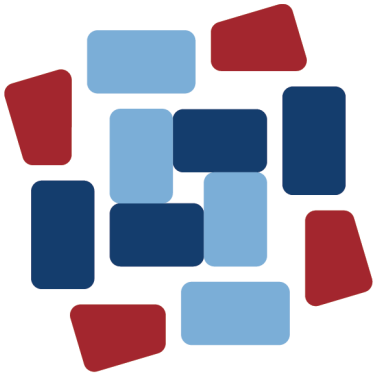

TAPESTRY
PUBLIC CHARTER SCHOOL

Charter Petition
for
Clayton County Public Schools

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CHARTER APPLICATION COVER PAGES

Check One: **X** New Start-Up ___ New Conversion

Name of Charter School Tapestry Public Charter School Clayton

Name of the Georgia nonprofit corporation that will hold the charter if granted:

Tapestry School Inc.

Local school system(s) in which charter school will be physically located:

Clayton County Public Schools

Contact Information for the Governing Board Chair

Contact Person: Beth Radford (**Name**) Board Chair (**Title**)

Contact Address: 3130 Raymond Drive, Doraville, GA 30340

Telephone Number: 470-268-6403

Fax Number: 470-268-6854

E-mail Address: beth@tapestrycharter.org

Contact Information for the Person Filling out this Application

Contact Person: Dr. Matthew Tyson (**Name**) Principal and CEO (**Title**)

Contact Address: 3130 Raymond Drive, Doraville, GA 30340

Telephone Number: 470-268-6403 (school) or 607-621-9209 (mobile)

Fax Number: 470-268-6854

E-mail Address: mtyson@tapestrycharter.org

Charter Application

Executive Summary

Name of Charter School: _Tapestry Public Charter School Clayton_____

Opening Date: _____Fall 2026_____ Proposed Charter Term Length: _____5 yrs_____

Grade range at the end of Year 5: _____6-12_____

What grades will the school enroll in its first year of operation? _____6-10_____

Expected enrollment in the first year of the charter term: _____220_____

Expected enrollment at the end of Year 5: _____301_____

This application was approved by _____Local Board of Education on _____

For each year of the proposed charter term, indicate the number of students the charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1							44	44	44	44	44			220
Year 2							44	44	44	44	44	43		263
Year 3							43	43	43	43	43	43	43	301
Year 4							43	43	43	43	43	43	43	301
Year 5							43	43	43	43	43	43	43	301

1. **Research shows that charter schools are more academically, financially and organizationally stable if they grow by only one grade each year. If the charter school plans to grow more than one grade each year, please provide a brief rationale for this growth model. (350 words or less)**

Tapestry Public Charter School Clayton (TPCSC) will be a replication of an established and high-performing charter school (Tapestry Public Charter School—TPCS) that has operated in DeKalb County School District (DCSD) since August 2014. TPCS was most recently approved for a 5-year period and boasts consistently higher 4-year graduation rates when compared to the neighborhood high schools that the majority of TPCS students would have attended. TPCSC has robust community interest within Clayton County Public Schools, established partners (see Exhibit 18), and more demand than seats, so the school will open grades 6-10 in year one without the risk of under-enrollment. As a school organized to

support students from across the district, opening with 220 students across five grade levels will not create a significant impact to the enrollment of any other single feeder pattern in CCPS.

Given TPCSC's small class sizes and academic model, the school must open with five grades to achieve the requisite staffing and cross-grade level support instrumental to the model. TPCSC will implement the same class sizes, and academic approach as TPCS, which proves the viability of the model. The significant community leadership from Clayton County parents, educators, and service partners in advocating for a Clayton County site further ensures consistent and full enrollment starting in year one.

2. State the charter school's mission and describe why this initiative is important to the community it will serve. Also provide a brief description of any defining features of the school. Include how stakeholders were involved in the petition process and will continue participating. (350 words or less)

The mission of TPCSC is to offer an inclusive, individualized learning environment that is academically engaging, both for neurotypical students and those on the autism spectrum, and to create a positive school culture that empowers all students to take possession of their innate talents and become creative builders of their own futures. The vision is to provide a rigorous and enriching education for a neurodiverse student body in grades 6-12, thereby creating an inclusive, innovative, and replicable academic model where every core content class is co-taught and students receive instruction tailored to their specific learning needs.

TPCSC is applying for a new charter in Clayton County Public Schools in response to demand from Clayton County parents, educators, and leaders to offer its proven and established program for CCPS students. The content of the petition has been informed through extensive community outreach efforts held by the founding team. They have held listening sessions and informational workshops for Clayton parents while also visiting daycares, community centers, places of worship, and events such as the Clayton County Community Resource Network to learn more about the needs of the parents of Clayton County. Throughout this process the founding team has heard from hundreds of Clayton parents

and already received over 220 intents to enroll, which would be enough students to achieve full enrollment for year one over a year before the school doors would potentially open.

TPCSC will have the unique ability to provide access to their existing partners such as organizations like Emory Autism Center, Marcus Autism Center, Alliance Theatre, High Museum, ViewPoint Health, and GeorgiaCAN (exhibit 18) while also benefiting from the new relationships TPCSC has already begun establishing within the Clayton community. We have obtained letters of support from Clayton-based service providers such as Success on the Spectrum, community organizations such as Hand, Heart, and Soul Project, and business owners such as Brenda Strickland of Strickland Realty and Trinidad James of Hommewrk LLC (exhibit 18), all of whom are familiar with the needs of the community and believe that TPCSC would be a benefit to the students who need it.

3. **Describe the charter school's academic program, specifically focusing on why it is innovative in your school district(s). Include mention of any waivers of state law and SBOE rule that are needed to be able to implement the academic program. Be sure to describe any special characteristics of your charter school, such as a special population or some other feature or features which enhance educational opportunities. (350 words or less)**

TPCSCs academic program will largely replicate the program at the DCSD Tapestry Public Charter School, offering innovative approaches to student-centered academics that support students on the autism spectrum (AS) and their neurotypical peers. Every aspect of the school's program has been selected by an engaged team of parents, autism experts, and education leaders to ensure predictable success for neurodivergent students. Students' individualized instruction is driven by monthly collaborative data meetings in which every student's holistic growth and progress is reviewed. The school employs a co-teaching model (one general education and one special education teacher) in every core academic classroom supplemented by specialized staff such as inclusion facilitators to support student needs and effective co-teaching. All staff provide predictable routines and expectations across classrooms.

The specific innovations named in the charter include but are not limited to:

- Student-Driven Content: Each student is supported in choosing high-interest topics as the conduit for standards practice outlined in curricular maps
- Project-Based Assessment: Students demonstrate understanding in rigorous, relevant applications of concepts (projects, portfolios), and investigations that allow for real-world learning opportunities
- Holistic Student Growth: Student success is holistic: time/curricula/resources are dedicated to arts, advanced pathway completion, socio-emotional skills, and post-graduation planning
- Data-Driven Flexible Grouping: All students participate in daily small skills intensives grouped by assessment data
- Arts Instruction for All: Every student has the opportunity to participate in arts instruction across 6th – 12th grades
- Technology: All curricula is accessed via 1:1 technology to afford broader range of choices, build technology literacy, and promote student-driven inquiry

TPCSC will leverage the broad flexibility waiver to meet student needs through individualization, specialized staffing and professional learning to support inclusion, and financial flexibility to allocate resources appropriately. Shared staff members with the Dekalb campus is another organizational innovation that will allow TPCSC to leverage some of the expertise of the staff in the current campus while keeping staffing costs down. These innovations foster the unique environment of the school to position students across a broad range of learning styles and needs to work together in the same inclusion classrooms.

4. **Describe the charter school's organizational structure, specifically focusing on its innovation and need for flexibility, its general partnership structure with an educational service provider (ESP) if any, and the school's community interest and need. (350 words or less)**

TPCSC will be a public charter school governed by a non-profit Board of Directors with diverse expertise and networks (and will not utilize an ESP). The Board has up to 18 members which will include designated representatives from both the DCSD and CCPS communities, as well as leaders from a range of diverse perspectives and expertise. The Board sets the mission and vision, fiduciary oversight, partnership recruitment, principal recruitment and development/evaluation, resource development, and annual goal-setting and accountability.

TPCS leverages the broad flexibility waiver to provide strong expertise in autism and experience teaching neurodivergent students. The DCSD site's consistent waitlist in each grade (which has grown to over 300 students per year in 2022, 2023, and 2024), high levels of student retention (92%), high levels of student achievement (≥ 90% annual 4-year graduation rate) and strong record of fundraising (averaging $500,000 a year) demonstrate the capacity of the Board to offer another well-supported site in CCPS. Additionally, a robust volunteer base in CCPS and high demand from CCPS parents and educators have demonstrated the strong interest in and need for this model in CCPS.

There is no other school in CCPS or the state that serves such a high percentage of students with IEPs and 504 Plans (outside of Special Education Centers that serve only students with disabilities) as the DCSD site: about 45% of TPCS students annually qualify for IEPs and about 20% qualify for 504 Plans. The school's success is not only exceptional across public schools, but specifically for students who have historically underperformed in traditional school settings. This program, tailored to create an inclusive setting for neurodivergent students to be educated in inclusive classrooms with neurotypical peers in seamless, rigorous ways, has yielded exceptional graduation rates, critical career pathway attainment and holistic performance for students with disabilities and their peers in DCSD. Rather than a school designed for students without disabilities that treats students with IEPs as the exception, TPCSC will leverage flexibility to implement a program designed for individualization and built on strategies for neurodivergent learners that fosters achievement in all students.

APPLICATION CONTENTS

Identify the appropriate page number in the application or appendix where the following information is located:

ACADEMIC PROGRAM

1. Page 18 Describe the focus of the curriculum (including if it incorporates STEM, STEAM, International Baccalaureate, or any other such branded program). Include as Exhibit 9 a copy of a sample scope and sequence for a proposed course/grade level.

2. Page 21 Describe the instructional methods that will be implemented, including innovative, distinctive, or unique instructional techniques or educational programs (e.g., project-based learning).
    - Why are these innovations appropriate for this population/school?
    - Explain how these innovations will increase student achievement.

3. Page 26 Describe the anticipated student-to-teacher ratios and the reasoning for choosing these ratios.

4. Page 27 Describe how the charter school intends to meet the needs of students identified as gifted and talented. Include in your description any diagnostic methods or instruments that will be used to identify and assess these students.

5. Page 28 *For High Schools only:*
    - Describe how the school will determine whether a student has satisfied the requirements for high school graduation, including earning credits or units and awarding completion credentials.
    - Describe how the school will meet college and career ready obligations, including how the school will incorporate dual enrollment, Move on When Ready, and AP classes.

STATE-AND FEDERALLY-MANDATED SERVICES

6. Page 31 For students with disabilities, describe how the charter school will provide state- and federally-mandated services under both the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act. Reciting the requirements of law and rule is insufficient.
   Your description should include the school's specific plans to:
    - Evaluate and identify students with disabilities;
    - Develop, review, and revise Individualized Education Programs (IEPs);
    - Integrate special education into the general education program;
    - Ensure that the school facility meets the requirements of other related laws including the Americans with Disabilities Act (ADA) and Section 504;
    - Address student discipline;

- Handle programming disputes involving parents;
- Ensure confidentiality of special education records;
- Purchase services from special education vendors or contract with your local district to provide a continuum of special education services and how this arrangement will work; and Secure technical assistance and training.

7. Page 39 For English Learners (ELs), describe how the charter school will provide state- and federally-mandated services. Reciting the requirements of law and rule is insufficient. Please include in your description any diagnostic methods or instruments that will be used to identify and assess those students, as well as the instructional program that will be provided to ELs.

8. Page 43 Describe the methods, strategies, and/or programs the charter school will use to provide remediation for students at risk for academic failure.

ASSESSMENT METHODS

9. Page 43 Explain how the school will obtain individual student baseline achievement data, continue monitoring growth, and use that data to continuously inform and improve instruction (including formative assessments).

10. Page 43 Explain how the charter school will work with the local school system to participate in statewide assessments.

ACADEMIC GOALS AND OBJECTIVES

11. Page 45 Locally approved charter schools are required to exceed both the state and local district's CCRPI averages and to Beat the Odds. (For more information on these two measures, please go here *CCRPI and BTO*.) In addition to these measures, what goals will the school use to hold itself academically accountable?

    - Indicate the expected rate of student performance growth in each year of the proposed charter term that demonstrates the rigor expected from charter schools. Each year of student growth will be measured against the baseline data obtained during the first year of the charter term.
    - You are urged to include cohort measures that show the progress over time of a single cohort of students.
    - You are also urged to include national norm-referenced test results among your performance measures (e.g., NWEA's MAP and/or ITBS).
    - At a minimum, goals should be (1) aligned with Georgia Standards of Excellent (the SBOE-approved curriculum standards); (2) measurable on at least an annual basis; (3) attainable; and (4) reflective of the mission set forth in the petition. Schools should consider goals regarding student growth including low-performing or educationally disadvantaged populations.

- Each year a charter school operates, it is expected to out-perform the state and the district.

State CCRPI			District CCRPI			Projected CCRPI				
Elem.	Middle	High	Elem.	Middle	High	Year 1	Year 2	Year 3	Year 4	Year 5

If your school plans on utilizing additional academic goals, please use the chart below.

	Assessment	**Year 1 Baseline**	**Year 2 Target**	**Year 3 Target**	**Year 4 Target**	**Year 5 Target**
Academic Goal #1:						
Measure 1: *Write in*						
Measure 2: *Write in*						
Measure 3: *Write in*						
Academic Goal #2:						
Measure 1: *Write in*						
Measure 2: *Write in*						
Measure 3: *Write in*						

SCHOOL GOVERNANCE

12. Page 58 Describe the governing board's composition. Your description should:
    - Identify each member of the governing board; *
    - Identify the skill sets to be represented by the governing board (e.g., business, finance, legal);
    - Explain how board members are representative of the school and the community, and how parents and community members will be involved in the governing board;
    - Describe your plans to ensure that the charter school maintains a diverse board (in all respects) with broad skill sets;
    - Describe (and attach as Exhibit 2) how and when board members will be selected, and how long each member will serve;
    - Explain how and why board members may be removed from office;
    - If the board utilizes a subcommittee structure, describe this structure and identify the subcommittees; and
    - Describe (and attach as Exhibits 3 and 4) how current and future governing board members will avoid conflicts of interests.
13. Page 65 Describe the governing board's functions, duties, and role in each of the following areas:

- Curriculum and school operations (including policies, legal compliance);
- Establishing and monitoring the achievement of school improvement goals;
- Personnel decisions (primarily school leader selection, evaluation, and termination); and
- Budget (including fundraising and resource allocation).

14. Page 66 Describe how current and future governing board members will comply with open meetings and records laws.
15. Page 67 How will the board comply with board training requirements? Include in this plan areas of focus that are specific to the board and school. Attach as Exhibit 5 a copy of the board's Governance Training Plan.
16. Page 68 How will the charter school's governing board work collaboratively with the local school district and Board of Education?
17. Page 68 Describe (and attach as Exhibit 6) what decisions the board will make and what decisions the school administration make. Describe how board members will stay out of daily management issues.

**Note: Members of the local board of education and the superintendent of the local school system are prohibited from serving on the charter school's governing board, unless otherwise stipulated by the Department. The charter school principal may serve only as an* ex officio *member of the governing board. Additionally, no one on the school's payroll or contracted for services may serve on the school's governing board.*

ORGANIZATIONAL GOALS, PLANS, AND WAIVERS

18. Page 69 Although standard organizational goals will be included in your charter contract (see charter contract template), please list and provide a detailed description of the charter school's measurable goals reflecting where the school envisions itself organizationally at the end of its first charter term. Goals should include areas such as governing board training; student and teacher recruitment/retention; school climate; student discipline; and student, parent, and teacher satisfaction. Each year of growth will be measured against the baseline data obtained during the first year of the charter term.

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Organizational Goal #1: *Write in*						
Measure 1: *Write in*						
Measure 2: *Write in*						
Measure 3: *Write in*						

Organizational Goal #2: *Write in*						
Measure 1: *Write in*						
Measure 2: *Write in*						
Measure 3: *Write in*						
Organizational Goal #3: *Write in*						
Measure 1: *Write in*						
Measure 2: *Write in*						
Measure 3: *Write in*						

19. Page 72 Describe any organizational innovations that will be implemented during the proposed charter term.
    - Why are these innovations appropriate for this unique school?
    - Explain how these innovations will increase organizational effectiveness.

FISCAL FEASIBILITY AND CONTROLS

Please note that the base per-pupil funding amount identified in the locally-approved budget template included in your Charter Application Packet will be included in your charter contract. Your local school system's approval of the base per-pupil funding in your budget is based upon the school system's good-faith estimate of the base per-pupil amount at which it will fund the charter school as long as the school system receives the state and local revenues upon which the approved school budget is based.

20. Page 72 Will the charter school utilize the local school board for fiscal management or other services? If yes, describe the level of autonomy the school will have over budgets and expenditures and/or any other area(s) for which the school has contracted with the local board to provide services.

21. Page 72 Identify the school's chief financial officer (CFO). Describe (and attach as Exhibit 23) a résumé illustrating how the CFO's credentials comply with SBOE Rule 160-4- 9-.05.

22. Page 72 Describe how the school will fund planning and start-up operations prior to receiving state and local funding, including legal setup, facility identification, initial staffing, etc.

23. Page 73 Describe the school's plans for securing other sources of funding, including funding from individuals, corporations, foundations, or any other source.

24. Page 73 The appropriate segregation of duties is often a problem when starting a charter school due to limited personnel. Describe the steps the school will take to ensure the appropriate segregation of duties to establish proper internal controls,

including compliance with O.C.G.A. § 20-2-2074 which states that the CFO cannot also serve as CEO or in any other position at the school.

FINANCIAL SUSTAINABILITY

25. Page 74 Although standard financial goals will be included in your charter contract (see charter contract template), please list and provide a detailed description of the charter school's measurable goals reflecting where the school envisions itself financially at the end of the initial charter term. Goals should emphasize fiscal health and sustainability. Each year of growth will be measured against the baseline data obtained during the first year of the charter term.

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Financial Goal #1: *The school will continuously cover short-term financial obligations.*						
Measure 1: *The school's working capital ratio (current assets/current liabilities) will be greater than 1.*						
Measure 2: *The school will maintain at least 45 days' worth of cash on hand.*						
Measure 3: *The school's enrollment variance will not be greater than 8%.*						
Financial Goal #2: *The school will cover long term obligations and control cost.*						
Measure 1: *The school's debt-to- asset ratio will be less than 25%.*						
Measure 2: *Write in*						
Measure 3: *Write in*						
Financial Goal #3: *Write in*						
Measure 1: *Write in*						
Measure 2: *Write in*						
Measure 3: *Write in*						

26. Page 74 Describe any financial innovations that will be implemented during the proposed charter term.
    - Why are these innovations appropriate for this unique school?
    - Explain how these innovations will increase financial effectiveness.

SCHOOL OPERATIONS

27. Page 75 What is the charter school's attendance zone?

28. Page 75 List the local schools that will feed into the charter school. Please also list the schools into which the charter school's students will feed.

29. Page 75 What are the racial and socioeconomic demographics for the school's proposed attendance zone?

For the following questions, please note that "enrollment priorities," "admission," and "registration" are different concepts. To avoid confusion, the Department defines these concepts as follows:

- *"Enrollment Priorities" describes those students granted priority pursuant to O.C.G.A. § 20-2-2066(a)(1);*
- *"Application" describes pre-lottery processes and forms; and*
- *"Registration" describes post-lottery processes and forms after the student has been offered a seat at the school through enrollment priorities or the lottery process.*

30. Page 77 Please check any of the following enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1) that will apply to the school. Indicate in the rightmost column the rank order in which they will be applied. If the school will not utilize a particular enrollment priority, please insert "N/A" in the first and the last columns for that priority.

Check any applicable enrollment priorities	**O.C.G.A. § 20-2-2066(a)(1) Enrollment Priorities**	**Ranking**
	A sibling of a student enrolled in the charter school.	
	A sibling of a student enrolled in another local school designated in the charter contract (school name).	
	A student whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional, or other employee at the charter school.	
	Students matriculating from a local school designated in the charter contract (school name:).	
	Children who matriculate from a pre-kindergarten program (program name:) which is associated with the school, including, but not limited to, programs which share common facilities or campuses with the	
	school or programs which have established a partnership or cooperative efforts with the school.	

31. Page 78 Explain the rules and procedures that will govern student application and registration in the school. In your explanation:
    - State whether the school will utilize a weighted lottery to provide an increased chance of admission for educationally disadvantaged students as defined in State Board Rule 160-4-9-.04(o) and pursuant to O.C.G.A. §

20-2-2066(a)(1), State Board Rule 160-4-9-.05(2)(g), and Department guidance. If yes, indicate in the rightmost column the rank order in which they will be applied. If the school will NOT utilize a weighted lottery or a particular category, please insert "N/A" in the first and the last columns for that category.

Check any applicable categories	**O.C.G.A. § 20-2-2066(a)(1) Weighted Lottery Categories**	**Weight Given**
	Economically disadvantaged students	
	Students with disabilities	
	Migrant students	
	Limited English proficient students	
	Neglected or delinquent students	
	Homeless students	

- Attach as Exhibit 7 a copy of the proposed admissions application that demonstrates the application conforms to the requirements of rule and law, including the open enrollment requirement.
- Attach as Exhibit 8 a copy of the policy setting annual enrollment, re-enrollment, and lottery deadlines, including a description of the lottery procedures detailing how enrollment priorities will be applied and an assurance of complete transparency* in its procedures.

  **Note: Complete transparency should include, at a minimum, publishing the lottery date, time, place, and procedures at least two weeks in advance on (for example) the school's website and in printed forms shared with students or available at the school.*

32. Page 79 Describe the steps the school will take to recruit students who are representative of the racial and socioeconomic diversity in the attendance zone for the charter school.

33. Page 79 How will the school maintain/increase its student enrollment during the charter term?

34. Page 80 Briefly describe (and attach as Exhibit 12) information regarding the program – e.g., PBIS – that your school will use. If you will not use PBIS, please explain why the program you have chosen was selected instead.
35. Page 82 Briefly describe (and attach a copy of as Exhibits 11 and 12) the rules and procedures concerning student discipline and expulsion, including code of conduct and due process procedures.

36. Page 82 Briefly describe (and attach a copy of as Exhibit 13) the rules and procedures concerning how the school will address grievances and complaints from

students, parents, and teachers. Include the role the governing board will play in resolving such grievances and complaints.

37. Page 82 Briefly describe (and attach a copy of as Exhibit 14) the school's employment procedures and policies.

38. Page 83 Briefly describe (and attach a copy of as Exhibit 15) the school's insurance coverage, including the terms, conditions, and coverage amounts.

39. Page 84 Briefly describe how the governing board has taken students' transportation needs into consideration. What transportation services will be provided for students?

CONTRACTS WITH CHARTER PARTNERS/EDUCATION SERVICE PROVIDERS

40. Page 84 Identify your ESP or charter partner(s) and explain how this arrangement will be in the best educational and financial interests of the charter school.

41. Page 85 Describe the decision-making process and due diligence exercised by the founding/governing board in choosing to contract with the ESP. Include in your description:

    - Other ESPs or charter partners that were considered and the reason(s) why this ESP or partner was selected above all others;
    - The history of the selected ESP or charter partner, including academic results, closures, non-renewals, and separations; and
    - How the contract was negotiated, including the management fee(s).

