula Materials	9,713	12,629	15,320	20,545	22,872
4211 Books & Other Reference Materials	4,750	6,850	9,050	11,250	12,200
4311 Student Materials	12,697	18,310	24,191	30,071	32,611
4351 Office Supplies	4,750	6,850	9,050	11,250	12,200

HEALY SCHOOL
Multi-Year Budget Detail
 Prepared by ExED. For use by ExED and ExED clients only. © 2022 ExED

	2023-24 Trend	2024-25	2025-26	2026-27	2027-28
4371 Custodial Supplies	3,325	4,795	6,335	7,875	8,540
4391 Food (Non Nutrition Program)	450	743	968	1,193	1,305
4392 Uniforms	-	-	-	-	-
4393 PE & Sports Equipment	3,325	4,795	6,335	7,875	8,540
4395 Before & After School Program Supplies	2,375	7,725	10,206	12,687	13,758
4399 All Other Supplies	5,775	7,710	9,736	11,764	12,668
4390 Other Supplies	11,925	20,973	27,245	33,519	36,272
4411 Non Capitalized Equipment	56,900	28,150	43,369	48,338	29,812
4711 Nutrition Program Food & Supplies	77,266	112,540	150,172	188,544	206,510
4713 CACFP Supper Food & Supplies	-	-	-	-	-
Total 4000 - Supplies	181,326	211,097	284,731	351,392	361,017
5000 - Operating Services					
5211 Travel & Conferences	2,000	3,300	8,600	10,600	11,600
5311 Dues & Memberships	900	1,269	1,675	2,105	2,337
5451 General Insurance	14,250	21,167	28,803	36,880	41,194
5511 Utilities	22,440	33,332	45,358	58,076	64,869
5521 Security Services	-	-	-	-	-
5531 Housekeeping Services	16,800	24,954	33,958	43,479	48,565
5599 Other Facility Operations & Utilities	-	-	-	-	-
5611 School Rent - Private Facility	132,000	165,000	226,243	292,553	331,885
5613 School Rent - Prop 39	-	-	-	-	-
5619 Other Facility Rentals	-	-	-	-	-
5621 Equipment Lease	5,400	6,818	8,350	10,691	11,942
5631 Vendor Repairs	4,200	6,239	8,489	10,870	12,141
5812 Field Trips & Pupil Transportation	3,825	5,625	14,550	18,630	20,809
5821 Legal	8,000	11,883	16,170	20,704	23,126
5823 Audit	4,500	9,270	9,548	9,835	10,130
5831 Advertisement & Recruitment	8,000	8,240	8,487	8,742	9,004
5841 Contracted Substitute Teachers	4,860	7,219	9,823	12,578	14,049
5842 Special Education Services	103,750	109,450	107,380	159,463	203,242
5843 Non Public School	-	-	-	-	-
5844 After School Services	-	5,000	10,000	12,804	14,302
5849 Other Student Instructional Services	-	5,000	6,804	8,712	9,731
5852 PD Consultants & Tuition	7,500	11,140	15,160	19,410	21,681
5854 Nursing & Medical (Non-IEP)	-	-	20,000	25,000	25,000
5859 All Other Consultants & Services	47,500	66,470	90,453	115,815	129,362
5861 Non Instructional Software	12,875	13,028	14,586	16,225	17,247
5865 Fundraising Cost	-	-	-	-	-
5871 District Oversight Fees	11,329	17,260	23,012	28,686	31,673
5872 Special Education Fees (SELPA)	3,549	4,722	4,902	6,141	6,785
5899 All Other Expenses	5,252	7,502	9,992	12,605	13,884
5911 Office Phone	1,200	1,236	1,273	1,311	1,351
5913 Mobile Phone	1,800	1,854	1,910	1,967	2,026
5921 Internet	6,000	8,912	12,128	15,528	17,345
5923 Website Hosting	7,000	3,539	3,646	3,755	3,868
5931 Postage & Shipping	1,080	1,604	2,183	2,795	3,122
5999 Other Communications	-	-	-	-	-
Total 5000 - Operating Services	436,010	561,032	743,483	965,959	1,102,267
6000 - Capital Outlay					
Total 6000 - Capital Outlay	-	-	-	-	-
7000 - Other Outgo					
7438 Interest Expense	27,499	18,979	-	-	-
Total 7000 - Other Outgo	27,499	18,979	-	-	-
TOTAL EXPENSE	1,318,102	1,799,410	2,625,528	3,194,619	3,533,923
NET INCOME	100,094	403,581	322,268	499,341	573,628
Beginning Cash Balance	-	71,092	361,741	606,567	906,334
Cash Flow from Operating Activities					
Net Income	100,094	403,581	322,268	499,341	573,628
Change in Accounts Receivable	-	-	-	-	-
Prior Year Accounts Receivable	-	158,927	216,869	300,151	495,686
Current Year Accounts Receivable	(158,927)	(216,869)	(300,151)	(495,686)	(568,587)
Change in Due from	-	-	-	-	-
Change in Accounts Payable	58,799	16,136	5,840	(4,039)	(3,837)
Depreciation Expense	-	-	-	-	-
Cash Flow from Investing Activities					
Capital Expenditures	-	-	-	-	-
Cash Flow from Financing Activities					
Source - Sale of Receivables	463,971	200,000	-	-	-
Use - Sale of Receivables	(392,844)	(271,127)	-	-	-
Source - Loans	-	-	-	-	-
Use - Loans	-	-	-	-	-
Ending Cash Balance	71,092	361,741	606,567	906,334	1,403,224

