



Tapestry Public Charter School, Inc.
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470-268-6403

Dr. Chantara Rumph-Carter
Office of Charter Schools and Strategic Improvement
Clayton County Public Schools
1058 Fifth Avenue, Jonesboro, GA 30236

Dear Dr. Rumph-Carter,

Below are our itemized responses to the clarifying questions we received after our capacity interview; please let us know if you have any further questions about anything and we would be happy to answer them.

- **Clarify specific plans for how Dekalb and Clayton staff will be shared and the funding source for those positions i.e. 1099 contracted position, split funded part-time position, etc.**

The only position that we have split between campuses in our petition is the position of CEO, who would help to oversee both campuses. This position would be a split-funded job share position in which the share of the CEO's salary paid by each school site would be determined by the percentage of overall Tapestry students enrolled at that site. This would mean that the salary percentage paid by DeKalb County would be higher initially but at full enrollment the contribution should end up equal.

- **Provide a detailed explanation of how the school will independently procure special education staff—such as school psychologists, speech-language pathologists, and other related service providers—without relying on support from Clayton County Public Schools (CCPS) or its Department of Exceptional Students (DES).**

Tapestry Public Charter School in Dekalb County currently procures our special education staff, including special education teachers, speech-language pathologists, and other related service providers and we have not encountered any issues with hiring through traditional means such as online job postings and charter school job fairs.

From the beginning, Tapestry has managed 100% of its recruitment efforts for all positions that we manage to ensure that all students receive high-quality services tailored to their needs. To further strengthen our human resources operations, we have outsourced HR functions to a

firm specializing in charter school support since 2021. This partnership has allowed us to maintain compliance, streamline hiring processes, and continue securing highly qualified professionals dedicated to serving our exceptional students. Our commitment to independently recruiting and managing special education personnel aligns with our mission to provide a tailored and inclusive educational environment for all learners.

- **Describe how the school’s lottery and enrollment process will ensure the recruitment and selection of students with disabilities in a manner that reflects the proportion and diversity of the overall student population the school proposes to serve.**

Our current lottery is not weighted, nor have we needed to do so to cultivate the diversity of the population we seek to serve. However, we are open to using a weighted system to create a balance in our student body and to ensure that the full community is represented. What we have done with success in the past is to engage in careful recruitment efforts from the beginning, such as building relationships with the county’s LTSEs and Special Education offices to promote the school to the autistic students and their families who would benefit from our model. We studied the demographic make-up of our neighborhoods and the part of the county we are in, along the Buford Highway Corridor, and we increased our outreach efforts to Hispanic community centers to invite them to tour the school and learn about what we do. Many of our students and their families found us through that outreach, and both their special and general education students now attend school together at Tapestry. We offer sibling preference alongside our lottery so that if one child in a family enrolls, the others can as well, provided there is a space available. Many of our families note that this is the first time they have had their children together in the same school, both because we are inclusive and because of our being a middle and high school.

We will offer the same community-based and collaborative approach in Clayton. We want every member of the community who serves autistic children and their families to know our name. The connections we have already made and the community organizations we have met will be a foundation for future and ongoing outreach efforts. We also hope to partner with the district to connect us with students who would benefit from our model. We will continue to reflect on our demographics and our diversity to ensure representation, and we will make authentic and community-based outreach plans in response to our findings.

Our goal as stated in our petition is to have roughly half of our student body be neurodivergent. Our current campus has maintained an equal split between neurotypical and students with special needs for the past ten years without the need to implement a weighted lottery system due to our intentional recruitment efforts. This enables us to provide the Least Restrictive Environment for our students that they are entitled to in an inclusive setting that provides all students with the support that they need.

- **Clarify how students with high needs will be served through Tapestry's infrastructure, especially when it comes to related services and psychological support. How do you monitor and evaluate the effectiveness of those related services, and how do you ensure that students and families have a voice in identifying when services are not meeting their needs? In situations where your internal capacity is stretched or a highly specialized service is needed, what is your plan to ensure continuity of support without compromising the quality of services or delaying IEP implementation? What will you do with the students that you have admitted that you find do not thrive in a collaborative environment or those that experience challenges with behavior despite being proactive?**

Tapestry's values are to be both inclusive and individualized, which extends to behavior supports. Our student support team consists of administration, our special education coordinator, our counselors, inclusion facilitators, our autism and behavior specialist, and our school nurse. We work as a unit to be proactive by putting positive social supports in place, but we are also responsive to what our students are communicating with their behavior.

We collaborate with families, sharing point sheets, social stories, consistent language, and reinforcers that bridge home and school. We ask families what has succeeded in the past—they are their child's first and most important teacher. We will partner with the county to seek help and resources for the child. We have consulted with GNETS as well as private providers, arranging for them to observe a child and offer a fresh perspective for interventions and support. We work with our related services providers, taking data on goal progress for special education students and meeting as a student support team weekly to discuss the progress of all students displaying behavior. In those weekly meetings, we brainstorm together to plan for additional support and interventions, collaboration with families, possible referrals to MTSS, and communication with teachers. Tapestry will continue to partner with stakeholders to ensure students are being served in the Least Restrictive Environment (LRE). The case manager and IEP team review monthly progress monitoring data as well as classroom grades to make informed data driven decisions. Students that do not thrive in a collaborative environment can receive direct special education services in the special education classroom as well through the resource room model.

Tapestry has a proven track record for over a decade of serving students with disabilities and we would like to build a true partnership with the district where we ensure that we are working together to best support the needs of Clayton County students. This collaborative approach has served us well in our current district and we are hopeful that we can provide the same level of collaboration with Clayton County Public Schools as well.