42. Page 85 Briefly describe the range of services the ESP or charter partner will provide for
    the charter school.

43. Page 85 Explain how the governing board will maintain its fiduciary responsibilities as a charter holder including monitoring and assessing the performance of the ESP or charter partner.

44. Attach a copy of your signed ESP contract as Exhibit 16.

FACILITIES

A charter school's facility is a significant part of implementation. Without a proper facility, the charter school will not be viable. Best practice states that a school's facility costs should not exceed 15% of its total expenditures. In addition, please be aware that all facilities must be approved by the Department's Facilities Services Unit – more information regarding this step can be found on the GaDOE website: Facilities Process Webinar. For this reason, it is

imperative that the charter school does not commit to a facility before it has been approved. We encourage new schools that are planning construction or major renovations prior to student admission to consider a planning year to safely complete the construction process. We also strongly encourage obtaining Memorandums of Understanding (MOU) for at least two facility options while charter and facility approval is pending.

45. Page 86 Describe the school facility that the charter school proposes to use. Include in your description:
    - The location of the facility;
    - Whether the facility is new or existing; and
    - Whether the facility requires any renovations for utilizing the space for educational purposes. If yes, describe the extent of the renovations and the source of funding to pay for the renovations.

46. Page 87 Does the charter school have an MOU for the purchase or lease of the facility, pending charter and facility approval?
    - Yes, we have a MOU and it is provided as Exhibit 19.*
    - No, we do not have a MOU.

    **Note: The MOU should include the total proposed facility cost. It should also set forth any material terms that will be reflected in a lease, such as the lease term.*

46. Page 87 Does the charter school have a lease for an approved facility?
    - Yes, we have a lease and it is provided as Exhibit 19.
    - No, we do not have a lease, but plan to submit one to the Department by _____ (date).

48. Page 87 Does the charter school have a Certificate of Occupancy (CO) for the proposed facility?
    - Yes, we have a CO and it is provided as Exhibit 20.
    - No, we do not have a CO, but plan to submit one to the Department by _____ (date).*

    **Note: Schools must obtain a CO no later than 45 days before the start of the charter term on July 1.*

49. Page 87 Does the charter school have an emergency safety plan pursuant to O.C.G.A. §20-2-1185 for the proposed facility?
    - Yes, we have an emergency safety plan and it is provided as Exhibit21.
    - No, we do not have an emergency safety plan, but plan to submit one to the Georgia Emergency Management Agency by (date).*

**Note: Schools must submit an emergency safety plan no later than 45 days before the start of the charter term on July 1.*

I. Academic Program

1. Describe the focus of the curriculum (including if it incorporates STEM, STEAM, International Baccalaureate, or any other such branded program). Include as Exhibit 10 a copy of a sample scope and sequence for a proposed course/grade level.

The mission of Tapestry Public Charter School Clayton (TPCSC) is to offer an inclusive, innovative, individualized learning environment that is academically engaging, both for neurotypical students and those on the autism spectrum, and to create a positive school culture that empowers all students to take possession of their innate talents and become creative builders of their own futures. The vision is to provide a rigorous and enriching education for a neurodiverse student body in grades 6-12 in Clayton County Public Schools.

TPCSC will replicate the high-performing Tapestry Public Charter School (TPCS), a public charter that has outperformed its peer schools across ten years of operation in the Dekalb County School District (DCSD). TPCS was founded by autism experts, educators, and parents and has one of the most diverse 6th-12th grade enrollments in the state. TPCSC will leverage the experience and relationships built on the existing campus, capacity of the Board, and support of founding Clayton County Public Schools families to offer this sought-after approach to CCPS students. The CDC estimates 1 in 36 students has Autism Spectrum Disorder (ASD) and 12% of students have ADHD. There are an estimated 51,000 students in Clayton County as of SY 2032-24, which would mean nearly 1416 students have ASD and 6120 students have ADHD. TPCSC will provide a model of education that is built for neurodivergent students' needs, rather than an addendum or revision from the general education program to accommodate exceptionalities; in this way, TPCSC will promote inclusion for neurodivergent students in Clayton County Public Schools.

The school model is characterized by its focus on strategies that support diverse, neurodivergent and neurotypical learners as foundational elements across all aspects of the school to support inclusive classrooms. The TPCSC curriculum has been selected because it is highly engaging, student-driven, and

inquiry-based. The focus of the curriculum is flexible, individualized learning that is driven by student interests. Distinguishing features of TPCSC's curriculum include Georgia Standards of Excellence (GSE)-aligned curriculum maps (see Exhibit 10 for samples of these maps), a common lesson format for every classroom with dedicated time for flexible small group and individualized instruction daily, and multiple modalities of curricular resources that leverage tech-based subscriptions and other means of student-led content exploration.

The GSE-aligned curriculum maps for each class (see Exhibit 10) guide the implementation of standards, but the modality and topics used to explore standards are chosen by students from a suite of tech-based and experiential learning applications organized into Unit Maps. The unit maps integrate individualization of content into Dr. Norman Webb's Depth of Knowledge (DoK) framework. Students engage in learning activities based on the level of complexity in thinking, from recall of facts, through application of skills, to complex reasoning, synthesis and interpretation. Tapestry's individualized unit maps, for which Tapestry received input directly from Dr. Webb, emphasize student-driven interest, which is most compelling for neurodivergent learners.

Curriculum is further individualized through one-to-one technology that enables each student to work at his/her/their level. Purchased programs may include but are not limited to ALEKS for Mathematics and Reading Plus for English Language Arts. These programs are driven by artificial intelligence, which leverages the technology across content areas, allowing students to progress through the curricula at their own pace, continuously providing instruction appropriate for the student's current academic level. This same individually responsive technology will be used to individualize holistic student support through programs like Sown To Grow.

The curriculum will also integrate arts and enrichment across content areas, and all students will have access to a variety of arts programming each year. Theater especially helps build communication and leadership skills, as well as gain confidence in navigating social interactions. Partnerships and innovations with entities that support individuals with autism spectrum-related learning differences will be leveraged to drive curricula in electives courses and integration of arts into core content classes (i.e., Alliance

Theatre may run workshops on a theatrical production that explores history as part of an ELA and SS class—see Exhibit 18 for commitments from programmatic partners).

Robust access (at the high school level) to AP and advanced coursework with intensive scaffolding (such as a daily guided study period and small classes) will make advanced coursework accessible across learning differences. This approach has proven to consistently afford higher percentages of English learners (ELs), students with disabilities (SWDs), and other students underrepresented in this coursework across the state greater participation and success in advanced coursework at TPCS. In fact in 2022 and 2023, TPCS was named a Georgia AP Access and Support School, an award given to schools where at least 30% of students taking the AP exam are African-American and/or Hispanic and 30% of all AP exams received scores of 3 or higher. In 2024 TPCS was named as an AP Expansion school due to the large increase in students taking Advanced Placement coursework.

Finally, all TPCSC students will participate in weekly holistic student development and goal-setting support through curricula designed to build students' agency and goal-setting/mastery skills. Sown To Grow, an adaptive program that utilizes AI technology to help students set goals, reflect on their strategies and learn how to learn is implemented in students' advisory, where they reflect on their well-being and "check in" with a response on their feelings. Reflections are sent to their mentors and recorded on a dashboard that helps staff monitor the emotional lives of students and provides each student with regular, codified practices for emotional reflection. Leadership and counseling staff will access a bird's eye dashboard that allows them to see how students across the school have responded so that they can intervene with those who need help immediately. PEERS® is an evidence-based social skills curriculum developed for students on the autism spectrum that will be made available for all students and implemented in weekly sessions across middle and high school. Students will work in facilitated small group activities like starting and participating in conversations, appropriate use of humor, interaction on electronic communication, good sportsmanship, and hosting social events. Although these lessons are designed for students on the autism spectrum, the research is clear that they benefit neurotypical peers by helping them to set boundaries, use social media and technology appropriately, understand the rationale

behind social conventions, and support their classmates on the spectrum by practicing new social skills. These cooperative approaches to practicing and developing skills in inclusive ways across the school, from setting goals in a transition plan to conventions of a conversation, enable the school to provide an inclusive environment where students from a range of learning experiences will attain success.

2. **Describe the instructional methods that will be implemented, including innovative, distinctive, or unique instructional techniques or educational programs (e.g., project-based learning).**
    - **Why are these innovations appropriate for this population/school?**
    - **Explain how these innovations will increase student achievement.**

TPCSC's instructional approach includes student-led investigations; small group and individual instruction in every class period (through a common lesson format across classrooms); individualized curricular access to student-led topics through one-to-one technology; common expectations and systems across classrooms to ensure predictability; monthly instructional team data meetings to drive student supports; monthly professional development on key topics to drive inclusion-based instruction; and success planning/learning plan development for every student. These strategies are critical for the target population as they drive intensive support at an individual level to promote access and success across a wide range of learning styles and needs.

SPED-Informed Best Practices for All

Some of the common approaches across classrooms include a common classroom configuration (including where key materials are located, how the whiteboard is configured, the lesson plan format) to provide predictability and reduce transitions (a critical support for neurodivergent students), and staff-wide professional development initiatives to ensure all teachers are using common strategies. Staff-wide development focuses on key strategies specific to the TPCSC population, such as inclusion scaffolds and/or economy of language—both of which are research- and practice-proven for the school's target population. The school will implement a universal design (UD) process that students will use to scientifically approach problem-solving in all of their classes. STEAM journals across all grade levels

will depict progress through UD visually, a strategy that helps students across a range of learning profiles to process new information and scaffold new learning. UD principles equally support English learners, students who need support with information organization, and students who need support for visual and audio processing.

STEAM Focus

The TPCS DeKalb campus is currently STEM-certified[1] and achieved this goal through the development of a shared design framework through which students approach problems by utilizing scientific principles. TPCS is currently pursuing STEAM certification from the Georgia Department of Education in addition to the STEM certification because of the importance of the Arts to the cross-curricular projects that are already an integral part of the instructional approach at TPCS. TPCSC will utilize this same approach through the implementation of investigative approaches to content that integrate student choice as much as possible to drive engagement and authentic assessment through projects, as well as tests. This practice, used consistently across classrooms, will support students who previously may not have had strong academic success or self-efficacy. The project-based assessment approach across all grades, which will be used to supplement traditional assessment methods, will provide students with the means to integrate learning from multiple content areas in a cumulative project that they are supported in leading. These STEAM-focused projects will provide a literacy and scientific method-based approach that underpins all content and builds capacity. Students will meet regularly with teachers to collaboratively plan projects assessed using common rubrics that build students' competency in long-term planning, integration of concepts across content areas, and ownership for project planning and completion. Practice planning and delivering a project is an important skill for all learners, but especially those with IEPs who will implement transition plans upon graduation.

In addition to the core academic benefits, The STEAM culture will help students develop valuable real-world skills such as communication, collaboration, critical thinking, and creativity. Students

[1] More information on this certification process can be obtained here: https://www.cognia.org/services/accreditation-certification/

will learn how to manage team dynamics and delegate responsibilities during group projects. Presenting their work will build public speaking and technology skills. Throughout the inquiry process, they will learn how to find and evaluate information from different sources. Teachers will provide coaching to encourage metacognition and reflection at each project stage. All of these professional abilities gained through project-based learning will serve students well in future college and career pursuits.

The school will also plan to bring in experts and partners from the community to guest lecture, mentor students through projects, judge presentations, and provide feedback. This real-world connection enhances the authenticity of the learning experience. Parents will also be invited to view the project exhibitions. Displaying their work for outside audiences beyond just the teacher further motivates students to excel.

To facilitate high-quality project implementation, teachers will receive annual targeted professional development on project-based learning principles and best practices that is tailored to the expertise level of the individual teachers. This approach will begin during pre-planning and continue throughout the year in monthly professional development sessions that will provide them with strategies for scaffolding student learning, providing effective feedback, and creating collaborative environments. Teachers will also have time built into the schedule for collaborative planning with other teachers to design meaningful cross-curricular projects.

Student reflection will be a key component, with students maintaining STEAM journals of their project work and self-evaluations over time. This metacognition empowers them to take ownership of their learning. The school will celebrate high-quality project work through awards ceremonies, publishing exemplars, and proudly displaying projects. This culture of exhibition fuels further student engagement. Titan Challenge Day is another way the students utilize critical thinking skills to find solutions to real-world challenges; these are bi-monthly competitions where students are separated into their Houses and Academies to participate in a STEAM-related project-based learning activity.

Data-Driven Instruction

Teachers in all grades and content areas will participate in monthly data planning meetings with their grade level where they will review student data to ensure that all students are receiving the appropriate level of support and/or acceleration based on their progress. This is in addition to the cross-curricular STEAM planning sessions that are also held monthly for all teachers. During these planning sessions, all teachers discuss their current curriculum and find natural areas of alignment where they can develop cross-curricular STEAM projects for their students to participate in. This approach to STEAM integration was reviewed at the TPCS site in the GA DOE STEAM Certification visits and was integral to the COGNIA STEM[2] certification process the school completed. TPCSC anticipates this certification will be successfully pursued for the CCPS site within the first charter term. TPCS currently has themed collaborative Taskforces made up of teachers, students, board members, parents, and community members. These Taskforces meet monthly to discuss new ideas that could benefit Tapestry in areas that are important to the school community.

Individualization

Individualized instruction plans will be developed annually for every student. These plans are revisited, with student data, in the monthly planning sessions and data meetings, wherein each student's progress is reviewed and individualized supports are crafted accordingly. Each student will also have a one-to-one assigned mentor, small group daily advisory time, and opportunities to connect with community partners within core content and enrichment classes to provide each student a continuum of support. Small student-teacher ratios in core content classes and an overall small school with robust access to counselors and support staff ensures every student and family have designated advocates. This individualized approach to holistic support ensures every student, regardless of their learner designation, has specific supports in place that will work for him/her/them to attain academic success.

Partnerships

[2] More information on this certification process can be obtained here: https://www.cognia.org/services/accreditation-certification/

Partnerships with community institutions build students' networks and exposure to a wide range of post-secondary options. These partnerships provide an enriched curriculum, support with student-led clubs, experiential learning, and cutting-edge access to programs that promote student success (such as the Emory partnership that provides every student with transition planning). TPCSC's partnerships position students to engage with diverse content and experts from throughout the community. Ongoing partnerships, such as with the High Museum, open possibilities for students who had not dreamed of them before. Three of last year's graduates now study at SCAD (Savannah College of Art and Design). A current student will begin "ride-alongs" with a local fire department this summer. One of this year's graduates is preparing for a job in social media promotion based on her current internship. Last year, a student interested in early childhood education served as a classroom assistant in the very school he attended (and where he was initially screened) when he was four years old.

Scheduling

Block scheduling in high school will allow for intensive study in a given subject; reducing transitions (critical for neurodivergent students) and creating data-driven student groupings (proven to support attainment in student groups with a broad range of foundational skills) to provide intensive skills support based on monthly staff data meetings. Daily Study Skills classes will enable students to be challenged in all subjects throughout the year so as to ensure no drop-off in skills between regularly scheduled block classes.

These innovative instructional strategies were developed and refined over the life of TPCS to reflect stakeholder feedback and student performance data. The school's organizational chart is informed by the relationships and responsibilities necessary to drive superior student results within the school and after graduation. Note that TPCSC will implement one-to-one supports for each student and small student-teacher ratios across all classrooms. Unlike new charters that seek to employ a list of aspirational programs, the TPCSC site will implement the tools and strategies already successfully in place at TPCS, ensuring the fidelity and consistency of these instructional strategies at TPCSC.

3. Describe the anticipated student-to-teacher ratios and the reasoning for choosing these ratios.

The average core content classroom will enroll 24 students for every one general education and one special education teacher for a 24:2 (12:1) ratio. This ratio provides intensive individualized instruction and ensures each student's progress and achievement is closely tracked and supported each day. This ratio has been substantiated by the success of students at TPCS, where the same ratio is employed and has proven critical to providing appropriate proactive learning intervention for students, frequent and authentic communication with students and families, and ongoing reliable data to drive instruction and wrap-around supports.

Beyond core content classroom student-to-teacher ratios, every student participates in a small group advisory which ensures each student has a designated advocate with a manageable number of students to track across each year. This is done through House classes at the middle school level and Study Skills classes at the high school level. In addition to daily access to this mentor during a guided study period, advisors are available on demand to students and families as a primary point of contact to review student achievements and needs. Advisors also review each student's data in monthly student data meetings to drive support and interventions as needed.

Overall, the staffing not only provides small ratios of students to adults across roles, from classroom teacher, to mentor, to counselor, but also specialized staffing roles that drive cross-curricular collaboration, vertical and horizontal alignment, individual student supports, and inclusion strategies across all classrooms. This ensures each student receives individualized academic, socio-emotional, and graduation planning support and has fostered greater access to rigorous coursework for student demographics underrepresented in such coursework, higher percentages of pathway completion, and consistently higher rates of 4-year graduation at the DCSD site when compared to the neighborhood high schools that the majority of our students would have attended.

4. **Describe how the charter school intends to meet the needs of students identified as gifted and talented. Include in your description any diagnostic methods or instruments that will be used to identify and assess these students.**

The TPCSC approach to assessment for eligibility for gifted instruction will include annual review of data and teacher feedback. Parents and guardians of students who are being considered to receive gifted education services will be provided with information in writing related to the gifted education program. A student may be referred for consideration for gifted education services by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities. The gifted teaching lead will review student assessment data after fall and winter district-administered universal screener testing (NWEA MAP). Students who score in the 90th percentile or higher on Reading or Math assessments will move on to formal assessment of eligibility. Referred students will complete the COGAT and Renzulli assessments of creativity and motivation to determine who meets the threshold for eligibility for services.

Gifted students must maintain a minimum of 80% or higher in their scheduled gifted class(es) to prevent probationary status. Performance criteria for continuation in the gifted class(es) will be reviewed if the student's overall achievement is deemed unsatisfactory. If the continuation agreement has not been met the student will be placed on probation for one semester, parents/guardians will be notified and a written plan of improvement will be drafted and signed. The eligibility team will meet at the end of the semester to review the student's progress. If the student does not meet the criteria to remain in the gifted program, the student will be scheduled back into the regular education program. The student may re-enter the gifted program at the beginning of the new semester if he\sh maintains an 80% G.P.A. or higher in the achievement/subject area in which the student qualified.

The individualized approach of TPCSC will afford an intensive gifted and talented program for students within their inclusion classroom using a "push-in" model. To this end, all teaching staff will be trained in identifying and supporting students with best practices in gifted instruction and at least one teacher lead will maintain gifted endorsement to serve as the lead for devising and overseeing gifted

instruction. Middle school gifted students receive five segments each week through core content courses. The gifted lead teacher will collaborate with general education and special education teachers in each content course to determine the specific gifted supports for students to achieve five segments of gifted instruction weekly. In high school, gifted students receive services through advanced project-based work that students will engage with daily during their Study Skills course. Regular meetings with their gifted advisor, internships and mentorship relationships will help to ensure that these students remain challenged and goal-oriented throughout their time at TPCSC.

It is anticipated that like TPCS, many TPCSC students will qualify for gifted and talented and be "twice exceptional": eligible for both gifted instruction and IEPs or 504 Plans. Many TPCS students' gifted status was not identified until enrollment at TPCS, where the individualized approach to each class and small class ratios enabled students to demonstrate their strengths. In a NACSA-sponsored survey administered by DCSD to TPCS parents/caregivers, one parent noted their child was denied access to gifted coursework because of MAP scores at their zone school but could take and get support for advanced classes and gifted endorsement at TPCS—an opportunity unavailable in any other school (and supported by TPCS's data on participation of students with IEPs in advanced coursework). Other parents described TPCS as the only school that would serve their students with autism and gifted designations in gifted programming, noting that in prior placements, students with IEPs received SPED services during times they would have had access to gifted programming.

5. **Describe:**
    - **how the school will determine whether a student has satisfied the requirements for high school graduation, including earning credits hour units and awarding completion credentials.**
    - **how the school will meet college and career ready obligations, including how the school will incorporate dual enrollment, Move on When Ready, and AP classes.**

TPCSC will employ a middle grades counselor and high school counselor/college counselor who annually monitor students' progress toward graduation and college readiness. This work is supplemented

by the small size advisories wherein each teacher is responsible for monitoring and supporting students across the four years of their high school career. Students have access to before and after school tutoring as well as a daily advisory to ensure students don't fall behind and the need for remediation of credits is minimal. Students who do need to repeat a course will be supported in accessing the course at TPCSC and/or through credit recovery options offered by the district with school-based support provided during their advisory period.

TPCSC has also secured a partnership with Emory University to implement the Self-Determined Learning Model of Instruction (SDLMI), a postsecondary transition planning process for students with autism or related learning differences and their families. SDLMI is an approach to transition planning that walks students and families through a three-step process of setting a goal, creating the action plan to achieve that goal, and then adjustment of the goal or plan. Through the repetition of this process across content areas and student transition planning from middle to high school and then high school to post-graduation, all students gain experience applying a practical approach to goal setting, progress review, and action framing that is applicable to everything from studying for a math test to preparing for a career. This breakdown of the process is critical for students on the spectrum and has had demonstrated impact on time management skills, work completion, self-efficacy, and post-graduation goal attainment.

SDLMI enables students to use self-determination to map out life goals and the strategies they will use to get there. The Emory Autism Center of Education and Transition Services team has developed an Individualized Transition to Adulthood Plan as illustrated in the Taxonomy for Transition Planning developed by Kohler et al. The Emory team will provide trainings for all staff and collaborate with teachers and students in the opening years of the school (see Exhibit 18 for a letter of support) to provide teacher trainings on a variety of transition-related topics including an overview of best practices, effective goal writing, and strategies to increase student participation in their IEP meetings. To supplement these trainings, a member of the team will also provide onsite "office hours" (i.e., technical assistance) to work with teachers in a conference style meeting to provide transition plan writing guidance.

Finally, TPCSC has planned for staffing to ensure robust access to AP coursework and to oversee dual enrollment Move On When Ready (MOWR). Through ongoing meetings with student advisors and the counselor, students will make plans to access rigorous coursework in high school, which may include on-campus opportunities like AP and off-campus opportunities like dual enrollment. Georgia State and GSU-affiliated satellite colleges, Emory, Georgia Piedmont Technical College, and Oglethorpe University are current sites for TPCS dual enrollment MOWR courses and will continue to be leveraged for TPCSC students while new connections are built with local universities such as Clayton State University.. AP coursework currently planned in the high school schedule includes but is not limited to AP US History, AP World History, AP Human Geography, AP Biology, AP Chemistry, AP Calculus AB, and AP Calculus BC, AP Art Studio 2D, AP Art Studio 3D, AP Art Studio Drawing, AP Art History, and AP Spanish.

TPCS has utilized its advisory and counseling staff and access to diverse, rigorous course offerings to attain high annual 4-year graduation rates that surpass peer schools and significantly outperform the district, as well as position all students to be competitive for college and career. TPCS supports each student through a responsive model, soliciting student input in course offerings. Just over 150 graduates from TPCS's six graduating classes have earned more than $10 million dollars in scholarships. This achievement and the graduation rates for SWD, and all students, is the result of intensive, individualized support and post-graduation planning with students and their families throughout their tenure at TPCS. TPCSC will offer this same model and expects similar outcomes.

TPCS also outperforms the district, state, and schools for which the majority of its students are zoned in its placement and support of students in advanced coursework and pathways. TPCS boasts both a higher percentage of eighth grade students participating in advanced coursework annually (~60%) and greater participation in high school advanced coursework specifically for students with IEPs (≥83%). Moreover, 100% of TPCS graduates have earned at least one CTAE pathway. Our transition programs, CTAE offerings, and internships translate students' passions into concrete post-secondary pathways. Our 100% graduation rate speaks to the clear connection between time at Tapestry and life beyond.