HEALY SCHOOL
 2022-23 Cash Flow Forecast
 Prepared by EdEd. For use by EdEd and EdEd clients only. © 2022 EdEd

	2023-24													FORECAST	
	Trend	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Actual	Jul-23 - Jun-24
5841 Contracted Substitute Teachers	4,860	-	-	-	540	540	540	540	540	540	540	540	540	-	4,860
5842 Special Education Services	101,750	-	-	-	11,528	11,528	11,528	11,528	11,528	11,528	11,528	11,528	11,528	-	101,750
5843 Non Public School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5844 After School Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5849 Other Student Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5852 PD Consultants & Tutor	7,500	-	682	682	682	682	682	682	682	682	682	682	682	-	7,500
5854 Nursing & Medical (Non-ED)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5859 All Other Consultants & Services	47,500	-	-	-	5,278	5,278	5,278	5,278	5,278	5,278	5,278	5,278	5,278	-	47,500
5861 Non-Instructional Software	12,875	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	-	12,875
5863 Fundraising Cost	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5873 District Overnight Fees	11,329	944	944	944	944	944	944	944	944	944	944	944	944	-	11,329
5872 Special Education Fees (SELPA)	3,549	-	-	923	284	284	284	284	284	284	284	284	284	-	3,549
5881 Intra-Agency Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5896 Unemployment Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5899 All Other Expenses	5,212	438	438	438	438	438	438	438	438	438	438	438	438	-	5,212
5911 Office Phone	1,200	100	100	100	100	100	100	100	100	100	100	100	100	-	1,200
5912 Mobile Phone	1,800	150	150	150	150	150	150	150	150	150	150	150	150	-	1,800
5921 Internet	6,000	500	500	500	500	500	500	500	500	500	500	500	500	-	6,000
5923 Website Hosting	7,000	583	583	583	583	583	583	583	583	583	583	583	583	-	7,000
5931 Postage & Shipping	1,080	90	90	90	90	90	90	90	90	90	90	90	90	-	1,080
5999 Other Communications	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 5000 - Operating Services	436,010	15,907	22,045	22,968	40,988	40,988	40,988	40,988	41,201	42,078	42,078	40,890	40,890	-	436,010
6000 - Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6001 Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6003 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6009 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 - Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7000 - Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7038 Interest Expense	27,489	-	-	-	13,650	-	-	7,350	-	-	-	6,489	-	-	27,489
Total 7000 - Other Outgo	27,489	-	-	-	13,650	-	-	7,350	-	-	-	6,489	-	-	27,489
TOTAL EXPENSE	1,318,102	64,835	92,756	110,271	140,773	112,142	108,056	116,589	112,784	113,232	112,156	118,907	112,700	3,005	1,318,102
NET INCOME	100,094	(64,835)	(92,756)	3,933	172,738	(72,655)	(16,480)	64,121	(44,334)	(7,175)	22,728	(13,620)	(7,513)	155,822	100,094
Operating Income															
EBITDA															
Beginning Cash Balance	-	-	130,165	37,409	41,341	124,079	51,424	34,964	86,930	42,596	35,420	58,149	45,181	71,092	-
Cash Flow from Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	100,094	(64,835)	(92,756)	3,933	172,738	(72,655)	(16,480)	64,121	(44,334)	(7,175)	22,728	(13,620)	(7,513)	155,822	100,094
Change in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Accounts Receivable	(158,907)	-	-	-	-	-	-	-	-	-	-	-	-	(158,907)	(158,907)
Current Year Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Due from	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Payable	58,799	-	-	-	-	-	-	-	-	-	22,870	33,424	8,805	58,799	58,799
Change in Due to	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Prepaid Expenses/Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Other Long Term Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Other Long Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow from Investing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow from Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Sale of Receivables	463,971	195,000	-	-	105,000	-	-	92,844	-	-	-	71,127	-	-	463,971
Use - Sale of Receivables	(392,844)	-	-	-	(195,000)	-	-	(120,000)	-	-	-	(92,844)	-	-	(392,844)
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	71,092	130,165	37,409	41,341	124,079	51,424	34,964	86,930	42,596	35,420	58,149	45,181	71,092	71,092	71,092

HEALY SCHOOL

2024-25 Cash Flow Forecast

Prepared by EdD, for use by EdD and EdD clients only. © 2022 EdD

	2024-25													FORECAST	
	Trend	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Accrual	Jul-24 - Jun-25
2 - State Appointment Schedule, No Deferrals, Paid on a Lag		0%	5%	5%	5%	5%	5%	5%	5%	20%	20%	20%	20%	20%	
1 - District Appointment Schedule, Paid on Time		0%	12%	8%	8%	8%	8%	8%	8%	1/3	1/6	1/6	1/6	0	
ADA	130.15														130.15
ADA Rate															
Income															
8011-8098 - Local Control Funding Formula Sources															
8011 Local Control Funding Formula	1,159,593	-	40,205	40,205	150,662	72,369	72,369	110,458	72,369	120,191	120,191	120,191	120,191	120,191	1,159,593
8012 Education Protection Account	26,030	-	-	-	4,533	-	-	4,533	-	-	10,488	-	-	6,508	26,030
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	540,383	22,483	44,966	29,977	29,977	29,977	29,977	29,977	107,682	53,841	53,841	53,841	53,841	-	540,383
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 8011-8098 - Local Control Funding Formula Sources	1,726,006	22,483	85,171	70,182	185,152	102,346	102,346	144,948	180,051	174,032	184,530	174,032	174,032	126,699	1,726,006
8100-8299 - Federal Revenue															
8181 Special Education - Federal (IDEA)	11,875	-	-	2,933	903	903	903	903	1,579	790	790	790	790	594	11,875
8221 Child Nutrition - Federal	93,492	-	-	-	-	9,349	9,349	9,349	9,349	9,349	9,349	9,349	9,349	18,080	93,492
8223 CACFP Support	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I	30,145	-	-	-	7,536	-	-	7,536	-	-	7,536	-	-	7,536	30,145
8292 Title II	1,723	-	-	-	431	-	-	431	-	-	431	-	-	431	1,723
8294 Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Title IV, SSAE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Title IV, PCGSP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 8100-8299 - Other Federal Income	137,234	-	-	2,933	8,869	10,252	10,252	18,218	10,929	10,199	18,106	10,199	10,199	27,259	137,234
8300-8599 - Other State Revenue															
8520 Child Nutrition - State	19,359	-	-	-	-	-	1,936	1,936	1,936	1,936	1,936	1,936	1,936	5,808	19,359
8550 Mandate Block Grant	1,814	-	-	-	-	-	1,814	-	-	-	-	-	-	-	1,814
8560 Lottery Revenue	30,846	-	-	-	-	-	-	5,531	-	-	5,531	-	-	19,783	30,846
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591 SBAD	123,750	-	-	-	-	-	61,875	-	-	-	30,938	-	-	30,938	123,750
8592 State Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8593 After School Education & Safety	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8595 Expanded Learning Opportunity Program	70,925	-	3,546	3,546	6,383	6,383	6,383	6,383	6,383	6,383.27	6,383.27	6,383.27	6,383.27	6,383	70,925
8599 State Revenue - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 8300-8599 - Other State Income	246,694	-	3,546	3,546	6,383	6,383	72,009	13,851	8,319	8,319	44,788	8,319	8,319	62,811	246,694
8600-8799 - Other Local Revenue															
8611 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8614 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest & Dividend Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8692 Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8695 Contributions & Events	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8697 E-Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 SELPA Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 All Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8792 Transfers of Appropriations - Special Education	93,057	3,872	7,743	5,162	5,162	5,162	5,162	5,162	18,544	9,272	9,272	9,272	9,272	9,272	93,057
Total 8600-8799 - Other Income-Local	93,057	3,872	7,743	5,162	5,162	5,162	5,162	5,162	18,544	9,272	9,272	9,272	9,272	9,272	93,057
Prior Year Adjustments															
8899 Other Prior Year Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INCOME	2,202,991	26,355	96,461	81,824	205,567	124,143	189,769	182,179	217,842	201,762	256,695	201,762	201,762	216,869	2,202,991
Expense															
1000 - Certificated Salaries															
1110 Teachers' Salaries	413,440	-	18,793	39,465	39,465	39,465	39,465	39,465	39,465	39,465	39,465	39,465	39,465	39,465	413,440
1120 Teachers' Hourly	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1170 Teachers' Salaries - Substitute	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Salaries - Stipend/Extra Duty	8,580	-	8,580	-	-	-	-	-	-	-	-	-	-	-	8,580
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	31,200	-	2,836	2,836	2,836	2,836	2,836	2,836	2,836	2,836	2,836	2,836	2,836	2,836	31,200
1215 Certificated Pupil Support - Psychologist	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1300 Certificated Supervisors' & Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 - Certificated Salaries	453,220	-	30,209	42,301	42,301	42,301	42,301	42,301	42,301	42,301	42,301	42,301	42,301	42,301	453,220
2000 - Classified Salaries															
2111 Instructional Aide & Other Salaries	93,632	-	5,202	8,323	9,363	8,323	10,404	9,883	9,363	9,363	8,843	10,924	9,363	3,641	93,632
2121 After School Staff Salaries	44,616	-	2,479	3,966	4,462	3,966	4,957	4,709	4,462	4,462	4,214	5,205	1,735	44,616	44,616
2131 Classified Teacher Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2200 Classified Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2300 Classified Supervisors' & Administrators' Salaries	124,800	10,400	10,400	10,400	10,400	10,400	10,400	10,400	10,400	10,400	10,400	10,400	10,400	10,400	124,800
2400 Classified Office Staff Salaries	90,272	7,523	7,523	7,523	7,523	7,523	7,523	7,523	7,523	7,523	7,523	7,523	7,523	7,523	90,272
2900 Other Classified Salaries	17,820	-	-	-	-	-	-	-	-	-	-	-	-	-	17,820
Total 2000 - Classified Salaries	371,140	17,923	25,603	30,211	31,747	30,211	33,284	32,516	31,747	31,747	30,979	34,052	41,119	-	371,140
3000 - Employee Benefits															
3111 STRS - State Teachers Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3121 PERB - Public Employee Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	51,110	1,111	3,460	4,496	4,591	4,496	4,686	4,639	4,591	4,591	4,543	4,734	5,172	5,110	51,110
3331 MED - Medicare	11,953	260	809	1,074	1,074	1,051	1,096	1,085	1,074	1,074	1,083	1,107	1,210	1,193	11,953
3401 H&W - Health & Welfare	74,880	4,227	6,423	6,423	6,423	6,423	6,423	6,423	6,423	6,423	6,423	6,423	6,423	6,423	74,880
3501 SUI - State Unemployment Insurance	4,122	90	279	363	370	363	378	374	370	370	366	382	417	-	4,122
3601 Workers' Compensation Insurance	17,147	4,287	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	-	17,147
3701 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Retirement Benefits	24,731	538	1,674	2,175	2,221	2,175	2,268	2,244	2,221	2,221	2,108	2,291	2,503	-	24,731
3902 Other Benefits	-	-	-	-	-	-									