II. State- and Federally-Mandated Services

6. **For students with disabilities, describe how the charter school will provide state- and federally-mandated services under both the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act. Reciting the requirements of law and rule is insufficient. Your description should include the school's specific plans to:**
    - **Evaluate and identify students with disabilities;**
    - **Develop, review, and revise Individualized Education Programs (IEPs);**
    - **Integrate special education into the general education program;**
    - **Ensure that the school facility meets the requirements of other related laws including the Americans with Disabilities Act (ADA) and Section 504;**
    - **Address student discipline;**
    - **Handle programming disputes involving parents;**
    - **Ensure confidentiality of special education records;**
    - **Purchase services from special education vendors or contract with your local district to provide a continuum of special education services and how this arrangement will work; and**
    - **Secure technical assistance and training.**

TPCSC is committed to providing a Free and Appropriate Public Education (FAPE) and serving all students with disabilities for whom the school is the Least Restrictive Environment (LRE). TPCSC will achieve its mission by actively recruiting and serving SWDs, as well as their neurotypical peers, with the goal to provide inclusive, co-taught settings that are personalized, rigorous, and empowering. The school model uses federally mandated services as a baseline and will provide every student for whom the school is the LRE and may be eligible for Individualized Education Programs an innovative and robust system of supports from evaluation to program exit.

All staff will participate in annual, ongoing professional development on special education topics that engenders school wide expertise and consistency in strategy, because all teachers at TPCSC will be considered teachers of special education. Some of the topics to be covered may include but are not limited

to: autism in the classroom, inclusion strategies, implementation of individualization unit maps, use of technology in the classroom to support individualized education goals, measuring student engagement across learner types, and restorative practices to support prosocial behaviors. In addition, teachers will participate in collaborative lesson planning, student data meetings to evaluate student performance, engagement data to drive instruction, and peer observations to share best practices. This all begins with a new teacher bootcamp to familiarize incoming staff with the Tapestry mission followed by a full staff week of pre-planning professional development sessions to ensure that all staff members are adequately prepared to meet the diverse needs of their learners.

A manual for Special Education Services will be provided to all staff as part of onboarding and ongoing development, and offers detailed descriptions of the processes and policies that will guide the special education program at TPCSC.

Evaluation, Identification, Development, Revision, Review of IEPs

TPCSC will follow all CCPS, state, and federal guidelines regulating the formation of a Student Support Team, 504 Team, and IEP processing and review. As a school that serves grades 6-12 and actively recruits students on the autism spectrum, founders anticipate that more than half of the students who enroll at the school annually will come with IEPs and some percentage of students who enroll may be eligible for their first IEPs if it is found to be a need. The evaluation and identification of students, who become eligible for services during attendance at TPCSC, will follow these steps:

1. Teacher or parent makes a written recommendation for evaluation to the student's homeroom teacher, counselor, or principal.
2. Student Support Team is convened to review student's performance and make a recommendation for parental consent to psychological and/or academic evaluations to determine if the child is eligible for special education services.
3. Pending the results of the tests, an eligibility meeting will occur with the parent or guardian, the LEA, the special education coordinator, the special education classroom teacher, and other identified staff members and evaluators as pertinent.

4. If a child is identified as requiring special education services, an IEP will be created and services will be implemented immediately.

All new student registrations (after the lottery) will include requests to provide information about prior special education supports, 504 Plans, and/or other services students received to ensure scheduling and supports can be planned if records are unavailable or not current from prior schools. Student records will be accessed through CCPS's system, and the special education coordinator will be responsible for reviewing each IEP before assigning it to one of the full-time special education teachers (anticipated to number 12 at capacity) who will manage that student's services. The full IEP process will be implemented, beginning with a review of the student's IEP that includes the parent/guardian, the student's special education teacher(s), the special education coordinator, any applicable paraprofessionals or facilitators, general education teacher(s), and the student.

IEP meetings will be held annually for each student, and progress toward IEP goals will be updated and formally reviewed by the designated special education teacher every four and a half weeks. A meeting can be requested by parents or other IEP team members at any time to review and amend IEPs as deemed appropriate. Every three years, each student with an IEP will have a Redetermination of Eligibility meeting, which allows the team to review current data to determine if the student continues to require special education services.

The TPCSC approach to IEP development and implementation will be anchored in person-centered planning that TPCSC will supplement in significant and innovative ways. IEPs at TPCSC will be articulated in the applicable content and grade level standards, which frames academic IEP goals in the language of the Georgia Standards of Excellence (GSEs) as applicable. This approach enables teachers to start from baseline data, identify the standards that will be the goal and unpack them to isolate the specific skills required to master the standard. The process has proven to enable TPCS teachers, students, and families to identify subskills in target standards and use the IEP to close the gap between where the student is and where they need to be by focusing on the skills that will be assessed. Standards-based IEPs have also been shown to better communicate the steps required to close gaps, rather

than focusing on the gap without meaningful strategy. The standards-based IEP is one innovation that has been instrumental in more rapid IEP goal attainment at TPCS and will be implemented at TPCSC.

Another innovation in IEPs at TPCSC will be the Active Student Participation Inspires Real Engagement (ASPIRE) process. This positions students to lead the IEP process, including development of the language of their IEPs; identification of their own strengths and goals; naming of strategies and accommodations; communication with teachers, parents, and team members about their goals and choices in high school and beyond; and learning to be self-advocates. The student-led IEP process positions students to take ownership of the crafting of their IEPs, whether they are new or returning students or students revisiting an IEP from a prior year. This student-led approach also ensures the IEP is framed in language, goals, measures, and structures for support that keep the student engaged in the implementation.

TPCSC has secured a partnership with Emory University (see Exhibit 18) to implement the Self-Determined Learning Model of Instruction (SDLMI), a postsecondary transition planning process for students with autism or related learning differences and their families in place at TPCS. SDLMI enables students to use self-determination to map out life goals and the strategies they will use to get there. The Emory Autism Center of Education and Transition Services team has developed an Individualized Transition to Adulthood Plan as illustrated in the Taxonomy for Transition Planning developed by Kohler et al[3]. The Emory team will provide trainings for all TPCSC staff. Emory will provide teacher trainings on a variety of transition-related topics including an overview of best practices, effective goal writing, and strategies to increase student participation in their IEP meetings. To supplement these trainings, a member of the team will also provide onsite “office hours” (i.e., technical assistance) to work with teachers in a conference style meeting to provide transition plan writing guidance.

Lastly, TPCSC will organize a school-site Transition Taskforce, to provide resources and supports to help students with IEPs and their families prepare for the transition from middle school to high school

[3] This paradigm and supporting research is explained in detail here: https://www.researchgate.net/publication/346473315_TAXONOMY_FOR_TRANSITION_PROGRAMMING_20_A_Model_for_Planning_Organizing_and_Evaluating_Transition_Education_Services_and_Programs

and then from high school into post-secondary life. This team-based support system will ensure that students and families have the lifelines they need across their tenure at TPCSC to be ready for life after high school and has been instrumental in exceptional graduation and post-graduation placement rates for TPCS graduates. The taskforce consists of parents, board members, and staff members who meet regularly to establish a shared database of materials and resources. They will also provide a comprehensive roadmap for transition processes with sessions that occur each year of a student's tenure at TPCSC.

Integration into the General Education Program

The focus of TPCSC's program is inclusive classrooms that allow students with disabilities and their general education peers to benefit from participation in classrooms together. As such, there are many ways TPCSC's general education classrooms will be uniquely positioned for inclusion. TPCSC will engage a specialized team that collaborates to ensure every student has the supports necessary to thrive in an inclusion setting, including: 1) a special education coordinator, who will oversee the program with an eye toward inclusion; 2) special education teachers, who will co-teach and provide pull-out instruction as needed, as well as case management for their designated roster of students (no more than 12); and 3) paraprofessionals, who will be assigned to specific students based on their IEPs. At capacity, the school will also leverage two full-time Inclusion Facilitators and an Autism Specialist shared across both school sites, who will provide specialized support to students and staff to promote successful inclusion strategies broadly, and especially inclusion of students with autism.

In addition to co-taught classrooms with a special education and general education teacher and the supplementary staff focused on inclusion schoolwide, strategies to reduce transitions and foster successful inclusion will be implemented schoolwide. These include but are not limited to: predictable routines across classrooms, common lesson plan formats, physical structure design that supports students on the spectrum (such as flexible seating and choices of lighting), "looping" in middle school grades to provide cohesive support to students in core content areas year over year, and a common Google Classroom structure in every class. This alignment and predictability is critical for students on the

spectrum and supports students with a range of learning differences from compromised executive function to those learning English. These types of classroom considerations schoolwide are the result of dedicated inclusion facilitators at TPCS, who have worked with a large team of special education professionals to ensure the entire school will be set up for all students to access their education in the least restrictive environment. It is also why so many students at TPCS who previously required pull-out instruction are able to exceed goals in an inclusion model at TPCS.

The special education team will share the responsibility of co-designing specially designed instruction (SDI) for all students and will oversee the consistency and predictability of all school processes and classroom norms. The schoolwide professional development (PD) focus on inclusion has positioned all staff to consider these decisions from the perspective of the students, enabling every classroom team to become inclusion specialists armed with strategies and an understanding of the theories behind the strategies, as well as common time to plan inclusion together every month.

Another critical innovation that will support effective inclusion is the Self-Determined Learning Model of Instruction approach implemented through the aforementioned partnership with Emory. SDLMI is an approach to transition planning that walks students and families through a three-step process of setting a goal, creating the action plan to achieve that goal, and then adjustment of the goal or plan. Through the repetition of this process across content areas and student transition planning from middle to high school and then high school to post-graduation, students with disabilities will gain experience applying a practical approach to goal setting, progress review, and action framing that is applicable to everything from studying for a math test to preparing for a career. This breakdown of the process is critical for students on the spectrum and has demonstrated impact in research and practice on time management skills, work completion, self-efficacy, and post-graduation goal attainment.

All students will participate in weekly holistic and goal-setting support using the adaptive AI program Sown To Grow. During advisory, students will “check in” on Sown To Grow by submitting reflections on their well-being. The program helps students set goals, track progress, and reflect on strategies that work for them. They will receive regular input on practices that support their personal

growth and emotional health, as well as presentations from the counselors. In addition, the social skills curriculum adopted for the school, PEERS®, will be available to all students in middle and high school. While developed for students on the autism spectrum, PEERS® also benefits students with a range of learning differences as well as neurotypical students. In 30- to 60-minute sessions twice a week, students will work in facilitated small group activities like starting and participating in conversations, appropriate use of humor, interaction on electronic communication, good sportsmanship, and hosting social events. The research is clear that these interactions benefit neurotypical peers by helping them to set boundaries, use social media and technology appropriately, understand the rationale behind social conventions, and support their classmates on the spectrum by practicing new social skills. These cooperative approaches to practicing and developing skills in inclusive ways across the school, from setting goals in a transition plan to conventions of a conversation, will enable the school to provide an inclusive environment where students from a range of learning experiences report they feel safer, more supported, and more successful than in any other learning environment they have experienced[4].

The special education department, which is projected to be comprised of 15 total people once the school reaches capacity (but may shift in size depending on the enrollment of students with disabilities), will partner with the general education team, through annual professional development plans focused on specific inclusion priorities, collaborative data analysis, and weekly co-planning. Staff will use the student information system (Infinite Campus) to track student data, along with a progress monitoring tool (easyCBM) that provides testing and data analysis in order to closely monitor student progress on assessments. This data will guide the special education teacher assigned as a case manager for each student to ensure that students are meeting goals and making progress as expected or convene with other teachers serving the students to modify strategies as needed.

Progress against IEP goals and objectives, as well as a regular report card, will be documented and reported to the special education coordinator, appropriate staff, and parents. Progress monitoring at regular intervals will not only inform programs and interventions, but also modifications to a student's

[4] Qualitative feedback from TPCS in-school surveys, SY 2019-20

IEP as appropriate. The principal will be responsible for disaggregating annual data for students with disabilities to compare their progress against that of their peers without IEPs to drive revisions to programming and training for staff.

Programmatic Disputes

Parents/guardians have legal rights throughout the process of their student's participation in the special education program at TPCSC, and they will receive information about these rights when a student is recommended for evaluation, during IEP meetings, and any time they are notified about a revision to the student's services. Should a parent/guardian disagree with the findings of an evaluation performed by CCPS, they have the right to have their student evaluated independently and use the results of that evaluation in the IEP process. If concerns cannot be resolved by the special education coordinator, the principal will meet with the family to hear the concern. Challenges regarding special education, specifically, go next to a mediation or due process hearing to be resolved. TPCSC will follow the Georgia State IEP appeals processes. Note that no appeal has been filed in the existence of TPCS. This record of cooperation is due to the partnership and supportive relationship of clear communication that TPCS leaders and staff forge with students and families.

Special Education Vendors and Services

TPCSC will utilize wrap-around services from CCPS for speech, OT, PT, or any other related services a student may require. TPCSC does not anticipate retention of providers for other services related to special education; however, partnerships with entities like Emory Autism Center and ViewPoint Health (see letters in Exhibit 18) will provide additional services and guidance for implementation of services for students eligible for special education at no cost. These services include, but are not limited to, on-site counseling sessions, transitional support services, and other related support for TPCSC students. TPCSC will also ensure that the disciplinary processes already established by CCPS for students with IEPs or 504 plans are followed with fidelity.

Technical Assistance and Training

TPCSC will participate in all mandated trainings from GaDOE and CCPS, under the guidance of the special education coordinator. TPCSC has also projected funds for annual staff trainings aligned to the professional development focus for the year. Examples of these trainings that have been projected in opening years include but are not limited to: individualization unit maps, trainings held by the International Institute for Restorative Practices to support the school's mission, and transition planning with Emory Autism Center. Established relationships with experts like Dr. Emily Rubin, founder of the SCERTS® social-emotional engagement model, provide additional support and training for new staff to inform measures of engagement in lesson planning for students with ASD and related learning differences.

TPCSC will also adopt a staff-wide, annual book study in alignment with the professional development focus area.

ADA and 504 Facility Compliance

TPCSC will be established in a facility that is fully compliant with ADA and 504 guidelines and/or renovated to meet compliance requirements and promote accessibility. The middle school counselor will serve as the 504 coordinator and will attend all required trainings through CCPS to oversee 504 compliance.

Management of Confidential Records

Student records are confidential and will be maintained in password-protected files that can be accessed only upon request by the student's parent/guardian and by school employees assigned to the student's educational management who have the password to access confidential records. No one else will be allowed to see student records without the parent/guardian's written permission in accordance with FERPA guidelines.

7. **For English Learners (ELs), describe how the charter school will provide state- and federally-mandated services. Reciting the requirements of law and rule is insufficient. Please include in your description any diagnostic methods or instruments that will be used**

to identify and assess those students, as well as the instructional program that will be provided to ELs.

The TPCSC Board and leadership has dedicated outreach and partnership in largely Latino communities adjacent to the DCSD site, which has resulted in recruitment of a growing population of students eligible for English to Speakers of Other Languages (ESOL) services to TPCS as well as Board representation from these communities. This approach to partnership with communities of linguistically diverse students is also being applied in initial outreach for TPCSC and will be fully leveraged once the charter is approved. The school model has provided both neurotypical and neurodivergent EL students with a supportive, inclusive model wherein their outcomes have exceeded those of their peers in adjacent schools. TPCSC will leverage the experience and materials, programming, and supports in place at TPCS to serve Clayton-based students who qualify for ESOL services. The research-based Ellevate program will be utilized as a curricular support that all students and their families will be supported in navigating throughout the school year. This program contains both physical and online components and student progress will be monitored, analyzed, and provided regularly to parents and guardians. Results will also be shared with students through meetings with their ESOL advisor.

Identification, Notification, and Progress-Monitoring

As a 6th-12th grade school, most students are expected to enter TPCSC with the EL designation already assigned. Student records of those who are eligible for English to Speakers of Other Languages (ESOL) services are forwarded to the lead ESOL teacher to have their files reviewed for previous data and testing scheduled. All students new to TPCSC will complete a Home Language Survey, and any student who has been recommended for assessment of eligibility or who enters TPCSC with ESOL eligibility will first complete parent/guardian permission and then complete the ACCESS test. All data will be maintained in the student's ESOL folders, which are updated regularly and password protected by the lead ESOL teacher. Data will be used to create Instructional Language Plans for those students who did not make positive movement from one language band to another on their ACCESS test, and students' schedules will be devised to provide push-in and pull-out supports for dedicated language instruction that

is informed by students' assessment outcomes. Students who are eligible for services for the first time or who are returning to services will participate in a meeting with parents/guardians to set language goals and obtain informed parental consent.

Students who have tested out of ESOL services will be flagged by the ESOL Liaison, and their data (grades, teacher reports, MAP data, other standardized assessments) will be tracked by the general education teachers for at least two full school years after they have exited the ESOL program. If a student who was previously eligible for EL services is not making anticipated quarterly progress, his/her/their data will be forwarded first to the Response to Intervention (RTI) team to review the challenges and prescribe interventions to support the student's needs. This review will also be copied to the lead ESOL teacher for review, and the lead ESOL teacher may engage in the RTI process to support the student. After interventions have been put in place and the student has been reassessed, the RTI team will determine if the student's needs require support around content or language. Additional assessment and review of data to make this determination will drive how the team will advocate for next steps in the student's support strategy and whether the student needs to move to an EL-Y designation to obtain additional language supports, seek support from the special education team (if applicable), or receive new/additional supports through the RTI process. Due to TPCSC's low student/teacher ratio, the school will be able to quickly identify and assist any student whose progress appears to have stalled or changed.

The ESOL Liaison will oversee the administration of assessments, communication with parents/guardians, all EL student record maintenance and protection, and the scheduling of services for students who are eligible. The ESOL Liaison will also meet with general education teachers and the principal to review schoolwide data, disaggregated for ELs, to measure how students who are ELs are growing and performing compared to other subgroups in the school and compared to other schools. Because several of the students eligible for ESOL services may also be eligible for special education services, the lead ESOL teacher and special education case managers will collaborate to ensure those students are receiving aligned services with coordinated learning plans and strategies. The small school

size and team planning that utilizes common strategies and structures will enable ESOL and special education teachers to work closely together in support of students' success.

Services and Delivery

All EL students will receive language support first through push-in support from an ESOL teacher who comes into specific classes throughout the day. This ESOL teacher will be scheduled across students' courses to provide a set number of instructional minutes within content and elective coursework and will utilize small group and one-on-one instruction within the general education classroom to provide support. In addition, all students (not just ELs) will have designated time across the week for small group instruction with designated teachers based on their learning goals and/or service eligibility. For EL students, language acquisition coursework is led by an ESOL teacher during homeroom and study skills periods (high school) and What I Need Time (in middle school). This will provide EL students with dedicated time with other students working on English acquisition goals in a pull-out setting several times each week. This teacher will monitor progress in English language development (ELD) using the ELD Standards Framework provided by WIDA.

Staffing for ESOL services will be proactive: TPCSC projects retention of up to two ESOL teachers once the school has reached capacity, assuming ≤10% of students will qualify for ESOL services. The lead ESOL teacher will oversee case management and one teacher will be designated for high school services while the other provides middle school services. The number of ESOL teachers will depend on the number of enrolled students; however, recruitment efforts are already being conducted in Spanish (and with translators of other languages as necessary) and will continue across the life of the school to ensure ongoing recruitment includes and engages families with limited English proficiency.

The overlapping services provided by TPCSC will benefit all types of learners, including ELs. Even though a student may be an EL without a 504 Plan or IEP, the presence of a special education teacher in an already small classroom will ensure very small ratios of student-to-teacher interaction and support. Likewise, the counselors, autism specialist, and inclusion facilitators will provide a number of additional supports to ensure no student can "slip through the cracks." In this way, ELs will benefit from

the support of more than just the ESOL teacher staffing—they will benefit from the entire staffing model and an approach to education that establishes a team of support for every student in every space.

See the ESOL manual in Exhibit ii for a detailed description of the identification, notification, testing, and services model in place for EL students at TPCSC.

8. Describe the methods, strategies, and/or programs the charter school will use to provide remediation for students at risk for academic failure.

The same small class sizes and intensive, individualized supports that benefit students who qualify for 504 Plans, IEPs, and ESOL services will benefit students at risk for academic failure. Small student-to-teacher ratios in each core content and advisory class ensure that each student has access to individualized attention. Semi-monthly data meetings will bring teachers together to review the progress data of each student in their caseload and create interventions as necessary. Intervention time for all students—WIN (What I Need) time in middle school and advisory each day in high school—will provide each student with dedicated time to review assignments, receive one-on-one support from teachers, and revisit content that was not mastered. Tutoring will be offered for all content areas after school for any interested students and for those students who have been directed to get additional assistance.

III. Assessment Methods

9. Explain how the school will obtain individual student baseline achievement data, continue monitoring growth, and use that data to continuously inform and improve instruction (including formative assessments).

TPCSC will utilize the mandated summative assessments across grade levels: End-of-Grade Assessments in grades 6-8 in all core content coursework, and End-of-Course Assessments in the mandated courses for grades 9-12 (and those 8th grade students completing high school coursework). These summative assessment results will be used each year to measure how students are improving as a whole, how the school is performing against comparable schools, and how student subgroups are progressing. This data will be reviewed and analyzed by the principal, ESOL lead teacher and SPED coordinator to evaluate growth and needs of subgroups by eligibility for services, socio-economic status,

and racial identity to ensure appropriate supports for students are embedded schoolwide to achieve annual learning targets as a school. Data will then be shared out, summarily and disaggregated, with staff teams to inform grade level, content area, and subgroup interventions and appropriate adjustments to planning. Results of these summative assessments will also be used to drive annual professional development topics. Year-over-year longitudinal review of annual summative assessments can provide guidance to content teams on curriculum and instruction implementation for courses across grade levels, as well as drive vertical alignment in planning and curriculum maps.

In addition to the Georgia state assessments, TPCSC will implement the MAP three times annually for all students in grades 6-10. The fall baseline, mid-year progress check, and end-of-year summative analysis will be used to drive individual student goals for Math and ELA and to drive interventions. Each student will review their baseline MAP scores in their advisories and understand their annual growth goal, as projected by the assessment. Data teams will evaluate the progress of all students in grades 6-10 in the mid-year implementation to identify target standards to be prioritized and foundational skills to be reviewed. Summative MAP scores across grade levels will also be used to ensure the school model is positioning the majority of students to exceed their annual growth goals.

TPCSC will utilize the assessments outlined in question 7 for EL students and the assessments outlined in question 4 for students eligible for gifted services. These assessments will be continuously monitored by department leads to understand trends in improvement and inform services for entire sub-groups. Examples of adjustments to services that might be made for entire groups include curricular adjustments to provide more time on specific concepts, professional development to improve staff-wide support of student subgroups, and revisions to service models to increase time and frequency of supports.

Embedded assessments in chosen curricula, like those in the ALEKS curriculum, are one means of formative data that will drive instruction. These curricular assessments inform pacing, intervention around target standards, and support delivered during daily advisory time (and/or supplementary individualized tutoring). Assessment data is tracked in the data platform and formally reviewed by teacher

teams in semi-monthly data meetings, as well as individually with students during their advisory time. The frequency of these formative assessments is driven by each curriculum.