Prepared by ExlD. For use by ExlD and ExlD clients only. © 2022 ExlD

212

213

Appendix 6: Charter School Capital Pre-Authorization Loan



1000 SW Broadway, Ste 1800
Portland, OR 97205
(877) 272-1001
www.charterschoolcapital.com

August 22, 2022

VIA EMAIL

Maureen Healy, Director
Healy School
39 Bridge Road
Novato, CA 94945

Re: Qualification for Funding – Healy School

Ladies and Gentlemen:

Please be advised that Healy School has prequalified for funding with Charter School Capital, Inc. (CSC) based on the information contained in its application and other documents submitted to CSC. Based on the initial information provided by the school, CSC has indicated that it can offer a contract to cover funding in the amount of \$849,000.

Funding for Healy School is generally contingent on the following factors and is subject to satisfaction of CSC's underwriting requirements:

1. Having a valid charter with defined beginning and ending dates of the charter term;
2. Being recognized as a valid charter school in good standing with the State of California, including the State Board of Education;
3. CSC receiving a copy of the approved charter;
4. Having a nonprofit public benefit corporation in good standing with the California Secretary of State;
5. A "Good Standing Certification" being executed by the school's Authorizer upon approval of the charter that is either unconditional or with conditions that are acceptable to CSC;
6. Being in compliance with its charter and California laws governing charter schools.

Please feel free to call if any other information is needed.

Sincerely,

Ryan Eldridge

Ryan Eldridge
Client Services Representative
(971) 269-6602

Funding Charter School Success

479993

ARTICLES OF INCORPORATION
OF
HEALY SCHOOL, INC.

FILED
Secretary of State
State of California

OCT 07 2021

I.

The name of the Corporation shall be Healy School, Inc.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Maureen Healy
39 Bridge Road
Novato CA 94945

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

4799993

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

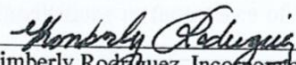
The initial street address of the Corporation is:

39 Bridge Road
Novato CA 94945

The initial mailing address of the Corporation is:

PO Box 654
San Anselmo CA 94979

Dated: October 4, 2021


Kimberly Rodriguez, Incorporator



I hereby certify that the foregoing
transcript of 2 page(s)
is a full, true and correct copy of the
original record in the custody of the
California Secretary of State's office.

OCT 19 2021

SHIRLEY N. WEBER, Ph.D., Secretary of State

**BYLAWS
OF
HEALY SCHOOL, INC.**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. **NAME.** The name of this Corporation is Healy School, Inc.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of the Corporation is located in Marin County, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. **OTHER OFFICES OF THE CORPORATION.** The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purpose of the Corporation is to manage, operate, guide, direct and promote the Healy School (“Charter School”), a California public charter school. Also, in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. **CONSTRUCTION AND DEFINITIONS.** Unless the context indicates

otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE VI CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and the School Director; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one

location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidence of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. **APPOINTED DIRECTORS AND TERMS.** The number of directors shall be no less than three (3) and no more than seven (7), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative designated by the chartering authority, shall be appointed by the existing Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 4. **RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.** No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. **DIRECTORS' TERMS.** Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 6. **NOMINATIONS BY COMMITTEE.** The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a

director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 8. **RESIGNATION OF DIRECTORS.** Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. **DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 10. **REMOVAL OF DIRECTORS.** Any director, except for the representative appointed by the chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority. Any vacancy caused by the removal of a director shall be filled as provided in Section 11.

Section 11. **VACANCIES FILLED BY BOARD.** Vacancies on the Board of Directors, except for the representative appointed by the chartering authority, may be filled by approval of the Board of Directors or, if the number of directors, then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 12. **NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.** Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. **PLACE OF BOARD OF DIRECTORS MEETINGS.** Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which that charter school or schools are located. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. A two-way teleconference location shall be established at each schoolsite and each resource center.

Section 14. **MEETINGS; ANNUAL MEETINGS.** All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization,

appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 15. **REGULAR MEETINGS.** Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. **SPECIAL MEETINGS.** Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the Vice-Chairman is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. **NOTICE OF SPECIAL MEETINGS.** In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. **QUORUM.** A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 19. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school or schools are located ;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Fill vacancies on the Board of Directors or any committee of the Board;
- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or
- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. **CHAIRMAN OF THE BOARD.** If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. **PRESIDENT.** The President, also known as the School Director, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors, or the bylaws may require.

Section 9. **SECRETARY.** The Secretary shall keep or cause to be kept at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS’ RIGHT TO INSPECT.** Every director shall have the right at

any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation will comply with Corporations Code section 6322.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing

any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

ARTICLE XVIII

FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

HEALY SCHOOL, INC.

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Healy School, Inc. hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of Healy School, Inc. (“Charter School”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this Code and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Chief Executive Officer, who shall record the employee's disqualification. In the case of the Chief Executive Officer, this determination and disclosure shall be made in writing to the Board of Directors.

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

EXHIBIT A

Designated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2
School Director	1, 2
Principal	1, 2
School Finance Manager	1, 2
Office Manager	1, 2
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The School Director may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The School Director determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report:

- a) Interests in real property that are located in whole or in part within a two-mile radius:
 - of any school district that has authorized a charter school operated by Healy School, Inc., or
 - of any facility utilized by Healy School, Inc., or
 - of a proposed site for a Healy School, Inc. facility.
- b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by Healy School, Inc.

Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

Appendix 8: Certification of Complete Charter Petition

CERTIFICATION OF COMPLETE CHARTER PETITION

Education Code Section 47605(b)

A charter petition is deemed received by the governing board of the school district on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605(b).

No later than sixty (60) days after receiving a petition, the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within ninety (90) days of receipt of the petition, provided, however, that the date may be extended by an additional thirty (30) days if both parties agree to the extension.

Certification

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of Education Code Section 47605(b) only; and
4. That I deem the charter petition to be complete.

Name: Maureen Healy, Lead Petitioner

Signature: Maureen Healy

Date: 8/31/22

School Name: Healy School