TPCSC will also utilize a cross-curricular, project-based assessment approach across all grades, which is used to supplement traditional assessment methods and provide students with the means to integrate learning from across content areas in cumulative projects. This is one way the innovative, project-based approach of the charter model is operationalized: rather than relying solely on teacher-driven formal assessments, STEAM-focused projects will provide a literacy and scientific method-based approach that underpins all content. Students will meet regularly with teachers to collaboratively plan projects assessed using schoolwide common rubrics that will build students' competency in long-term planning, integration of concepts across content areas, and ownership for project planning and completion.

10. Explain how the charter school will work with the local school system to participate in statewide assessments.

TPCSC will collaborate with CCPS to implement statewide assessments on the district timeline, including implementation of the CCPS testing calendar, participation in appropriate testing training, and compliance with all applicable guidelines and rules. A testing coordinator will be designated prior to the school's opening, and a key responsibility of this role will include participation in all CCPS trainings, communication with the district about testing, and support to the staff in implementing testing procedures in alignment with CCPS's guidance.

IV. Academic Goals and Objectives

11. **Locally approved charter schools are required to exceed both the state and local district's CCRPI averages and to Beat the Odds. (For more information on these two measures, please go here *CCRPI and BTO*.) In addition to these measures, what goals will the school use to hold itself academically accountable?**

- **Indicate the expected rate of student performance growth in each year of the proposed charter term that demonstrates the rigor expected from charter schools. Each year of**

student growth will be measured against the baseline data obtained during the first year of the charter term.

- **You are urged to include cohort measures that show the progress over time of a single cohort of students.**
- **You are also urged to include national norm-referenced test results among your performance measures (e.g., NWEA's MAP and/or ITBS).**
- **At a minimum, goals should be (1) aligned with Georgia Standards of Excellent (the SBOE-approved curriculum standards); (2) measurable on at least an annual basis; (3) attainable; and (4) reflective of the mission set forth in the petition. Schools should consider goals regarding student growth including low-performing or educationally disadvantaged populations.**
- **Each year a charter school operates, it is expected to outperform the state and the district.**

CCRPI and BTO Considerations/Component Goals

***2025 Data Note**

Given the retirement of CCRPI averages and Beat the Odds designation, these summary and projections are focused on CCRPI Content Mastery and Readiness scores. In addition, this portion of the application reviews NWEA data, and four-year cohort graduation rates.

Tapestry's Mission

To better align with its mission and values, Tapestry measures its academic goals by student subgroups, those living with disabilities and those not. To adhere to the mission of Tapestry, TPCSC will seek to enroll and maintain a high percentage of students with disabilities, over three times that of the

state average. While this leads to decreased testing scores for the school as a whole, Tapestry's student achievements outpace their peers in the same subgroups in year one.

According to The Governor's Office of Student Achievement (GOSA), in 2024 the percentage of students who qualify for special education in Clayton County was 10.9%, and in the state, roughly 13%. GOSA reports that over 45%[5] of TPCS students qualify for special education. When adding students with 504 plans to that calculation, roughly 65% of enrolled TPCS students have a disability. Furthermore, 44% of TPCS students that receive support through an IEP have a primary disability of autism and 78% of TPCS students that receive support through a 504 have a documented medical impairment of either Autism, ADD, or ADHD. This varied population of learners is the embodiment of Tapestry's mission and values, and it yields strong results for students both with and without disabilities.

Building Achievement Through Performance Gap Reduction

TPCS works to reduce the performance gap between students who qualify for special education and all students. Historically, these students on average earn the lowest indicator scores for both CCRPI Content Mastery and CCRPI Readiness. In 2024, the gap between the Content Mastery average for All Students and SWD was 30.76 points for state middle and high schools, 21.11 points for Clayton County, and 22.70 points for Dekalb County schools. At Tapestry, this gap in Content Mastery was only 19.28 points[6]. The gap between Readiness score averages for state middle schools is 12.86 points and 10.75 points for Clayton County, while Tapestry's gap was only 6.98 points.[7] This further demonstrates that Tapestry serves its intended mission by improving CCRPI achievement by subgroup.

TPCS outperformed Clayton County's 2024 Readiness[8] and Content Mastery[9] scores for all students, despite having more than four times the percentage of Students with Disabilities. The school significantly outperformed the district and state SWD average scores in both measures.

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[5] See Percent of enrollment of SWD by Year
[6] See 2024 CCRPI Content Mastery in All Subjects Comparing All Students and SWD
[7] See 2024 CCRPI Readiness in All Subjects Comparing All Students and SWD
[8] See 2024 CCRPI Readiness in All Subjects by Year
[9]See 2024 CCRPI Content Mastery in All Subjects Comparing Subgroups

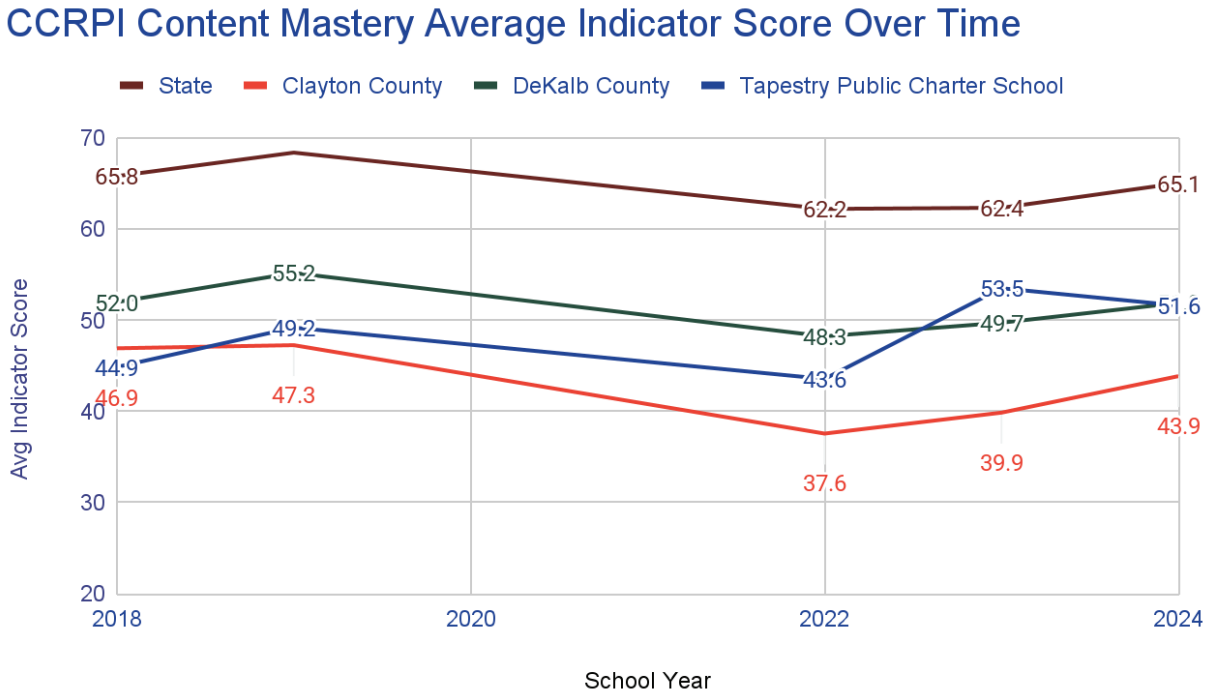
It is anticipated that TPCSC students, by subgroup, will outperform their peers in the same subgroups across the district and state starting in year one. Data on student growth at TPCS shows that the most significant gains are made after year 3, as a result of the value-add of the programming for a cohort across time.

The disparity between the performance of SWD and the overall performance score at Clayton County and the state in categories currently assessed shows that projecting a school that will intentionally recruit SWDs and is projected to average 50% of its enrollment with IEPs is unlikely to beat the averages of the district and state as a whole (that is largely comprised of students who do not qualify for SPED).

CCRPI Performance Rebounds

As demonstrated by the chart and table below, the district and state both saw decreases to Content Mastery[10] and Readiness[11] scores from 2019 to 2022 after experiencing an average of four points growth in the district from 2018-2019, and in the state an average of three points growth in Content Mastery and less than one point growth in Readiness. TCPS also experienced a loss from 2019 to 2022 after an average of four points of growth in each component from 2018-2019. These results are exceptional, not only because the total exceeds that of the district, but also because the percentage of students with disabilities enrolled in the school each year is over triple that of the district and the state.

[10] See CCRPI Content Mastery All Subjects by Year
[11] See 2024 CCRPI Readiness in All Subjects



The table below outlines the percentage of enrolled students who qualify for SPED and the Content Mastery and Readiness scores by grade band in 2019, 2023, and 2024. These data sets show a drop in Content Mastery for the state of approximately 7 points in both middle and high school, and for Clayton County district of nearly 10 points in middle school and nearly 5 in high school. Using these numbers, TPCSC anticipates a holistic CCRPI in the first and subsequent years that may be lower than that of the district and state, but higher when evaluated by subgroup. At TPCS, students who qualified for SPED outperformed all students by 7 points in ELA[12] and match scores in Math in 2023[13] and were only 1 point behind in Science in 2024[14]. This same level of performance is anticipated for the TPCSC middle school by year 3 and the high school by year 4.

CCRPI Historical Data			
	State *MS/HS*	**Clayton County** *MS/HS*	**TPCS** *MS/HS*

[12] See CCRPI Content Mastery in ELA Average Indicator Score for Students with a Disability
[13] See CCRPI Content Mastery in Mathematics Average Indicator Score for Students with Disabilities
[14] See CCRPI Content Mastery in Science Average Indicator Score for Students with Disabilities

School Year	2019	2023	2024	2019	2023	2024	2019	2023	2024
% of SpEd[15]	12.5%	12.9%	13.3%	10.9%	10.5%	10.9%	47.9%	42.1%	45.3%
Content Mastery	66.86/ 69.96	59.70/ 65.01	61.93/ 68.19	46.90/ 47.67	37.64/ 42.12	41.93/ 45.83	54.59/ 43.83	50.88/ 56.18	45.52/ 57.74
Readiness	77.61/ 61.16	59.01/ 32.50	74.39/ 35.90	66.74/ 47.89	48.26/ 31.13	50.70/ 33.58	79.74/ 68.05	72.91/ 36.80	76.25/37.37

The following projections for students at TPCSC are based on outperformance of SPED students at TPCSC against the state (which is significantly higher across all years than the performance of SPED students in Clayton County) by 4 points in year one, with an annual increase across each year based on the performance of TPCS. In this way, TPCSC will have achieved the "First Look" academic goal, as articulated below.

TPCSC Goals Based on TPCS													
	TPCS (DCSD) *MS/HS*			TPCSC YR 1		TPCSC YR 2		TPCSC YR 3		TPCSC YR 4		TPCSC YR 5	
	2019	2023	2024	MS	HS	MS	HS	MS	HS	MS	HS	MS	HS
% of SpEd[16]	47.9%	42.1%	45.3%	≥50	≥50	≥50	≥50	≥50	≥50	≥50	≥50	≥50	≥50
Content Mastery	54.59/ 43.83	50.88/ 56.18	45.52/ 57.74	54	42	56	46	60	52	64	58	68	64
Readiness	79.74/ 68.05	72.91/ 36.80	76.25/ 37.37	72	68	74	70	76	73	78	74	80	75

Although these projections may not consistently fall above the district and state averages as a whole, they do reflect superior performance projected for TPCSC students when compared by like subgroups. This is an ambitious goal, however TPCS has regularly outperformed the district and state in comparison of performance by subgroups.

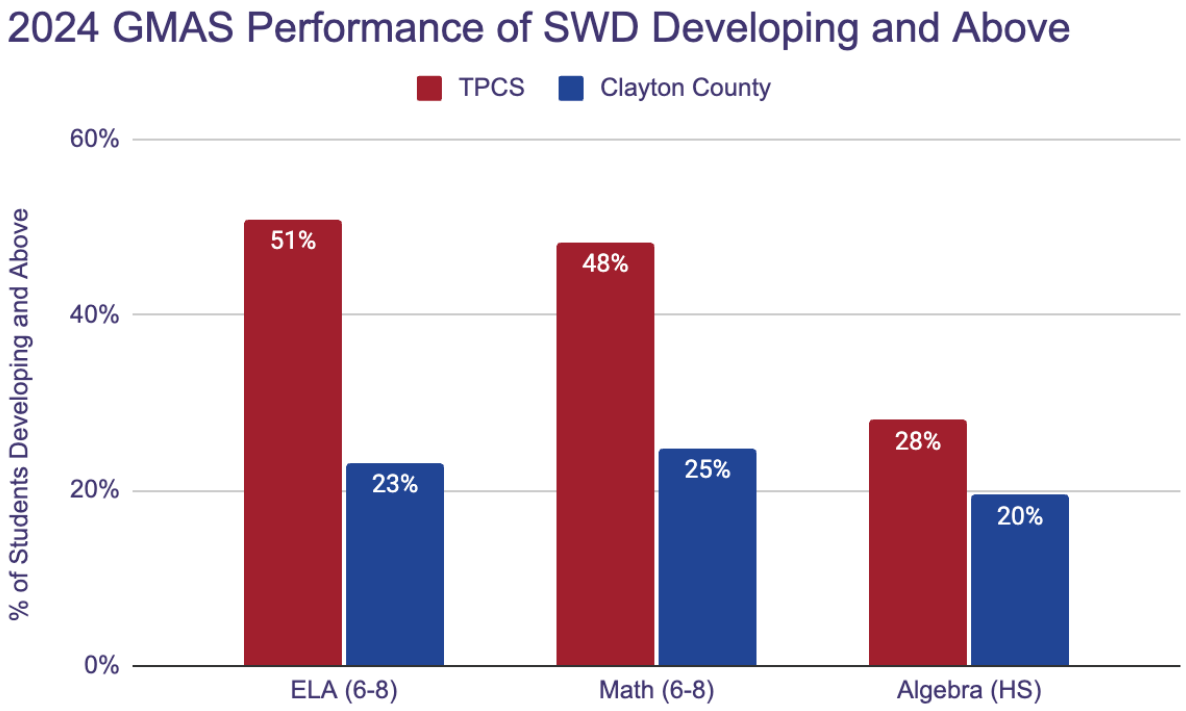
[15] See Enrollment Data
[16] See Enrollment Data

GMAs Performance of Students with Disabilities

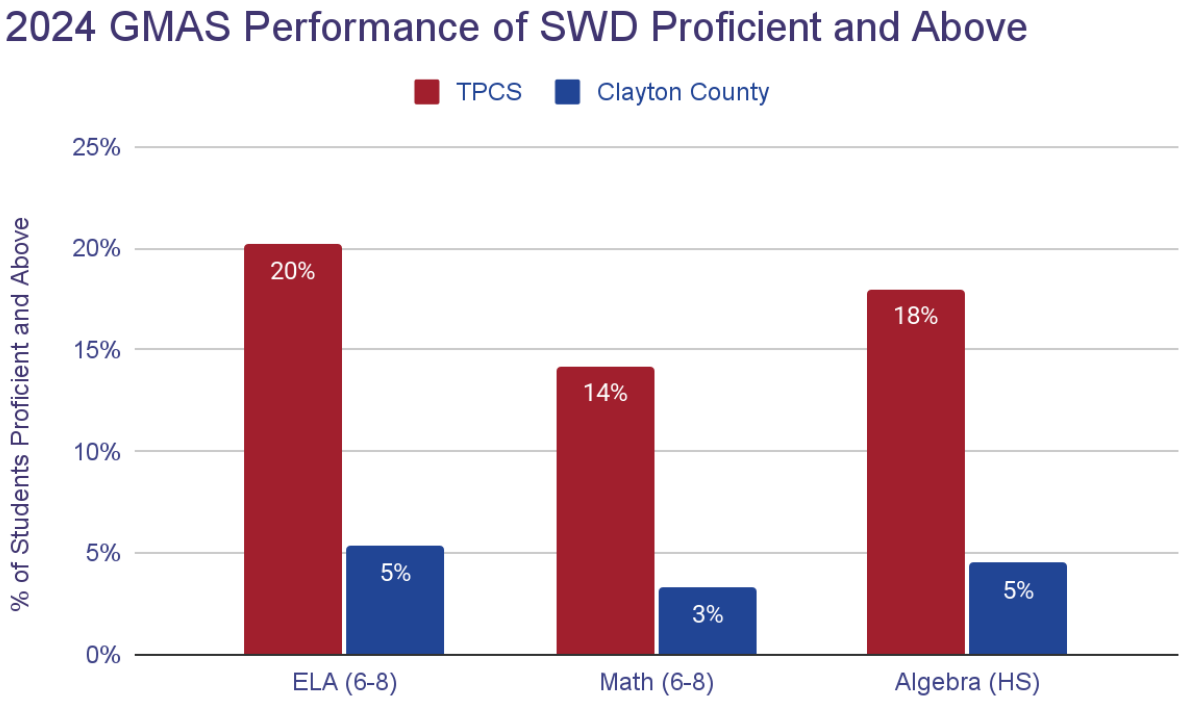
As shown in the tables below, TPCS students who qualified for special education achieved higher proficiency levels than Clayton County special education students in all ELA, Math and Algebra[17] in 2024. Middle school Georgia Milestones Assessment System (GMAS) End-of-Grade test performance is noted for ELA and Math (aggregate across 6th-8th grades) and for High School End-of-Course Algebra. Data in other subjects has been suppressed due to fewer than 12 students testing in American Literature, US History and Biology.

The first table compares TPCS SWD performance in ELA and Math End-of-Grade Tests as a percentage of SWD scoring Developing and above, compared to the same measures of SWD in Clayton County. It also includes the performance of TPCS high school SWD on End-of-Course Algebra as a percentage of SWD scoring Developing and above, compared to the same measures of SWD in Clayton County. The percentage of SWD at Tapestry who achieved Developing and above scores was 23 points higher in Math and 28 points higher in ELA as compared to SWD in Clayton County. While TPCS high school SWD scored 8 points higher in Algebra.

[17]Too few TPCS students were tested in American Literature, US History, and Biology to adequately anonymize the data.

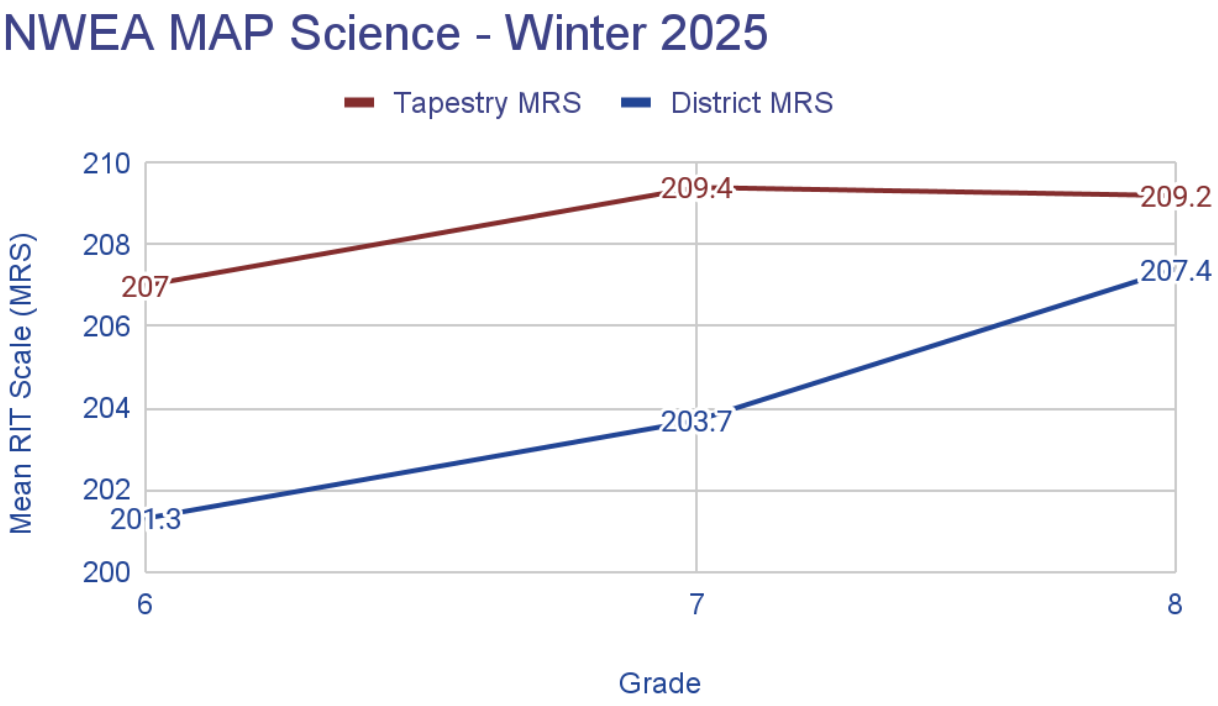


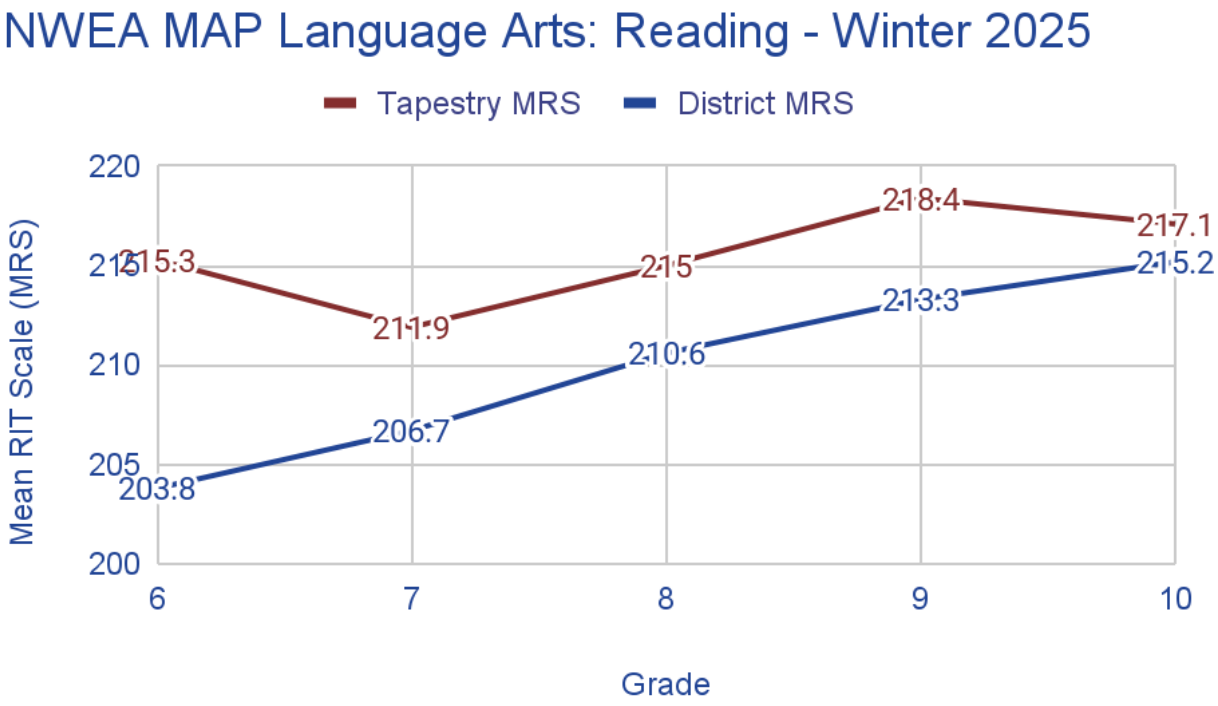
The success of students with disabilities at Tapestry as compared to those in Clayton County also holds when comparing the percentages scoring at the Proficient and above levels on the GMAS tests. The following chart illustrates the same students, less those students who scored at the Developing level. The margins between TPCS SWD performance in middle school End-of-Grade tests as a percentage of SWD scoring Proficient and above as compared to that of SWD in Clayton County is 15 for ELA and 11 for Math. At the high school level, the margin between TPCS SWD performance and that of Clayton County SWD in End-of Course Algebra was 13 points.



NWEA Data

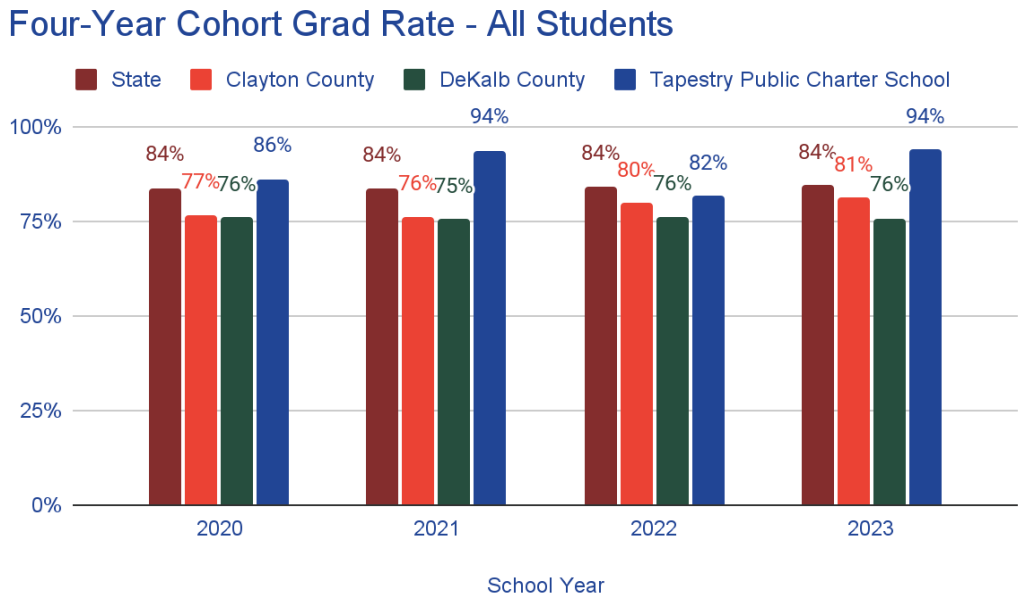
The following two charts highlight the growth of Tapestry students over time as compared to their district peers through an analysis of NWEA MAP Mean RIT scores from Winter 2025. TPCS students trend upward, surpassing the Mean RIT scores of their district peers (who have less than one-third the percentage of enrollment of SWD as TPCS), in both Language and Science.

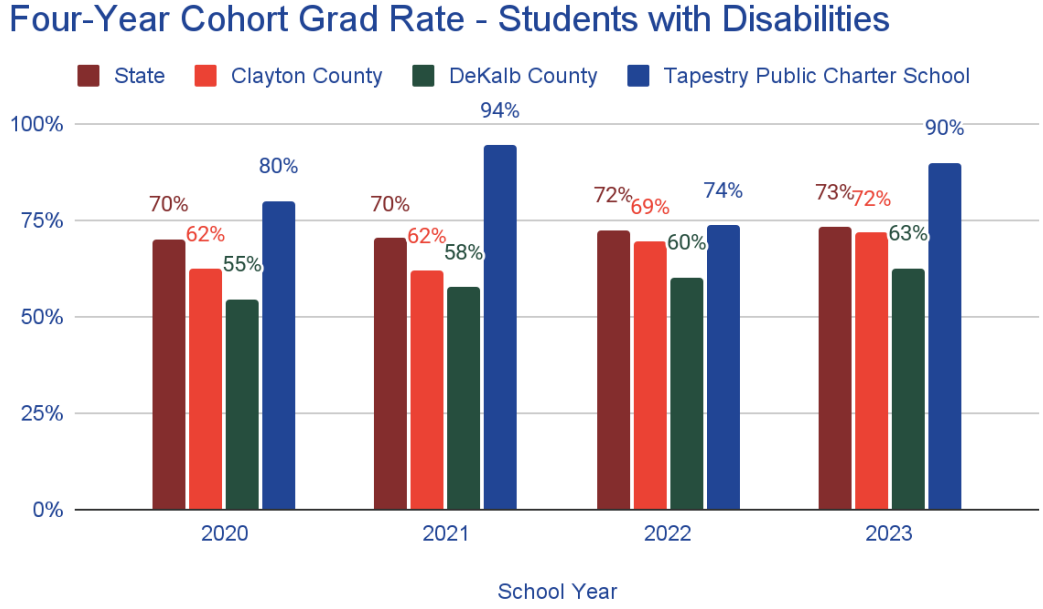

NWEA MAP Science - Winter 2025
Tapestry MRS
District MRS
Mean RIT Scale (MRS)
210
208
206
204
202
200
209.4
209.2
207
207.4
203.7
201.3
6
7
8
Grade


NWEA MAP Language Arts: Reading - Winter 2025
Tapestry MRS
District MRS
Mean RIT Scale (MRS)
220
215
210
205
200
218.4
217.1
215.3
215
211.9
215.2
213.3
210.6
206.7
203.8
6
7
8
9
10
Grade

Graduation Rates

The tables below show the aggregate four-year graduation rates for TPCS, Dekalb County School District, Clayton County School District, and the state; and the disaggregated four-year graduation rates for SWD. This shows how TPCS provides the support and instruction necessary for SWD and their general education peers to outperform similar district and state subgroups in graduation attainment.





Enrollment Plans and Impact on Testing

Given that TPCS enrolls more than three times the percentage of SWD than are enrolled in the district or state, TPCS does not regularly outperform the district and state on cumulative scores. This is because of the disproportionate enrollment of students with disabilities, whose assessment performance averages lower than that of students without (in disaggregated annual assessment data, Clayton County SWD are the subgroup with the lowest average performance). TPCSC will maintain a similar enrollment and therefore anticipates similar outcomes.

Tapestry Long-term Impact

TPCSC will be a replication with the same governing body, and it is anticipated that TPCSC will perform at the same high levels as the school after which it is modeled upon opening. However, the most intensive growth in middle school will be year three and beyond when the opening cohort of sixth graders has completed their middle school education at TPCSC; and in high school in year seven and beyond, once the founding sixth grade class of students is the graduating senior class—marking the first year that graduates from TPCSC will demonstrate the full benefit of seven years in the program. MAP data at TPCS shows that the most significant impact on student performance is demonstrated after several consecutive years of enrollment, rather than in only one year. The impact of a shorter tenure at the school for students who enter in upper grades will still position these students to outperform their peers, but will not reflect the full impact of the program on longer term students.

Academic Accountability Plans

The current approach to academic goal accountability for charter schools in Georgia has shifted away from the tables outlined herein and has moved to the “first look” and “second look” framing (as articulated in charter contracts since 2018). As such, TPCSC will set these goals, as a minimum, across its charter term:

During each year of its charter term, TPCSC will meet at least one of the following performance standards:

"First Look:" School Performance Gap Closure:

1) Increase the CCRPI score by at least 4% of the gap between 100 and TPCSC's previous year CCRPI score in both middle and high school
2) Increase the Content Mastery score by at least 10% of the gap between 100 and TPCSC's Content Mastery score in the prior year in both middle and high school.
3) Increase the Progress score by at least 10% of the gap between 100 and TPCSC's Progress score in the prior year in both middle and high school.

"Second Look:" School to Local School Comparison:

Should TPCSC not meet one of the goals outlined in the "First Look," TPCSC will have achieved one or more of the following secondary goals:

1) TPCSC will exceed the CCRPI score of schools with similar enrollment in CCPS.
2) TPCSC students will exceed the Content Mastery score of CCPS students, disaggregated by subgroup
3) TPCSC will exceed the Progress score of CCPS students, disaggregated by subgroup

Additional academic goals:

In addition to attainment of the First or Second Look goals outlined above that address the school's CCRPI performance, TPCSC is setting the following academic goals for each year of the charter:

1) The percentage of students with disabilities and without disabilities who meet or exceed annual growth goals on MAP will exceed the percentage of students with disabilities and without disabilities who meet or exceed annual growth goals on the MAP in CCPS in each year of the charter.
2) The cumulative 4-year graduation rate for the school will meet or exceed district and state averages for all students. The 4-year graduation rate for SWD at TPCSC will meet or exceed the district and state averages for SWD in each year of the charter.

3) The percentage of students with disabilities who participate in accelerated coursework and/or dual enrollment will exceed the district and state averages for students with disabilities in each year of the charter.

TPCSC has established rigorous academic goals framed in the language of the state's current approach to charter contracting that reflect both the unique composition of the projected student body, the value-add of the program, and the appropriate comparisons between the school's performance and that of district and state averages.

V. School Governance

12. Describe the governing board's composition. Your description should:

- **Identify each member of the governing board;***
- **Identify the skill sets to be represented by the governing board (e.g., business, finance, legal);**
- **Explain how board members are representative of the school and the community, and how parents and community members will be involved in the governing board;**
- **Describe (and attach as Exhibit 2) how and when board members will be selected, and how long each member will serve;**
- **Explain how and why board members may be removed from office;**
- **If the board utilizes a subcommittee structure, describe this structure and identify the subcommittees; and**
- **Describe (and attach as Exhibits 3 and 4) how current and future governing board members will avoid conflicts of interests.**
- **Describe your plans to ensure that the charter school maintains a diverse board (in all respects) with broad skill sets;**

Board Composition and Terms

The Tapestry Board of Directors is the governing body of both the CCPS and DCSD sites. Each of the 7-18 members (the Board is currently composed of 14 members) serves 2-year staggered terms

with no limit on terms; however, executive committee terms are limited to five years. The current board includes representatives from areas of expertise and organizations that serve the student population and metro Atlanta area at large and would be looking to add more Clayton-area board members to help provide school site specific advocacy and oversight.

- **Beth Radford** (Board Chair)

  Beth Radford is a graduate of the Emory University School of Medicine, Division of Physical Therapy. Currently, she is a Level III Physical Therapist for the Children's Hospital of Atlanta Chantilly Rehab outpatient clinic. In this position, she evaluates and treats infants, children and adolescents with various neurological and orthopedic diagnoses. She also serves as the Coordinator for the Physical Therapy Student Program. (TPCS parent)

- **Michael Taylor** (Board Vice Chair)

  Michael is a Practice Leader for McKinsey & Co, a global management consulting firm. His focus is bringing technology and analytics solutions to marketing and operations challenges to consumer sector clients. Previously, Michael was Vice President at PRGX and a consultant for Boston Consulting Group and A.T. Kearney. He is co-owner and treasurer of PlayMatters, an Atlanta-based pediatric occupational therapy clinic, which actively seeks out, engages, and supports a diverse community of children with a focus on disenfranchised youth.

- **Cicely C. Thornton** (Board Secretary)

  Cicely is a Human Resources professional experienced in designing and implementing start-up HR operations, as well as strengthening existing practices. She has applied these skills in the technology, financial services, healthcare, and pharmaceutical industries. Cicely holds a Master's degree from Fairleigh Dickinson University, in corporate and organizational communications, and a Bachelors in communications from Rider University.

- **Brian Visel** (Board Treasurer/ CFO)

  Brian is currently Senior Vice President of Trident Fund Services, Inc ("Trident"). Prior to joining Trident in 2009, he was Managing Director with MadisonGrey Fund Services (now Apex Fund

Services). Brian has served on multiple boards for both public and private investment funds over the course of his career and spent time at PricewaterhouseCoopers and Jackson National Asset Management. Brian has a Certified Public Accountant license (inactive status) and a Registered Certified Public Accountant license with the State of Illinois. He earned his Bachelors of Science degree (Cum Laude) in Finance from Bradley University and Certificate in Accounting Studies from DePaul University.

- **Jason Mizell** (Replication Chair)

Dr. Jason Mizell graduated from the University of Georgia with a Ph.D. in Language and Literacy Education. He specialized in working with multilingual learners and their families, many of whom were labeled as differently-abled. He received his master's degree in bilingual Curriculum and Instruction from the University of Connecticut-Storrs and a bachelor's degree in political science from Columbus State University. Dr. Mizell is a parent instructional coordinator within the Gwinnett County Public School system. Before joining GCPS he was an assistant professor in the Department of Teaching and Learning at the University of Miami, where he specialized in teaching reading, writing, and language acquisition courses to pre and in-service teachers. He also conducted educational research nationally and internationally.

- **Michelle Hall** (Development/Partnerships Chair)

Michelle is a consultant who focuses on executive search for national nonprofits and foundations who invest in child welfare, legal advocacy, media, civic engagement, community enhancement and economic mobility. Michelle spent nearly three decades in higher education leadership. As Associate Dean, Dean and Vice President for four private universities, she built lasting institutional success and directed large staffs in support of diverse student bodies.

- **Amy Hilton (**Flagship Site Founding Team and Governance Chair)

Amy is President of Bright Enterprise Solutions, Inc., a boutique consulting firm that specializes in complex project management and general management consulting using an analytically driven

approach. Previously, Amy worked for AT&T / BellSouth in director-level roles ranging from corporate strategy and product management to consumer marketing.

- **Heather Reimer** (Academic Excellence Chair)

Heather received her master's degree in General Experimental Psychology from Appalachian State University and her bachelor's degree in Psychology from the University of North Florida. She has experience working and volunteering with children and youth. She worked as an Assistant Pre-K Teacher and is currently an Assistant Scoutmaster for Troop 2115, a BSA Troop for girls in Atlanta. Heather serves on the Academic Excellence Committee at Tapestry. (TPCS parent)

- **Suzanne Baker** (Flagship Site Founding Team)

Suzanne is a development professional with broad experience in major gift fundraising in higher education, healthcare, immigration services, and disability services. Suzanne currently serves as Development Director for Mercy Care, a federally qualified health center with four clinics and Atlanta's only healthcare for the homeless provider. She has held leadership roles in development at New American Pathways, which supports the refugee and immigrant communities; L'Arche USA, a national nonprofit serving individuals with intellectual disabilities; Emory University; and the Cary Institute of Ecosystem Studies in Millbrook, New York.

- **Dr. Maiysha Clairborne**

Dr. Maiysha Clairborne is a Physician, Consultant, & Founder of Mind Re-Mapping Co. She helps organizations create psychologically safe cultures by becoming trauma-responsive in their listening and speaking. Focused on equity and inclusion in healthcare, education, and corporations, she teaches her audiences that by mastering their communication & thought habits, they can mitigate harm by becoming responsible for the impact of their words & behaviors. Dr. Clairborne is a graduate of Emory University, Morehouse School of Medicine. A 2022 TEDx Asheville Speaker, she is also the co-author of Conscious Anti-Racism.

- **Karen Guerra**

Karen is a bilingual Speech-Language Pathologist at Marcus Autism Center with 20 years of experience with Autism Spectrum Disorder and assessment and intervention of monolingual English and bilingual Spanish/English children (toddlers, preschool, school-age). Her areas of focus are Speech/Language/ASD Assessments & Intervention (Spanish/English), ASD training and support for Latinx communities. She is a member of Break the Cycle.

- **Arlette Guthrie**

Arlette is the senior vice president of human resources at The Home Depot, responsible for leading human resource support for U.S. stores and international operations, outside sales and service. Arlette is a champion of the company's unique culture that puts people – associates, customers, and communities – first. Arlette previously held the position of vice president of human resources with responsibility for corporate functions including merchandising, marketing and online, technology, finance, human resources, legal, outside sales and service, and corporate communications and external affairs. Arlette received a bachelor's degree in psychology from Dillard University and holds Master of Science and Doctor of Philosophy degrees in industrial-organizational psychology.

- **Lindsay Colburn**

Lindsay is a special education teacher at Taylor Road Middle School in Johns Creek, GA. She was named the 2021 Taylor Road Middle School Teacher of the Year and has been teaching for 14 years, all in metro Atlanta. She was the 2016 Enable Special Education Teacher finalist for the state of Georgia and started a cross country team at Taylor Road (currently the largest middle school team in Georgia) so students with exceptionalities could participate in athletics.

- **Kiesha Storey**

Kiesha R. Storey is a judge in the State Court of DeKalb County. She has served in that position since 2015. Before that position she served as the Deputy Chief Assistant Solicitor-General in the Diversion Unit in the DeKalb Solicitor- General's Office; and previously owned her own law practice. She is a graduate of Spelman College, where she received a Bachelor of Arts degree in Psychology; and

Emory University School of Law where she received a Juris Doctor. She serves on the Governance Committee at Tapestry.

Board Skill Sets and Constituencies

The Board of Directors, since inception, has been composed of parents of students with autism, experts in autism and related student supports (therapeutic service providers, researchers, etc.), and members of the communities Tapestry serves. Parents and autism experts founded the DCSD site and are founding the CCPS site based on demand from parents and caregivers in CCPS. Parent engagement and leadership are integral to the success of the school and are included as a portion of the Board; however, the Board sets recruitment goals to ensure no more than 50% of the Board is composed of current Tapestry parents/guardians. The expertise of Board members is used to recruit and retain the partnerships that support the innovative model; collaborate on appropriate interventions and schoolwide structures that support neurodivergent students and their neurotypical peers; and provide legal, financial, and operational guidance to ensure sustained excellence of the school. The current Board includes parents and local representatives who are also educators, child therapeutic service providers, business owners, financial experts, lawyers, autism experts, development/fundraising professionals, educators, and non-profit leaders. Board members participate in annual school events, are expected to visit the school and engage, and lead a survey of staff and parents annually to inform organizational goal setting. At least two Board members annually are trained or maintain certification in the LKES assessment to lead the evaluation of the school principals.

Board Diversity

TPCS has an established history of recruiting and retaining capable, diverse Board members from within its DCSD community. Once approved, Board members from CCPS will be recruited to help drive engagement and representation for the new site. As an established organization with a significant number of partnerships and deep ties into the community, TPCS is positioned to continue to recruit highly skilled and diverse Board members from across CCPS. The Board engages an annual formalized review of its demographics, experiences, and skill sets to prioritize recruitment in that year. An established and

effective Governance Committee uses this evaluation to drive recruitment to ensure the Board not only reflects diverse skill sets, but also diverse experiences, perspectives, and communities. At present, the Board of Directors includes 3 men and 11 women, 6 directors who identify as BIPOC, 2 directors who are bi- or multilingual and 2 board members who identify as LGBTQ. Three board members currently have students enrolled at the TPCS school.

Board Selection

Board members are primarily recruited and initially vetted by the Governance Committee to fulfill specific skill sets, communities, and perspectives needed for the Board. No more than 50% of the Board should identify as Tapestry parents/guardians, and the Board reserves at least three seats each for representatives from the CCPS attendance zone and DCSD attendance zone. Board members are elected by a majority vote from the Board. Prospective Board members must complete an interview with the Governing Board, tour of the school, fulfill an identified need, and generally are asked to participate in committee work before they may be considered for election by the full Board to fill vacancies.

The current Board annually certifies at least two members with education or HR experience to implement the state LKES evaluation of the principal. Former board members are encouraged to roll onto the school's advisory council, which currently is composed of nine members, and includes founders, autism experts, development consultants, a psychotherapist, and other professionals with experience serving the students TPCS enrolls. The advisory council makes expertise and advocacy available to the board and school staff, and the board of directors is the governing body that oversees the school's operation and performance.

Removal of Directors from Office

As outlined in the bylaws, Board members may be removed from office by a 2/3 vote of the rest of the Board. Board members may be recommended for removal if they do not attend the requisite number of annual meetings, do not disclose a conflict of interest, do not fulfill the duties of a Board member as explicated in the bylaws, act negligently or against the laws of Georgia when representing Tapestry, and/or do not act in accordance with the mission and values of Tapestry.

Board Committee Structure

The Board utilizes standing committees to oversee specific functions of the body's governance role. All Directors belong to at least one committee, all committees are chaired by Board members, and all committees, with the exception of the Executive Committee, may include non-Board members (including school staff, community members and parents) in the work of the committee. Standing committees are: Governance (overseeing the recruitment and nomination of new members, onboarding and training of Directors, and general oversight of the Board's function), Development and Partnerships (sets and works toward an annual fundraising goal for the Tapestry Foundation and builds partnerships with external entities to support the work of each school site), Finance (chaired by the Board CFO/Treasurer and works in partnership with outsourced firm Avolon Accounting to set annual budgets, review financial records, and support appropriate financial management and auditing procedures), and Academic Excellence (reviews formative and summative student data, curricular and instructional programs, and supports the effective implementation of the school's instructional model). The Executive Committee is composed of the officers of the Board and may also include an at-large board member. Special Committees are formed and appointed on an as-needed basis.

Conflict of Interests

Board members are asked to sign a conflict of interest form upon election to the Board and to renew that conflict of interest annually. Board members are required to disclose any conflicts regarding specific issues up for review and recuse themselves from any votes that may present a conflict as a condition of their Directorship.

13. **Describe the governing board's functions, duties, and role in each of the following areas:**

- **Curriculum and school operations (including policies, legal compliance);**
- **Establishing and monitoring the achievement of school improvement goals;**
- **Personnel decisions (primarily school leader selection, evaluation, and termination); and**
- **Budget (including fundraising and resource allocation).**

The governing board makes decisions about the governance of the school, such as the following examples:

- Recruitment, vetting, election, and onboarding of new board members;
- Annual budget review, approval, and fundraising to address revenue shortfalls;
- Five-year strategic planning and annual school site goal-setting that provides accountability to the school leader based on student performance;
- Legal oversight and guidance on decisions with legal implications;
- Collaboration on the development and approval of major school policies, including staff policies, fiscal procedures, and student/family policies;
- Serving as the highest level of appeal in the student, family, and staff grievance policies.

The board also makes decisions in cooperation with the CEO and school principal through committees, such as annual budget review and approval after preparation by the CFO, CEO, principal, and Finance Committee. Another example of governing board collaborative decision-making through committee is monthly Academic Excellence Committee meetings with the principal to review interim data and programmatic implementation updates to track progress against the school's goals and review strategy. The Executive Committee will meet with the CEO at least annually for a formal assessment and the CEO is responsible for evaluating the principal. This is done through LKEs formal assessments as well as through measuring the school's performance against its goals and the principal's plans for improvement, which the Executive Committee then approves on behalf of the board. The board does not approve curriculum, assessment measures, instructional strategies, or cultural practices; however, these topics may be reviewed by the Academic Excellence Committee. These are the governance decisions that typify how the board governs and holds the principals accountable with the support they need, without interfering in the management of the school.

14. **Describe how current and future governing board members will comply with open meetings and records laws.**

All board meetings are open to the public, will alternate between the DeKalb and Clayton

campuses, and will include a public comment period at the beginning of meetings to formally engage the board. Board meetings are typically held on a predictable schedule across the year (same day of the week and week of each month at the same time) and notice of these meetings will be posted at each school site, as well as on the organizational website. The Board will publicize all appropriate meetings' agendas, minutes, and related information in accordance with open records law..

15. **How will the board comply with board training requirements? Include in this plan areas of focus that are specific to the board and school. Attach as Exhibit 5 a copy of the board's Governance Training Plan.**

As an established Board, the Tapestry Board has already amassed a record of compliance since its inception with annual training requirements, including LKES certification/training and ongoing governance training through GCSA. As of 2/14/2025, an in person training is scheduled with GCSA for 3/3/2025 for 4 hours of the mandated Board training for 2025. Other training topics/hours will be completed through GCSA online training. Training records are kept by Tapestry's Governance Committee and GCSA .

16. How will the charter school's governing board work collaboratively with the local school district and Board of Education?

The Tapestry Board of Directors has an excellent record of collaboration with the authorizer for its flagship school site: TPCS. TPCSC will continue to implement this collaboration with CCPS and GaDOE through participation in training and leadership meetings, attendance at critical events, compliance with applicable guidelines and regulations (including service provision, testing administration), and frequent communication. TPCSC will learn from the expertise of the district and the state, offer access to the campus for learning walks and collaboration from professionals at other CCPS sites, and pursue opportunities to partner with CCPS leadership and school sites.

17. Describe (and attach as Exhibit 6) what decisions the board will make and what decisions the school administration make. Describe how board members will stay out of daily management issues.

The governing board makes decisions about the governance of the school, including but not limited to, the examples provided in number 13. The board of directors will evaluate the CEO who will then hold the school principal accountable through a series of checks and balances that comprise a strong working relationship between the governing body of the school, the organizational leader, and the day-to-day manager of the school. First and foremost, the board will recruit, retain, and evaluate the CEO who will then be responsible for evaluating the principal using the LKES evaluation protocol. Through this evaluation process, the principal will be held accountable to specific annual goals for the school and the principal's own professional practice. In addition to this evaluation process, the board Treasurer will collaborate in monthly meetings with the school CFO, CEO, and principal to review school budgets and financial documents that will hold the principal accountable to financial management of the school. Standing board committees, such as the Academic Excellence Committee, which reviews student performance data and staff feedback every month with the principal, will provide additional means of accountability before the year's end when summative data is available and reviewed with the Executive Committee to make a more holistic plan for the coming year.

Through close working relationships with board committees throughout the year, the principal is asked to report interim data and show how strategies are or are not working to board members, creating transparency and open lines of communication prior to year-end summative results. In this way, the principal will be held accountable to how data is trending throughout the year for finances, student performance, community feedback, and general operations, and the board is positioned to more authentically implement its evaluation process and deploy expertise to support.

See Exhibit 6 for the Roles and Responsibilities chart, which provides more information about how decisions are allocated between the principal and the governing board.

VI. Organizational Goals, Plans, and Waivers

18. Although standard organizational goals will be included in your charter contract (see charter contract template), please list and provide a detailed description of the charter school's measurable goals reflecting where the school envisions itself organizationally at the end of its first charter term. Goals should include areas such as governing board training; student and teacher recruitment/retention; school climate; student discipline; and student, parent, and teacher satisfaction. Each year of growth will be measured against the baseline data obtained during the first year of the charter term.

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Organizational Goal #1: TPCSC will implement its innovative features with fidelity.						
Measure 1: *TPCSC will implement annual curricular maps that reflect interdisciplinary approaches.*	Annual curriculum maps (Exhibit 10)	All subject areas and grades served	All subject areas and grades served	All subject areas and grades served	All subject areas and grades served	All subject areas and grades served
Measure 2: *TPCSC will offer arts programming for all students annually.*	Arts programming/ student schedules	100% for all students	100% for all students	100% for all students	100% for all students	100% for all students
Measure 3: *TPCSC will maintain a 1:1 technology ratio that provides the primary curricula for all core content areas.*	Survey of students/ budget	100% for all students	100% for all students	100% for all students	100% for all students	100% for all students
Measure 4: *The school will maintain an enrollment of SWD that is ≥50%*	Annual enrollment data	≥50%	≥50%	≥50%	≥50%	≥50%

(including 504 Plans and IEPs)						
Organizational Goal #2: TPCSC will offer a collaborative, supportive student and family environment.						
Measure 1: *All students will have semi-weekly access to a small group advisory with a designated advisor.*	Student schedules	100%	100%	100%	100%	100%
Measure 2: *The school climate rating will be 4 stars or higher OR an alternative assessment of stakeholders will reflect ≥80% stakeholder satisfaction with the school climate*	School climate rating or survey implemented by BOD	≥4 stars	≥4 stars	≥4 stars	≥4 stars	≥4 stars
Measure 3: *≥70% of parents/guardians will volunteer in some capacity at the school annually.*	Sign-in/sign-out system	70%	70%	70%	70%	70%
Measure 4: The school's annual attendance rate will be higher than that of the district and state.	Annual attendance	TBD	TBD	TBD	TBD	TBD
Measure 5: The number of students referred for OSS suspension annually will be lower than that of the district and state averages.	Suspension/expulsion records	TBD	TBD	TBD	TBD	TBD
Measure 6: The number of students with disabilities referred for OSS annually will be lower than that of the district and state.	Suspension/expulsion records	TBD	TBD	TBD	TBD	TBD
Measures 6: The school's annual student retention rate across grades will be ≥80%.	Annual enrollment data	80%	80%	80%	80%	80%
Measure 7: The school will remain at ≥90% enrollment each year of the first charter term.	Annual enrollment data	90%	90%	90%	90%	90%
Organizational Goal #3: TPCSC will offer and collaborative, supportive environment for staff.						
Measure 1: *The percentage of staff invited to return annually who do will be ≥80%.*	80%	80%	80%	80%	80%	80%
Measure 2: *100% of staff who complete the entire school year will complete ≥20 hours of professional development in that year.*	85%	85%	85%	85%	85%	85%

Organizational Goal #4: The Tapestry Charter Board of Directors will operate with exemplary governance practices.						
Measure 1: *100% of governing board members comply with all applicable laws/regulations, including completion of all requisite trainings.*	Annual self-analysis	100%	100%	100%	100%	100%
Measure 2: *At least 2 board members are trained to implement LKES and successfully use LKES to evaluate the school principal.*	Training records and certifications on file	≥2	≥2	≥2	≥2	≥2
Measure 3: *The Board meets ≥6 times annually.*	Posted agenda minutes	≥6	≥6	≥6	≥6	≥6
Measure 4: *The Board reserves three designated seats for CCPS representatives*	Annual self-analysis	≥3	≥3	≥3	≥3	≥3

19. Describe any organizational innovations that will be implemented during the proposed charter term.

- **Why are these innovations appropriate for this unique school?**
- **Explain how these innovations will increase organizational effectiveness.**

The majority of the innovations implemented in the model could be characterized as instructional. An individualized learning plan for each student; extensive arts options across all grade levels; cross-curricular learning approaches in all content areas; all core classes are co-taught by a general education and special education teacher; small student-to-teacher ratios; data-driven, flexible grouping; and increased instructional time are all codified as the major innovations that drive the Tapestry model.

Organizationally, the budget to support staffing and materials, flexibility in daily and annual schedules, and autonomy to utilize data to drive how these innovations are implemented positions TPCSC to fulfill these innovations. Extensive leadership development pipelines are another organizational innovation that TPCS has embraced to great success. TPCS employs a distributed leadership model as well where it makes up for the lack of a large central staff by empowering many teacher leaders to take on additional roles in the school building that both benefit the school and help develop staff leadership skills.

VII. Fiscal Feasibility and Controls

20. Will the charter school utilize the local school board for fiscal management or other services? If yes, describe the level of autonomy the school will have over budgets and expenditures and/or any other area(s) for which the school has contracted with the local board to provide services.

TPCSC will be fully governed, including fiscal oversight, by its non-profit Board of Directors. The CEO, Principal, Board, outside accounting firm Avolon and CFO will collaborate to devise annual budgets and perform ongoing monitoring of fiscal operations of the school. TPCSC will not utilize the local school board for any duties regarding the school's financial operations.

21. Identify the school's chief financial officer (CFO). Describe (and attach as Exhibit 23) a résumé illustrating how the CFO's credentials comply with SBOE Rule 160-4-9-.05.

TPCSC's CFO role will be filled by the Board's CFO, Brian Visel, with certain responsibilities delegated to our back office accounting firm (Avolon). The Tapestry Board is committed to maintaining a CFO who has the necessary skills and experience to serve as an additional check for fiscal control. See Exhibit 23 for details of this entity's experience in charter finance leadership.

22. Describe how the school will fund planning and start-up operations prior to receiving state and local funding, including legal setup, facility identification, initial staffing, etc.

One innovation from which TPCSC will benefit is the support of the Tapestry Public Charter School Foundation (TPCSF). The Foundation is a non-profit organized by founding members to provide a means for private fundraising and grant writing in service of the two schools under the Tapestry umbrella as a way to support Tapestry's goals around replication. The Foundation has already secured $695,000 in private donations and granted funds to support general operations during the opening years of TPCSC. In addition, redefinED Atlanta has committed to provide $150,000 in facility funds for the planning year, as well as operating support of $210,000 for year one, and $210,000 for year two. The Charter School Growth Fund is also in support of TPCSC and has committed to a multi-year grant of $240,000 (contingent on charter approval) to provide general operating funds toward replication. The NewSchools Venture Fund has also submitted a letter of support committing up to $645,000 (based on full enrollment)

through a multi-year grant once TPCSC has secured charter authorization and completed other initial requirements. The TPCS Board has raised more than $200,000 annually over the past eight years of the flagship school's operation, and the replication model has made TPCSC eligible for several funding streams the Foundation will earn as well.

23. Describe the school's plans for securing other sources of funding, including funding from individuals, corporations, foundations, or any other source.

TPCSF will continue to raise money for both TPCS and TPCSC throughout the life of the school. These privately raised funds will be maintained in a separate account for the non-profit Foundation and made available to each school site as unrestricted funds to offset the expense of operation. The founding Board has an established track record of raising funds, including more than $5 million in large private grants, over $1 million in GaDOE CSP grants, and approximately $200,000 annually. In addition, the Board has nurtured dozens of partnerships that provide in-kind services annually for the TPCS campus. TPCSC will also leverage this experience and network to bolster its funding.

24. The appropriate segregation of duties is often a problem when starting a charter school due to limited personnel. Describe the steps the school will take to ensure the appropriate segregation of duties to establish proper internal controls, including compliance with O.C.G.A. § 20-2-2074 which states that the CFO cannot also serve as CEO or in any other position at the school.

TPCSC will utilize the services of an outside charter school finance firm, Avolon, to support the finance and accounting functions of the school with oversight by the Board CFO/treasurer.. This external partner works in collaboration with the Board CFO/Treasurer and principal to allocate responsibilities for fiscal management that provide appropriate checks and balances. Each school will have an internal bookkeeper and office manager to process payroll and purchase orders and provide an additional control for incoming funds and outgoing expenditures. In addition, the opening of the school with five of the seven grades it will serve ensures that the school is positioned to open with full staffing.

VIII. Fiscal Sustainability

25. Although standard financial goals will be included in your charter contract (see charter contract template), please list and provide a detailed description of the charter school's measurable goals reflecting where the school envisions itself financially at the end of the initial charter term. Goals should emphasize fiscal health and sustainability. Each year of growth will be measured against the baseline data obtained during the first year of the charter term.

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Financial Goal #1: *The school will continuously cover short-term financial obligations.*						
Measure 1: *The school's working capital ratio (current assets/current liabilities) will be greater than 1.*	GA DOE	>1				
Measure 2: *The school will maintain at least 45 days' worth of cash on hand.*	GA DOE	>1				
Measure 3: *The school's enrollment variance will not be greater than 8%.*	Tracked Monthly	<8%	<5%	<5%	<3%	<3%
Financial Goal #2: *The school will cover long term obligations and control cost.*						
Measure 1: The school's debt-to-asset ratio will be less than 25%.	GA DOE	<95%				
Measure 2: The school will not be in default of loan status or delinquent with payments of any loans.	SCSC Framework	Yes	Yes	Yes	Yes	Yes
Measure 3: The school will maintain clean annual audits with no significant findings or conditions.	Annual audits	Yes	Yes	Yes	Yes	Yes

TPCS currently monitors the GA DOE and SCSC Comprehensive Performance Framework metrics monthly and have consistently exceeded standards for more than five years. The TPCS Board expects to continue the same level of performance in Clayton County by exceeding standards from the outset given our strong starting financial position.

26. Describe any financial innovations that will be implemented during the proposed charter term.

- **Why are these innovations appropriate for this unique school?**
- **Explain how these innovations will increase financial effectiveness.**

As noted in question 22, TPCSC will benefit from supplementary funding through the TPCSF.

The Foundation will raise money for both Tapestry school sites, annually, including grants, private gifts, and donor campaigns. This innovation will ensure TPCSC benefits from an established and ongoing fundraising support. TPCS, the flagship site that the founding Board governs, owns its own building. Although TPCS and TPCSC will maintain wholly separate budgets, the success of the Board and Foundation in fundraising for the Tapestry model will be leveraged on behalf of TPCSC students, families, and staff.

Other financial innovations include full-time shared staffing across the two sites, which enables TPCSC to utilize the expertise of professionals before it has the capacity to employ them full time. These innovations will increase financial effectiveness by reducing staffing expenses and increasing private revenue potential, which is another benefit of having a single Board managing the finances of both campuses.

IX. School Operations

27. What is the charter school's attendance zone?

Students from across Clayton County Public Schools will be eligible for attendance. Due to the unique nature of the program and the target population, students will be recruited from across the district without any geographical preference. Given the large footprint of the attendance area and small total number of students in the school at capacity, no single CCPS school or feeder pattern will experience detrimental impact to their enrollment as a result of the operation of TPCSC. The number of students in any given middle or high school site for whom TPCSC will be the right fit will be insignificant to that school's total enrollment.

28. List the local schools that will feed into the charter school. Please also list the schools into which the charter school's students will feed.

Students from any Clayton County Public School elementary may feed into the TPCSC 6th grade. Students will be supported in graduating from TPCSC as 12th graders.

29. What are the racial and socioeconomic demographics for the school's proposed attendance zone?

Autism Spectrum Disorder and other neurodivergencies are not more prevalent in any one demographic; therefore, TPCSC anticipates an enrollment with racial and socio-economic demographics that are similar to that of CCPS as a whole. However, targeted recruitment of students with ASD and their neurotypical peers through parent engagement workshops, community engagement, door-to-door outreach, and communication with partners who serve neurodivergent students is anticipated to drive a much higher (≥50%) enrollment of students who qualify for special education services. This has been demonstrated across the ten years of TPCS operation in DCSD: TPCS site has consistently enrolled a student body of which more than half qualify for IEPs and another 20% annually qualify for 504 Plans. This success in recruiting a student body that is predominantly students with special learning needs will be applied to TPCSC.

Tapestry, a school with a total enrollment of 301 students, exhibits a rich diversity in its student population. Among them, 195 students have identified disabilities, either possessing an Individualized Education Program (IEP) or a 504 Plan. Notably, 33% of the student body identifies autism, ADD, and/org ADHD as their primary disability. Further breaking down the special education demographics, 135 students, constituting 45% of the total enrollment, have IEPs, with a balanced distribution between the Middle School (50.4%) and High School (49.6%). Additionally, 60 students, comprising 20% of the total enrollment, are on a 504 Plan, with a slight tilt towards High School (55%). This comprehensive snapshot of Tapestry's student body highlights its commitment to catering to diverse learning needs and fostering an inclusive educational environment.

Should recruitment at TPCSC not yield a population that is primarily students eligible for SPED, the Board will elect to implement enrollment priorities that provide preference for students with disabilities. The Board is not opening with this enrollment preference to ensure students with learning differences for whom the school is the right fit and may not have IEPs (like students with 504 Plans and/or neurodiverse students who benefit from these structures but may not have a formal plan for intervention) will have access.

Tapestry Public Charter School is defined by inclusion in ways beyond neurodiversity as well.

Tapestry embraces its ethnic, racial, and linguistic diversity, and students' cultural competency is developed by learning and working alongside so many different kinds of people. EL students make up 10% of our population. Nearly 10% of our Hispanic population also identifies as American Indian or Indigenous, reflecting the diversity of our international community. The ethnic and racial diversity at TPCS is further represented by the demographics of its current population, as follows: White, non-Hispanic/non-Asian--138 (46.3%); Hispanic--62 (20.8%); Black, non-Hispanic/non-Asian--90 (30%); Asian/Pac Islander--9 (3.01%) (Please note that 7 Black students also identify as Hispanic and 1 Black student and 4 White students also identify as Asian/Pacific Islander).

Additionally, the current student population at TPCS reflects socioeconomic diversity as well, which we anticipate will be replicated at TPCSC. 41% of Tapestry students currently qualify for free and reduced lunch, and TPCS is officially classified as a Title I school due to the large number of economically disadvantaged students. Our many diversities make up the fabric of Tapestry and refine and deepen our mission. Students with disabilities from minority communities are historically underserved. Tapestry is founded on the ideal that human identity is intersectional, and the school model celebrates and supports its diverse student body in the fullest, truest, and most just way possible.

30. Please check any of the following enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1) that will apply to the school. Indicate in the rightmost column the rank order in which they will be applied. If the school will not utilize a particular enrollment priority, please insert "N/A" in the first and the last columns for that priority.

Check any applicable enrollment priorities	**O.C.G.A. § 20-2-2066(a)(1) Enrollment Priorities**	**Ranking**
X	A sibling of a student enrolled in the charter school.	1
	A sibling of a student enrolled in another local school designated in the charter contract (school name: NA).	
X	A student whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional, or other employee at the charter school.	2

	Students matriculating from a local school designated in the charter contract (school name: NA).	
	Children who matriculate from a pre-kindergarten program (program name: NA) which is associated with the school, including, but not limited to, programs which share common facilities or campuses with the school or programs which have established a partnership or cooperative efforts with the school.	

31. Explain the rules and procedures that will govern student application and registration in the school. In your explanation:

- **State whether the school will utilize a weighted lottery to provide an increased chance of admission for educationally disadvantaged students as defined in State Board Rule 160-4-9-.04(o) and pursuant to O.C.G.A. § 20-2-2066(a)(1), State Board Rule 160-4-9-.05(2)(g), and Department guidance. If yes, indicate in the rightmost column the rank order in which they will be applied. If the school will NOT utilize a weighted lottery or a particular category, please insert "N/A" in the first and the last columns for that category.**

TPCSC will utilize a lottery (not weighted) to randomly select students from across CCPS who have applied in each grade level for available seats. The school will utilize the outreach and recruitment strategies employed in its founding and in place at TPCS to ensure a population that is predominantly students with disabilities and their neurotypical peers who are seeking an inclusion environment. If enrollment appears to substantially stray from the school's targets, the school will consider utilizing a weighted lottery to ensure students with disabilities are appropriately represented.

Check any applicable categories	**O.C.G.A. § 20-2-2066(a)(1) Weighted Lottery Categories**	**Weight Given**
NA	Economically disadvantaged students	NA
NA	Students with disabilities	NA
NA	Migrant students	NA
NA	Limited English proficient students	NA
NA	Neglected or delinquent students	NA
NA	Homeless students	NA

- **Attach as Exhibit 7 a copy of the proposed admissions application that demonstrates the application conforms to the requirements of rule and law, including the open enrollment requirement.**

See Exhibit 7 for the proposed admission application. Please note TPCSC intends to use the Lotterease system for application to the school but will transition to the CCPS system if allowed.

- **Attach as Exhibit 8 a copy of the policy setting annual enrollment, re-enrollment, and lottery deadlines, including a description of the lottery procedures detailing how enrollment priorities will be applied and an assurance of complete transparency* in its procedures.**

See Exhibit 8 for the complete policy on annual enrollment, re-enrollment, and lottery deadlines.

32. **Describe the steps the school will take to recruit students who are representative of the racial and socioeconomic diversity in the attendance zone for the charter school.**

TPCSC is partnering with parent advocacy groups like GA CAN, RedefinEd, Hand, Heart, & Soul Project,, and others, as well as service providers for children with autism (see Exhibit 18) to share information across the school district and provide application support to interested families. TPCSC has already collected over 220 intents to enroll from Clayton families as well as more than 50 signatures of support from members of the community. Through door-to-door canvassing and event participation in low-income communities, a regular annual calendar of virtual information sessions for prospective parents, and the posting of information about the school in community hubs, TPCSC will be positioned to recruit students that represent the diversity of the district. This includes regular attendance at meetings where parents of children with special needs will be present so as to ensure that everyone across the district is aware that TPCSC is an option for their child.

33. **How will the school maintain/increase its student enrollment during the charter term?**

TPCSC will open with grades six through ten (220 students) to ensure the oldest students in the opening of the school have a full three years of the Tapestry program prior to graduation to ensure appropriate supports. The 220-student target for the opening year requires only 81 more students over the

subsequent two years of operation to reach the school's maximum target enrollment of 301 total students in year three. Given the robust community support in CCPS, partnerships, service providers and community groups, and commitment of interest from prospective parents (included in Exhibit iv) during the establishment of the petition, TPCSC has demonstrated support from interested parents to ensure opening with the full enrollment. In addition, the TPCS campus regularly fields inquiries from CCPS families about enrollment (this list of parents will be contacted), and TPCS maintains a robust annual waiting list in each grade level. Building on an established model that is being replicated because of interest and inquiry from CCPS parents and families supports the plan for full enrollment through tenth grade in year one and the school at capacity in year three. Furthermore, the Board and TPCS leadership have committed volunteers from across DCSD and CCPS who will lead the advertising, recruitment, and enrollment efforts in TPCSCs opening year that have consistently yielded a school at enrollment capacity just one school district away. Strategies have included door-to-door campaigns, presence at community events, partnership with service providers for students and families navigating neurodivergence, and online/social media campaigns. This proof point ensures TPCSC can confidently plan for full enrollment across its charter term.

34. Briefly describe (and attach as Exhibit 12) information regarding the program – e.g., PBIS – that your school will use. If you will not use PBIS, please explain why the program you have chosen was selected instead.

TPCSC will employ a holistic approach to discipline wherein all staff will be trained, and held accountable, to look for the cause of a behavior rather than just administration of punishments based on the infraction. The foundation of this approach begins with a belief that all behavior is communication and collaboration with students to understand is the first line of behavioral support. A schoolwide focus on the whole child, including emotional check-ins using an AI driven holistic student support program tracking program, formal instruction for all students on self-regulation and self-advocacy (including implementation of The Zones of Regulation, a social-emotional framework through which students learn how to recognize their own emotions and regulate them effectively in all grades), and staff-wide support

to grow capacity to promote appropriate behavior ensures all members of the campus are working toward common expectations using common strategies. Flexibility for students to meet with preferred staff as needed and daily advisories in small groups to discuss social challenges allows Tapestry staff and students to collaboratively develop problem-solving behaviors that build capacity, rather than just punishing a student.

The target student population requires the administration and all staff to be adequately trained to recognize when behavior is neurological and/or a manifestation of a student's disability and maintain clear communication about mandates with specific consequences defined by the Code of Conduct (i.e., fighting, drugs, weapons, etc.). This consistency and clear communication, for all stakeholders, will help create an environment wherein students and staff feel safe and supported by peers, teachers, and administration.

TPCSC will implement a range of restorative practices, from school wide initiatives to individual classroom discussion, in order to promote understanding of impact and strategies for restoration. Conversation circles will be implemented regularly in daily advisories (and in content classes as needed), and students in each grade level are regularly celebrated each month for acts of kindness. Student Support Meetings will be held after each significant student conduct violation in which the student, their parents, teachers, counselors, and the TPCSC administration will discuss the violation, what led to it, and how to prevent any future occurrences of the behavior from happening. The TPCSC counseling department will also provide purposeful, targeted lessons to classes of students that focus on topics and issues important to that age group. This will be paired with "lunch bunch" sessions with small groups of students and ongoing classroom lessons based around social-emotional learning. This preemptive approach to managing behavior will build the capacity TPCSC students need to become advocates for themselves and their peers and maintain a warm, inviting school culture where bullying is extremely rare and no student group feels marginalized. A feedback loop will exist between the student government and the school administration so that any significant issues can be identified and ameliorated in a timely manner.

35. **Briefly describe (and attach a copy of as Exhibits 11 and 12) the rules and procedures concerning student discipline and expulsion, including code of conduct and due process procedures.**

TPCSC will follow the Clayton County Public Schools Code of Conduct and as such, will adhere to the same guidelines, practices, and due processes for discipline and expulsion outlined in this Code of Conduct. This includes the procedures for the assignment of ISS and OSS as well as any and all protocols for formal hearings and appeals. See Exhibits 11 and 12 for detailed descriptions of the approach to discipline at TPCSC and the Code of Conduct for Clayton County to which all TPCSC stakeholders will be aligned.

36. **Briefly describe (and attach a copy of as Exhibit 13) the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers. Include the role the governing board will play in resolving such grievances and complaints.**

TPCSC's grievance policy (outlined in Exhibit 13) begins with informal meetings by the aggrieved with the party with whom the aggrieved has a grievance. Conflicts that cannot be resolved between the parents/students and a staff member are elevated first to the student/s advisor (or SPED Coordinator for students with a grievance regarding special education services or manifestations of the student's disability), next to the principal, and finally (if not resolved) to the Board. Staff grievances are directed first to human resources, next to the principal, and finally to the Board of Directors. If there is a grievance against the school's principal, families and staff can address the grievance directly to the Board by filing a grievance with the Board. The policy and form for filing a grievance is published in the staff and student handbooks, as well as on the website.

37. **Briefly describe (and attach a copy of as Exhibit 14) the school's employment procedures and policies.**

TPCSC will utilize a Staff Manual (Exhibit 14) in addition to onboarding training for new staff, annual training for staff that reviews policies, and posted policies in staff common areas, to communicate to all staff about the school's employment procedures and policies. These policies include the school's

mission and vision; the at-will nature of employment for all staff; the requisite background checks; policies around engagement and behavior at the workplace (smoke-free, drug-free); the grievance policy; required hours including professional development and expectations of work to be completed off-site; dress code for staff; benefits; evaluation procedures and timelines; policies for checking in and out, leave, and related issues of hours management; building safety and related policies; and other general information.

As a school that prioritizes professional growth, teachers and staff are expected to participate in regular professional development as a compensated aspect of their employment. Staff are also required to attend specific events and afterschool activities such as parent conferences, spirit nights, car pool, and other events as outlined in the handbook. Staff are at-will employees who may choose to leave or may be released for any reason and have no binding contract. Staff will be employed by Tapestry Public Charter School Clayton and as such, are eligible only for the benefits and compensation outlined by TPCSC for their role. As a school prioritizing inclusion of students with autism and related neurodivergencies, which often include sensory sensitivities, staff are prohibited from using microwaves in their classrooms. For more details on staff policies, please see Exhibit 14.

38. Briefly describe (and attach a copy of as Exhibit 15) the school's insurance coverage, including the terms, conditions, and coverage amounts.

TPCSC has obtained a quote (Exhibit 15) for insurances through the provider for insurances at TPCS (Sterling, Seacrest, Pritchard) for the following insurances:

- Workers Compensation in the amount of the statutory limits established by the General Assembly of the State of Georgia.
- Comprehensive General Liability ("CGL") including Products and Complete Operations including a Contractual Liability Endorsement or coverage grant with limits of$1M/$2M.
- Business Automobile Liability including owned (if applicable), non-owned and hired vehicles with limits of $1M.
- Educators Professional Liability in the amount $1M/$2M.

- Commercial Umbrella Liability in the amount of $3M/$3M.
- All Risk Property in sufficient amounts to cover the replacement cost of all structures and contents to their full value for property owned or leased.
- Commercial Crime in the amount of $1,000,000 per loss covering employee theft and dishonesty, forgery or alteration, theft of money and securities, robbery or safe burglary, computer fraud and money orders and counterfeit currency.

Should the authorizers require different coverages or amounts than those outlined above, TPCSC will obtain and maintain those insurances.

39. Briefly describe how the governing board has taken students' transportation needs into consideration. What transportation services will be provided for students?

Students at TPCSC will come from across the Clayton County Public Schools attendance zone and, as such, will be responsible for their own transportation to and from school. Many students with disabilities will be eligible for MARTA Mobility (more than half of enrolled students are eligible for MARTA Mobility at TPCS).

Students who are not eligible will have three transportation options: Carpools are organized by the TPCSC PTO to connect families near to one another for shared transportation (33% of TPCS families participate in carpools), and/or families may choose to drop off and pick up on their own. Should transportation prove to be a barrier for families who wish to enroll at TPCSC, the school will revisit its transportation model. Families will be surveyed on their successful access to the school annually as part of the stakeholder survey to inform these decisions.

X. Contracts with Charter Partners/Education Service Providers

40. Identify your ESP or charter partner(s) and explain how this arrangement will be in the best educational and financial interests of the charter school.

TPCSC will not utilize the services of an Education Service Provider or charter partner. TPCSC will be a separate non-profit, public school entity that shares a Board of Directors with a similar school site in DCSD.

41. **Describe the decision-making process and due diligence exercised by the founding/governing board in choosing to contract with the ESP. Include in your description:**
    - **Other ESPs or charter partners that were considered and the reason(s) why this ESP or partner was selected above all others;**
    - **The history of the selected ESP or charter partner, including academic results, closures, non-renewals, and separations; and**
    - **How the contract was negotiated, including the management fee(s).**

    Not applicable. TPCSC will not utilize an ESP.

42. **Briefly describe the range of services the ESP or charter partner will provide for the charter school.**

    Not applicable. TPCSC will not utilize an ESP.

43. **Explain how the governing board will maintain its fiduciary responsibilities as a charter holder including monitoring and assessing the performance of the ESP or charter partner.**

The Tapestry Board of Directors will maintain its fiduciary responsibilities through retention of a Board Treasurer/CFO who partners with the entity providing financial services for the school (Avolon). The Board will review and approve the school's annual budget each year, as well as quarterly budget-to-actuals, and monthly financial reports prepared by the Board CFO. A comprehensive set of financial controls, which allocate responsibilities across the CFO, principal, and third-party financial management organization, will be implemented to ensure all financial transactions include oversight from a party that is not implementing the transaction and to ensure multiple checks for ongoing financial operations. There will be no ESP or charter partner.

44. **Attach a copy of your signed ESP contract as Exhibit 16.**

    Not applicable. TPCSC will not utilize an ESP.

XI. Facilities

45. **Describe the school facility that the charter school proposes to use. Include in your description:**

- **Whether the facility is new or existing; and**
- **Whether the facility requires any renovations for utilizing the space for educational purposes.**
- **If yes, describe the extent of the renovations and the source of funding to pay for the renovations.**

TPCSC has multiple options for a facility. The Tapestry Board has engaged the services of Facilities Resource Center to identify a portfolio of private properties available for lease or purchase that accommodate the program. These buildings would require renovation to support a school program; however, the top three properties with alignment to programmatic needs are at the following addresses: 1688 Phoenix Parkway, College Park; Blue Star Studios, #700, 0 Anvil Block Road, Forest Park; 1235 Commerce Road, Morrow (see Exhibit 19 for a detailed list of each property). Each of these options will be further explored upon approval. Because any facility is expected to require renovation, the Tapestry founding Board has secured a letter of intention to partner with Building Hope, a charter facility funding entity that is prepared to assist with underwriting, property acquisition and renovation fees. This letter is provided based on Tapestry's history of performance, financial stability, and strong leadership. See Exhibit 19 for more details about the offer. TPCSC has, for budgeting purposes, included one of the FRC analyses, based on the overall facility cost not exceeding 15% of the revenue. The only exception is in Year 1 where the facility cost is approximately 16%; however, for Years 2-5, the cost remains under 15%. See the proposed budget included in Exhibit 22.

46. **Does the charter school have an MOU for the purchase or lease of the facility, pending charter and facility approval?**
    - **_____ Yes, we have a MOU and it is provided as Exhibit 19.***
    - **__x___ No, we do not have a MOU.**

      Note: The MOU should include the total proposed facility cost. It should also set forth any material terms that will be reflected in a lease, such as the lease term.

47. **Does the charter school have a lease for an approved facility?**

- **_____ Yes, we have a lease and it is provided as Exhibit 19.**
- **__x___ No, we do not have a lease, but plan to submit one to the Department by ___5/17/2026_____ (date).**

48. **Does the charter school have a Certificate of Occupancy (CO) for the proposed facility?**

- **_____ Yes, we have a CO and it is provided as Exhibit 20.**
- **__x___ No, we do not have a CO, but plan to submit one to the Department by _____5/17/2026___ (date).***

  Note: Schools must obtain a CO no later than 45 days before the start of the charter term on July 1.

49. Does the charter school have an emergency safety plan pursuant to O.C.G.A. § 20-2-1185 for the proposed facility?

- **_____ Yes, we have an emergency safety plan and it is provided as Exhibit 21.**
- **__x___ No, we do not have an emergency safety plan, but plan to submit one to the Georgia Emergency Management Agency by __5/17/2026_____ (date).***

  Note: Schools must submit an emergency safety plan no later than 45 days before the start of the charter term on July 1.

Exhibit 1

STATE OF GEORGIA

Secretary of State

Corporations Division
313 West Tower
2 Martin Luther King, Jr. Dr.
Atlanta, Georgia 30334-1530

Annual Registration

Electronically Filed
Secretary of State
Filing Date: 01/13/2025 08:06:40

BUSINESS INFORMATION

BUSINESS NAME	: TAPESTRY SCHOOL INCORPORATED
CONTROL NUMBER	: 12052538
BUSINESS TYPE	: Domestic Nonprofit Corporation
ANNUAL REGISTRATION PERIOD	: 2025

BUSINESS INFORMATION CURRENTLY ON FILE

PRINCIPAL OFFICE ADDRESS	: 3130 Raymond Drive, Atlanta, GA, 30340, USA
REGISTERED AGENT NAME	: Christopher, Devon
REGISTERED OFFICE ADDRESS	: 3130 Raymond Drive, Atlanta, GA, 30340, USA
REGISTERED OFFICE COUNTY	: Dekalb

OFFICER	TITLE	ADDRESS
Beth Radford	Secretary	3130 Raymond Drive, Atlanta, GA, 30340, USA
Michael Taylor	CFO	3130 Raymond Drive, Doraville, GA, 30340, USA
Ryan Maltese	CEO	3130 Raymond Drive, Doraville, GA, 30340, USA

UPDATES TO ABOVE BUSINESS INFORMATION

PRINCIPAL OFFICE ADDRESS	: 3130 Raymond Drive, Atlanta, GA, 30340, USA
REGISTERED AGENT NAME	: Christopher, Devon
REGISTERED OFFICE ADDRESS	: 3130 Raymond Drive, Atlanta, GA, 30340, USA
REGISTERED OFFICE COUNTY	: Dekalb

OFFICER	TITLE	ADDRESS
Michael Taylor	CFO	3130 Raymond Drive, Doraville, GA, 30340, USA
Cicely C Thornton	Secretary	3130 Raymond Drive, Doraville, GA, 30340, USA
Matthew Tyson	CEO	3130 Raymond Drive, Doraville, GA, 30340, USA

AUTHORIZER INFORMATION

AUTHORIZER SIGNATURE	: Danielle Robertson
AUTHORIZER TITLE	: Authorized Person

Control Number : 12052538

STATE OF GEORGIA

Secretary of State

Corporations Division
313 West Tower
2 Martin Luther King, Jr. Dr.
Atlanta, Georgia 30334-1530

CERTIFICATE OF EXISTENCE

I, **Brad Raffensperger**, the Secretary of State of the State of Georgia, do hereby certify under the seal of my office that

TAPESTRY SCHOOL INCORPORATED
a **Domestic Nonprofit Corporation**

was formed in the jurisdiction stated below or was authorized to transact business in Georgia on the below date. Said entity is in compliance with the applicable filing and annual registration provisions of Title 14 of the Official Code of Georgia Annotated and has not filed articles of dissolution, certificate of cancellation or any other similar document with the office of the Secretary of State.

This certificate relates only to the legal existence of the above-named entity as of the date issued. It does not certify whether or not a notice of intent to dissolve, an application for withdrawal, a statement of commencement of winding up or any other similar document has been filed or is pending with the Secretary of State.

This certificate is issued pursuant to Title 14 of the Official Code of Georgia Annotated and is prima-facie evidence that said entity is in existence or is authorized to transact business in this state.

Docket Number	:	28608257
Date Inc/Auth/Filed	:	06/25/2012
Jurisdiction	:	Georgia
Print Date	:	02/03/2025
Form Number	:	211

Brad Raffensperger

Brad Raffensperger
Secretary of State

Control No. **12052538**

STATE OF GEORGIA

Secretary of State

Corporations Division
313 West Tower
2 Martin Luther King, Jr. Drive
Atlanta, Georgia 30334-1530

CERTIFICATE OF RESTATED ARTICLES

I, **Brian P. Kemp**, the Secretary of State and the Corporations Commissioner of the State of Georgia, hereby certify under the seal of my office that

TAPESTRY SCHOOL INCORPORATED

a Domestic Non-Profit Corporation

has amended and filed duly restated articles on **07/12/2012** in the Office of the Secretary of State and has paid the required fees as provided by Title 14 of the Official Code of Georgia Annotated. Attached hereto is a true and correct copy of said restated articles.

WITNESS my hand and official seal in the City of Atlanta and the State of Georgia on July 12, 2012

Brian P. Kemp
Secretary of State

FREEMAN MATHIS GARY Jul 17 2012 13:47

Control No: 12052538
Date Filed: 07/12/2012 12:00 AM
Brian P. Kemp
Secretary of State

RESTATED

ARTICLES OF INCORPORATION OF TAPESTRY, INC.

ARTICLE 1

NAME

The name of the Corporation is "TAPESTRY SCHOOL Inc."

ARTICLE 2

ORGANIZATION

The Corporation is organized pursuant to the Georgia Nonprofit Corporation Code.

ARTICLE 3

MEMBERSHIP

The Corporation shall have no members.

ARTICLE 4

REGISTERED AGENT AND OFFICE; PRINCIPAL OFFICE

The initial registered office of the Corporation shall be 3835 Gladney Drive, Atlanta, DeKalb County, Georgia 30341. The initial registered agent of the Corporation at such address shall be Devon O. Christopher. The mailing address of the initial principal office of the Corporation shall be Tapestry Public Charter P.O. Box 48082; Atlanta, GA 30362 .

ARTICLE 5

INCORPORATOR

The name and address of the incorporator is Neil Wilcove; Freeman Mathis & Gary, LLP; 100 Galleria Parkway, Suite 1600; Atlanta, Georgia 30339

ARTICLE 6

The Corporation is organized and shall be operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code (or the corresponding provision of any future United States Internal Revenue Law).

The Corporation is not organized and shall not be operated for pecuniary gain or profit. No part of the property or net earnings of the Corporation shall inure to the benefit of or be distributable to its Directors, 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 this Article 6. The Corporation shall not

carry on propaganda, or otherwise attempt to influence legislation to such extent as would result in loss of its exemption from federal income tax under Section 501(c)(3) of the Code, and the Corporation shall not participate in, or intervene in (including publication or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code (or the corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code (or the corresponding provision of any future United States Internal Revenue Law).

Notwithstanding anything to the contrary contained in these Articles, it is intended that the Corporation shall have, and continue to have, the status of an organization that is exempt from federal income taxation under Section 501(c)(3) of the Code and that is other than a private foundation within the meaning of Section 509(a) of the Code. All terms and provisions of these Articles and the Bylaws of the Corporation, and all authority and operations of the Corporation, shall be construed, applied, and carried out in accordance with such intent.

ARTICLE 7
BOARD OF DIRECTORS

The affairs of the Corporation shall be managed by a Board of Directors. The number of Directors of the Corporation and method of their election shall be set out in the Bylaws of the Corporation.

ARTICLE 8

INITIAL DIRECTORS

The initial Board of Directors shall consist of 3 Directors, whose names and addresses are as follows:

Tonna Harris-Bosselmann
4046 Wembley Forest Way
Atlanta, Georgia 30340

Michael Burke
1401 Council Bluff Drive
Atlanta GA 30345

Devon Christopher
3835 Gladney Drive
Atlanta, Georgia 30341

ARTICLE 9
DISSOLUTION

The assets of the Corporation are irrevocably dedicated to charitable and educational purposes. In the event of the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, and to such organization or organizations organized and operated exclusively for charitable or educational purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code, as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the registered office of the Corporation is then located, exclusively for such purposes and to such organization or organizations, as said Court shall determine.

ARTICLE 10
APPLICABLE RESTRICTIONS IN THE EVENT THAT THE CORPORATION IS OR BECOMES A PRIVATE FOUNDATION

In any taxable year in which the Corporation is a private foundation as described in Section 509(a) of the Code, the Corporation:

(i) shall distribute its income for such year at such time and manner as not to subject it to tax under Section 4942 of the Code,

(TI) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code,
(TI) shall not retain any excess business holdings as defined in Section 4943 © of the Code,
(iv) shall not make any investments in such a manner as to subject the Corporation to tax under Section 4944 of the Code, and
(v) shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

ARTICLE 11
LIMITATION OF LIABILITY

No Director of the Corporation shall be liable to the Corporation for monetary damages for breach of duty of care or other duty as a Director, other than liability: (i) for any appropriation, in violation of his or her duties, of any business opportunity of the Corporation, (TI) for acts or omissions which involve intentional misconduct or a knowing violation of law, (TTI) for the types of liability set forth in Sections 14-3-860 through 14-3- 864 of the Georgia Nonprofit Corporation Code, or (iv) for any transaction from which the Director derived an improper personal benefit. If the Georgia Nonprofit Corporation Code is hereafter amended to authorize the further limitation or elimination of the liability of a Director, then the liability of a Director of the Corporation shall be limited or eliminated to the fullest extent permitted by such amended Georgia Nonprofit Corporation Code. Any repeal or modification of this Article 11 shall be prospective only and shall not adversely affect any limitation or elimination of the personal liability of a Director of the Corporation existing at the time of such repeal or modification. Furthermore, in the event that any of the provisions of this Article 11 are held by a court of competent jurisdiction to be invalid, void, or otherwise unenforceable, the remaining provisions are severable and shall remain enforceable to the fullest extent permitted by law.

IN WITNESS WHEREOF, the undersigned has executed these Restated Articles of Incorporation this 11th day of July, 2012. The Restated Articles of Incorporation were adopted by the Incorporator on July 11, 2012. Member approval was not required.

Neil Wilcove, Incorporator

Exhibit 2

TAPESTRY PUBLIC CHARTER SCHOOL

BYLAWS OF THE BOARD OF TRUSTEES

I. MEMBERSHIP

The corporation shall have no members. The rights which would otherwise vest in the members vest in the directors of the corporation (hereinafter referred to as "Trustees") of Tapestry School Inc. (hereinafter “Tapestry”). Actions require approval by a majority of all Trustees or approval by the Board of Trustees (hereinafter referred to as "Board" or "Governing Board") as specified herein.

II. BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the corporation and exercise its powers, subject to the limitations of the Georgia Nonprofit Corporation Law, the Articles of Incorporation and these Bylaws. The Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Board Members, except as otherwise set forth in these Bylaws.

2. To select and remove Officers, agents and employees of the corporation; to prescribe powers and duties for them; and to fix their compensation.

3. To conduct, manage and control the affairs and activities of the corporation, and to make rules and regulations.

4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the corporation.

5. To act as trustee under any trust incidental to the corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust.

6. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.

7. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and

securities.

8. To lend money and accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured.

9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Georgia Nonprofit Public Benefit Law and the limitations noted in these Bylaws.

B. Number of Board Members. The number of voting members of the Board ("Voting Members") may be changed from time to time by resolution of the Board, provided that (1) the number may not be reduced to fewer Voting Members than are serving in duly elected, unexpired terms at any given time, and (2) at no time shall the Board comprise fewer than seven (7) or more than eighteen (18) Voting Members, unless these by-laws shall have been amended accordingly. All Voting Members shall be at least eighteen (18) years of age. No more than one person per household may be a Trustee at any given time. Tapestry and the Board shall also strive to have at least one local community representative on the Board at all times and will actively recruit persons from the professional community serving students to serve as board members and will seek a balance of parents and non-parents as active board members. The Board will make efforts to recruit members of diverse backgrounds.

(3) there shall be no term limits for members of the Board. The Board shall make an effort to ensure that there is sufficient transition on the Board to maintain the strength of the organization while still maintaining needed institutional knowledge.

C. Ex Officio Member. The Principal of Tapestry will be an ex officio member of the Board, and shall be entitled to the privileges of a Trustee, subject to the following:

1. An ex officio member shall be allowed to sit with the Board and participate in discussions of agenda items, but shall not be allowed to vote on any matter coming before the Board or any committee of the Board, or to make any motion regarding any matter before the Board or any committee of the Board.

2. An ex officio member may be reimbursed for his or her actual and necessary expenses incurred in the execution of his or her duties as an ex officio member of the Board, subject to the same

requirements and restrictions as apply to reimbursement of expenses of Trustees.

3. An ex officio member shall not be allowed to participate in or attend executive or closed sessions of the Board (or of any committee of the Board), unless otherwise directed by a majority of the Trustees (or of the committee).

4. An ex officio member may not be elected as an Officer of the Board.

5. An ex officio member shall be allowed to attend and participate in any open meeting discussion at any Board or committee meeting.

6. An ex officio member shall not be counted as a Voting Member of the Board with the respect to the number of members composing the Board or constituting a quorum of the Board.

D. Election of Board Members. Election of Board members to fill expired terms shall take place at the Annual Meeting of the Board of Trustees in May for board terms to start at the first meeting after the beginning of the fiscal year on July 1. Each Voting Member shall be entitled to cast a number of votes corresponding to the number of vacancies on the Board, and vacancies will be filled by candidates in descending order of the number of votes received. Cumulative voting is not permitted. No Voting Member may cast more than one vote for any candidate.

E. Term of Office

1. The term of office of all members of the initial Board is 2 years.

2. There shall be no limit to the number of terms that may be served by a Board Member; however, upon the expiration of each term, Trustees shall be re-elected by the majority of the Board.

3. Elections to fill a vacancy that results from the death, resignation, or removal of a Trustee shall be held at the first regular meeting of the Board following the creation of the vacancy, or at a special meeting of the Board called for such purpose. The term of office of a Trustee elected to fill a vacancy begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee (as such events are discussed below), or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

4. A Trustee’s term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action.

F. Removal of Trustees. Trustees may be removed by a vote of two thirds of the Trustees for such reasons that include, but are not limited to, absence from Board meetings without notice or just cause, not fulfilling duties as defined in these Bylaws, not acting in accordance with the mission and core beliefs of Tapestry, acting negligently or against the laws of the state of Georgia when representing Tapestry.

G. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chair, the Governing Committee Chair or Secretary. The resignation is effective on the giving of notice, or at any later date specified in the notice. A Trustee may not resign if the Trustee's resignation would leave the corporation without a duly elected Trustee in charge of its affairs.

H. Vacancies. A vacancy is deemed to occur on the expiration of the term of a duly elected Trustee, on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees. A trustee elected to fill a vacancy (not necessarily at the Annual Meeting) shall hold office immediately until the expiration of the term he or she was elected to complete.

I. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Tapestry business.

III. PRINCIPAL OFFICE

The corporation's principal office shall be 3130 Raymond Drive, Doraville, GA 30340 or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

IV. MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings. An Annual Meeting shall be held in May of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, collecting annual conflict of interest and other disclosures, and transacting other business as comes before the meeting.

C. Regular Meetings. Regular Meetings shall be held at various times within the year as the Board

determines. The board shall have no fewer than 6 regular meetings, one of which must include the Annual Meeting. In addition, committee meetings of the Board will be held throughout the year as necessary.

D. Special Meetings. A Special Meeting shall be held at any time. Special Meetings can be requested by the Chair (as defined below) or by any member of the Board in writing or by email. Such requests shall state the proposed date, time and place of the Special Meeting and the purpose or purposes for which the Special Meeting is to be called. Except when requested by the Chair, two (2) additional Board members must concur in writing or by email for the Special Meeting request to be valid. Special Meetings may be called without written notice but must otherwise comply with State Open Records and Meetings requirements.

E. Quorum. A quorum consists of a majority of the current number of Voting Members.

F. Notice. Written notice of Annual and Regular meetings shall be in writing and will be given at least 24 hours prior to the meeting. Written notice shall include communications through wired and wireless communications and public posting when practicable. Notices of Board Meetings shall be given and follow Georgia's Open Meetings Act and Georgia Sunshine Laws.

G. Meeting Attendance. Board Members must attend all but two scheduled Board meetings. All meetings must be attended in person although a Member may participate in up to two meetings by telephone. Members must attend the Annual Meeting in person. Participation in Board meetings by telephone shall constitute presence in person at the meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction on the grounds that the meeting is not properly called. Members who attend by telephone may participate in the meeting, but may not be counted with respect to establishing a quorum of the Board.

H. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent Trustees if the time and place be fixed at the meeting adjourned, except if the meeting is adjourned for longer than 24 hours, notice of the adjournment shall be given as specified in these Bylaws.

V. OFFICERS

A. Officers. The Board shall elect officers, consisting of a Chair ("Chair"), a Vice Chair ("Vice Chair"),

a Secretary ("Secretary") and a Chief Financial Officer ("Treasurer") (individually, any of the foregoing may be referred to as an "Officer," and collectively, they may be referred to as "Officers"). Officers shall be elected at the first meeting after the start of the school fiscal year on July 1. The corporation also may have such other officers as the Board deems advisable. The responsibilities of the Officers shall be as follows:

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the corporation's principal office, or such other place electronically or on hard copy as the Board may direct a compendium of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the corporation's Articles of Incorporation and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the corporation's monies and other valuables in the corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the corporation's funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the corporation's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office

1. Election. The Board shall elect the Officers annually at the first meeting of the fiscal year, or at a Special Meeting called for that purpose, except that Officers elected to fill vacancies shall be elected in accordance with Article V(D) below.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office through the end of the year until election of new Officers at the first meeting of the following year, or until resignation, removal of disqualification from service. There is a five consecutive year term limit on Board members serving in a given office, unless allowed by a full Board vote as an exception.

C. Removal and Resignation of Officers. The Board may remove any Officer, either with or without cause, at any time. Officers may be removed for cause by the affirmative vote of two thirds of the Board of Trustees at any meeting of the Board, notice of which shall have referred to the proposed action. Any Officer may resign at any time by giving written notice to the corporation, the resignation taking effect on receipt of the notice or at a later date as specified in the notice. Removal of the school principal shall only occur with a two-thirds majority vote of the Board.

D. Vacancies. Officer vacancies may be filled by a majority vote of the Board at any meeting of the Board.

VI. COMMITTEES

A. Board Committees. Committees of the Board shall include Standing Committees and Special Committees, as defined below. All committees must be chaired or co-chaired by a Board member. Individuals who are not Board members may be members of committees. Every committee shall be permitted to establish such subcommitees as may be necessary and to appoint any individuals to serve on such subcommittees. Each committee and subcommittee shall keep regular minutes of its proceedings and report its actions to the Board when required. B. Standing Committees. A standing committee shall consist of a chairperson and at least one other Board member, and each committee shall consist of not less than five persons. The Board shall have the following standing committees:

1. Governance Committee. The Governance Committee is commissioned by and responsible to the Board to assume the primary responsibility for matters pertaining to Board member recruitment,

nominations, orientation, training, and evaluation in accordance with the bylaws of the school as well as established policies and practices approved by the Board. The Governance Committee is also responsible for reviewing and recommending proposed changes to the bylaws when necessary, developing policies and procedures for Board and school functioning, and ensuring that such policies are implemented consistently.

2. Development and Partnerships Committee. The role of the Development and Partnership Committee is to organize the financial capacity to bolster the annual public funding at Tapestry. Responsibilities of this committee include managing and hosting fundraising activities including outreach to the philanthropic community, grants prospecting, and other fundraising campaigns and initiatives as deemed appropriate by the Board or the Committee Chair. The Committee shall also be responsible for the review, approval, oversight, and recommendation of actions related to Tapestry's outreach to partners and community members to support the school's mission and purpose.

3. Finance Committee. The Finance Committee will be chaired by the Board's Treasurer who shall work closely with the school business manager to ensure the fiscal health of the organization. The Finance Committee Chair shall ensure that appropriate auditing processes are in place to account for fiscal responsibility in the management of the corporation. The committee shall also be responsible for all facilities, to oversee that the physical assets of Tapestry are managed effectively and utilized appropriately in the delivery and support of the school's mission and purpose. This includes overseeing the development and maintenance of campus grounds, buildings, and facilities used in pursuit of Tapestry's mission.

4. Academic Excellence Committee. The role of the Academic Excellence Committee shall be to oversee the school's progress toward meeting its academic goals and success outcomes, to monitor the effectiveness of the instructional delivery model as well as the extent to which it is mission-aligned, and to develop and maintain partnerships with entities that will bolster the effectiveness of the educational program.

C. Executive Committee Role and Authority. The Board shall maintain an Executive Committee. The Executive Committee shall comprise the Chair, Vice Chair, Secretary and Treasurer and any other Board member or advisor that any member of the Executive Committee deems necessary for

designated tasks. The Executive Committee may meet separately from the entire Board but must follow the same procedures related to meeting time, agendas, and minutes as the rest of the Board. The Executive Committee shall have and may exercise all the powers and functions and shall have and may exercise the full authority of the Board in the management and direction of the corporation. Members of the Executive Committee may serve as Chair of no more than 2 standing or special committees of the Board. Members of the Executive Committee may serve as members of any standing or special committees.

D. Special Committees. By majority vote, the Board may create, appoint the members and chair of, and establish the rights, duties, and responsibilities of any Special Committees, advisory groups, boards of governors, or other designated groups as it shall deem necessary or advisable in the administration of the Board's duties.

E. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:

1. The election of Trustees.

2. The election of Officers.

3. Filling vacancies on the Board or any committee which has the authority of the Board.

4. The fixing of any Trustee compensation as a result of serving on the Board or on any committee.

5. The amendment or repeal of any Board resolution.

6. The amendment or repeal of Bylaws or the adoption of new Bylaws.

7. The appointment of other committees of the Board, or the members of the committees.

F. Procedures of Committees. The Board may prescribe the manner in which the proceedingsof any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings.

VII. SELF-DEALING TRANSACTIONS AND CONFLICTS OF INTEREST

The corporation shall not participate in any self-dealing transactions.

A. Participation in Discussions and Voting. Any Trustee shall be excused from the discussion and

not vote on any matter involving:

1. a self-dealing transaction;

2. a conflict of interest;

3. indemnification of that Trustee; or

4. any other matter at the discretion of a majority of the Trustees then present.

B. Conflict of Interest. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon, and where, applicable, the abstention from voting and participation.

The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and

2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

C. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including

reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence;

c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph C.1 and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

VIII. OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the corporation begins on July 1 of each year and ends on June 30 of the following year.

B. Interpretation of Charter. Whenever any provision of these Bylaws is in conflict with the provisions of the Charter, the provisions of these Bylaws control.

C. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of Tapestry and to inspect the physical properties of the corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed

information, specifically as it relates to all confidential student files, in addition to any obligations imposed by any applicable federal, state or local law.

D. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions, including discussions and votes. Any Trustee violating this confidence may be removed from the Board.

E. Non-Liability of Trustees. The Trustees shall not be personally liable for the corporation's debts, liabilities or other obligations.

F. Indemnification of Corporate Agents. The corporation shall indemnify any Trustee, Officer, employee or other agent of this corporation, who has been successful (1) on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he/she is, or was, the corporation's agent, or (2) in defense of any claim, issue or matter therein. In such case, the corporation will provide indemnity against expenses actually and reasonably incurred by the person in connection with such proceeding. If the corporate agent either settles any such claim or sustains a judgment against him/her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, the Georgia Nonprofit Public Benefit Corporation Law.

G. Liability Insurance. The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Trustee, Officer, employee or other agent of the corporation, against any liability other than for violating provisions of law relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of the Georgia Nonprofit Public Benefit Corporation Law.

H. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the corporation by any contract or engagement, to pledge the corporation's

credit, or to render it liable monetarily for any purpose or any amount.

I. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation may be signed by the Chair, or Treasurer.

J. Amendment. These bylaws may be adopted, amended, or repealed at any meeting of the Board of Trustees by a vote of two thirds of the Board of Trustees. Notice of a meeting to vote on adoption, amendment, or repeal of any bylaws shall include details and specification of the proposed action.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Board of Trustees of the Tapestry Public Charter School, an education Corporation duly organized and existing under the laws of the State of Georgia; that the foregoing bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing bylaws are now in full force and effect.

Approved by Board of Trustees: January 9, 2023

Exhibit 3

Tapestry Public Charter School Policy Manual
Financial Conflict of Interest Policy

Adopted: 2/8/2016
Revised:

The Tapestry Public Charter School Board adopts the following policy, effective on the date of adoption by the Board.

Sections:

I. PURPOSE
II. DEFINITIONS
1. Interested Person
2. Financial Interest
III. PROCEDURES
1. Duty to Disclose
2. Determining Whether a Conflict of Interest Exists
3. Procedures for Addressing the Conflict of Interest
4. Violations of the Conflict of Interest Policy
IV. RECORDS OF PROCEEDINGS
V. ANNUAL STATEMENTS
VI. PERIODIC REVIEWS
VII. USE OF OUTSIDE EXPERTS

I. PURPOSE

The purpose of the financial conflict of interest policy is to protect Tapestry Public Charter School's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or member of the Commission or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing financial conflict of interest applicable to government, nonprofit, and charitable organizations.

II. DEFINITIONS

1. Interested Person

Any Board member, principal officer, or member of a committee with Board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has financial interest if the person has, directly or indirectly, through business, investment, or family an actual or potential:

a) Ownership or investment interest in any entity with which the Board has a transaction or arrangement;
b) Compensation arrangement with the Board or with any entity or individual with which the Board has a transaction or arrangement;
c) Potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Board is negotiating a transaction or arrangement; or

d) Prior compensation arrangement with any entity and/or individual with which the Board is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial (consumables less than $25 or promotional items less than $25).

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the Board or appropriate committee decides that a conflict of interest exists.

III. PROCEDURES

1. Duty to Disclose

In connection with any actual, potential, or possible financial conflict of interest, an interested person must disclose the existence of the financial interest in a public Board meeting and be given the opportunity to disclose all material facts to the Board and members of committees with Board-delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Financial Conflict of Interest Exists

After disclosure of the actual, potential, or possible financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members or committee members shall decide if a conflict of interest exists. However, should the potentially interested Board member decide to follow the voluntary recusal procedure detailed below, a determination of whether a conflict of interest truly exists is unnecessary and may be waived.

3. Procedures for Addressing the Financial Conflict of Interest

a) A potentially interested person may make a presentation at a Board meeting disclosing the potential conflict of interest and opt to voluntarily recuse him or herself from any discussion and/or subsequent Board vote regarding the subject of the potential conflict of interest. Such action would eliminate the need for the Board to further address whether a conflict of interest truly exists. This procedure is unavailable to address potential conflicts of interest regarding transactions and/or compensation arrangements with interested Board members who are proffering their outside services or products for use by the Board.
b) An interested person may make a presentation at the Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
c) The Board Chair or committee chair shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
d) After exercising due diligence, the Board or committee member shall determine whether the Board can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
e) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the

disinterested Board members whether the transaction or arrangement is in the Board's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction of arrangement.

4. Violations of the Financial Conflicts of Interest Policy

a) If the Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action. Disciplinary and corrective action may include censure and referral of the matter to outside authority for additional action.

IV. RECORDS OF PROCEEDINGS

The minutes of the Board and all committees with Board-delegated powers shall contain:

a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with a possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed.
b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of the votes taken in connection with the proceedings.

V. ANNUAL STATEMENTS

Each Board member, principal officer, and member of a committee with Board-delegated powers shall receive a copy of this policy on an annual basis and affirm that such persons:

a) Have received a copy of the financial conflicts of interest policy;
b) Have read and understand the policy; and
c) Have agreed to comply with the policy.

VI. PERIODIC REVIEWS

To ensure the Board operates in a manner consistent with its legislative purposes and does not engage in illicit or improper activities, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a) Whether any compensation arrangements and benefits provided to members of the Board for their outside services determined not to be a conflict of interest by the Board following the procedures above are reasonable, based on competent survey information and the result of arm's length bargaining.
b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Board's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further legislative purposes and do not result in inurement, impermissible private benefit, or an excess benefit transaction.

VII. USE OF OUTSIDE EXPERTS

When conducting the periodic reviews as provided for in Article VI, the Board may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Tapestry Public Charter School Policy Manual
Conflicts of Interest

Adopted: 6/16/2014
Revised: NA

The Tapestry Public Charter School Board adopts the following policy, effective on the date of adoption by the Board.

Sections: **I. PURPOSE**
II. HIRING OF A FAMILIY MEMBER
III. EVALUATION OF A FAMILY MEMBER

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1. PURPOSE

It is the intent of this policy to avoid any situation wherein a conflict of interest might arise on the part of a Board member or a member of the staff of Tapestry Public Charter School without unnecessarily excluding qualified immediate family members from seeking employment opportunities with Tapestry.

For the purposes of this policy, a member of the immediate family ("family member") is defined to include spouses, domestic partners, parents, children, adopted children, brothers, sisters, brothers-in-law, sisters-in-law, fathers-in-law, mothers-in-law, step-parents, step-siblings, and step-children.

2. HIRING OF A FAMILY MEMBER

In any instance in which a member of a current employee's immediate family ("family member") applies for employment at the school, the employee shall remove himself/herself from the hiring process to the extent such that no favoritism on the part of the employee will influence the hiring for the position for which the employee's family member is applying. As consistent with the Tapestry Public Charter School Petition, spouses of Board members are not eligible for employment. It is the responsibility of the employee to notify the Principal if a family member is applying for employment at the school or if a marriage will create the potential for a conflict of interest among current employees. In the case of the Principal, it is his/her responsibility to notify the chairs of the Board and the Hiring and Personnel Committee if a family member is applying for employment at the school.

The Chair of the Personnel Committee shall confirm compliance with this policy. As well, any staff member may notify the Principal and/or the Chair of the Hiring and Personnel Committee or the Board if he/she feels this policy is not being followed. Prior to approval of the contract by the Governing Board, any family relationship must be disclosed at a public meeting.

3. EVALUATION OF A FAMILY MEMBER

The Principal shall make every effort to ensure that a staff member is not supervised or evaluated by a relative. If possible, the Principal and/or chair of the Personnel Committee shall designate another appropriate supervisor for the family member. There will be circumstances in which the related employee's supervision and evaluation of the family member cannot be entirely avoided (e.g., terms of contract, related employee is the Principal). Both parents and staff members may report any evidence of a conflict of interest or violation of this

policy to the Principal and/or the chair of the Personnel Committee or the Governing Board. Any evaluations conducted of the employee will be reviewed and signed by both the supervisor and the chair of the Personnel Committee.

Tapestry Public Charter School Policy Manual
Conflict of Interest Policy – Employee

Adopted: 7/15/2019

The Tapestry Public Charter School Board adopts the following policy, effective on the date of adoption by the Board.

Sections:
I. Purpose
II. Policy

I. Purpose

The purpose of this policy is to ensure that Tapestry Public Charter School (TPCS) employees' private financial interests and relationships do not conflict with their obligations to act objectively and with integrity as school employees.

II. Policy

A. Beyond the list of guidelines below, it is the good judgment of employees that offers the best protection against potential conflicts of interest. Employees who have questions about a potential conflict of interest should discuss the situation with the principal, assistant principal, or human resources officer.

1. Each employee has a duty to act in the best interests of the students and the school.

2. No TPCS employee shall use their influence or authority as a TPCS official to sell or effect a sale, directly or indirectly, for personal gain, to the school or to any TPCS employee.

3. No TPCS employee shall disclose confidential information concerning the school's intentions, its investments, its property development, sale, acquisition, or its purchasing or contracting activities.

4. No TPCS employee shall solicit, accept, or agree to accept gifts, loans, gratuities, entertainment, transportation, lodging, meals, any ticket of admission, discounts, payment, or service, except those of nominal value (less than $100.00), from any employee, student, parent, person, firm, or corporation that to their knowledge is interested directly or indirectly in any manner whatsoever in business dealings with the school; provided, however, that an elected official who is a candidate for public office may accept campaign contributions and services in connection with any campaign.

5. If an employee accepts items or services of nominal value, the gift must be disclosed to the principal. Advertising items and instructional products that are widely distributed may be accepted.

Expressions of good will from the community as a token of retirement or a job well done may be accepted.

6. No TPCS employee shall accept outside employment or business activity with obligations that may conflict, or appear to conflict, with the interests of TPCS, nor shall the employee conduct activities related to outside employment during the school/business day.

7. Teachers employed by TPCS shall not teach or coach for pay any TPCS student during the regular school day. Teachers shall not tutor for pay any TPCS students they directly teach.

8. No TPCS employee shall advertise business or professional services or use system resources for personal or commercial enterprise.

9. No TPCS employee shall use their influence or authority as a TPCS official to affect the employment of a relative as defined herein, including hourly employees, contractors, and vendors. Such influence and/or authority includes participation in decisions regarding hiring, reappointment, placement, evaluation, rate of pay, salary increases, promotion, tenure, monetary awards, and/or discipline, even when the related employees are not in the same line of supervision or authority.

10. No TPCS employee shall use their influence or authority as a TPCS official to affect the employment of an individual with whom they are engaged in a dating or romantic relationship, including hourly employees, contractors, and vendors. Such influence and/or authority includes participation in decisions regarding hiring, reappointment, placement, evaluation, rate of pay, salary increases, promotion, tenure, monetary awards, and/or discipline, even when the employees are not in the same line of supervision or authority.

11. For the purpose of this policy, relatives are defined as individuals who are related by blood, marriage, or adoption, including but not limited to the following relationships: spouse, child, stepchild, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, aunt, uncle, niece, nephew, parent-in-law, daughter-in-law, son-in-law, brother-in-law, sister-in-law, any other relative living in the household of the employee, a person who is engaged to be married to the employee or who otherwise holds themself out as, or is generally known as, the person whom the employee intends to marry or with whom the employee intends to form a household, or any other natural person having the same legal residence as the employee.

B. Consultants or temporary employees who are retained by TPCS shall be subject to this policy.

C. In the event that a potential conflict of interest situation arises, the employee who suspects the conflict should notify the principal, assistant principal, and/or human resources officer. Employees who perform this reporting function in good faith will not be subject to any reprisal. Any employee who violates the policy shall be subject to discipline up to and including termination of employment. Any contract or subcontract made in violation of this policy may be voided and subject to termination.

Exhibit 4

Please see the attached signed Conflict of Interest Forms.

The Tapestry Public Charter School Board (alphabetical order):

1	Baker, Suzanne	Board Member
2	Clairborne, Maiysha	Board Member
3	Colburn, Lindsay	Board Member
4	Guerra, Karen	Board Member
5	Guthrie, Arlette	Board Member
6	Hall, Michelle	Board Member, Development/Partnerships Chair
7	Hilton, Amy	Board Member, Governance Chair
8	Mizell, Jason	Board Member, Replication Chair
9	Radford, Elizabeth (Beth)	Board Chair
10	Reimer, Heather	Board Member, Academic Excellence Chair
11	Storey, Kiesha	Board Member
12	Taylor, Michael	Board Vice Chair
13	Thornton, Cicely	Board Secretary
14	Visel, Brian	Board CFO

Tapestry Public Charter School Administration (alphabetical order):

1	Allen, Nicole	Assistant Principal
2	Kepler, Maria	Assistant Principal
3	Tyson, Matthew	Principal/CEO

conflict of interest form: include in exhibit 4

INSTRUCTIONS: Each founding and/or governing board member, the proposed school leader, CFO/Business Manager must complete a COI form. If you answer "yes" to any of the following questions, please provide a substantive explanation on a separate sheet of paper, label explanations with the number of the corresponding question and attach explanations behind the corresponding COI form in exhibit 4.

1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes_	No MSB
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other legal entity contracting with the proposed charter school?	Yes_	No MSB
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	Yes_	No MSB
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes_	No MSB
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	Yes_	No MSB
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	Yes_	No MSB
7.	Did you or your spouse provide any startup funds to the proposed charter school?	Yes_	No MSB
8.	Did or do you or your spouse, or other members of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7?	Yes_	No MSB
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board?	Yes_	No MSB
10.	Do you currently serve as a member of the Board of any public charter school?	Yes MSB	No_
11.	Do you currently serve as a public official?	Yes_	No MSB
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	Yes MSB	No_
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	Yes_	No MSB

Signature: M. Suzanne Baker	**School Role:** Founding Board Member
Legibly Printed Name: M. Suzanne Baker	**Date Signed:** 1/27/2025
Name of Proposed Charter School: Tapestry Public Charter School Clayton County	

10. I serve on the board of Tapestry Public Charter School in DeKalb County School District.

12. I served as a founding board member for Tapestry Public Charter School in DeKalb County School District in 2014. I also served as a board member when the Tapestry Board submitted a replication application to Atlanta Public Schools in 2023 and 2024.

conflict of interest form: include in exhibit 4

INSTRUCTIONS: Each founding and/or governing board member, the proposed school leader, CFO/Business Manager must complete a COI form. If you answer "yes" to any of the following questions, please provide a substantive explanation on a separate sheet of paper, label explanations with the number of the corresponding question and attach explanations behind the corresponding COI form in exhibit 4.

1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes_	No
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other legal entity contracting with the proposed charter school?	Yes_	No
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	Yes_	No
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes_	No
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	Yes_	No
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	Yes_	No
7.	Did you or your spouse provide any startup funds to the proposed charter school?	Yes_	No
8.	Did or do you or your spouse, or other members of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7?	Yes_	No
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board?	Yes_	No
10.	Do you currently serve as a member of the Board of any public charter school?	Yes	No__
11.	Do you currently serve as a public official?	Yes_	No
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	Yes	No__
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	Yes_	No

Signature:	**School Role:** Board member
Legibly Printed Name: Maiysha Clairborne	**Date Signed:** 1/27/25
Name of Proposed Charter School: Tapestry Public Charter School Clayton County	

(10.) Currently on the Tapestry Charter Board

(12.) Was serving on the board during the time we Applied to establish/replicate in A.P.S.

conflict of interest form: include in exhibit 4

INSTRUCTIONS: Each founding and/or governing board member, the proposed school leader, CFO/Business Manager must complete a COI form. If you answer "yes" to any of the following questions, please provide a substantive explanation on a separate sheet of paper, label explanations with the number of the corresponding question and attach explanations behind the corresponding COI form in exhibit 4.

1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes_	No LC
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other legal entity contracting with the proposed charter school?	Yes_	No LC
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	Yes_	No LC
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes_	No LC
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	Yes_	No LC
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	Yes_	No LC
7.	Did you or your spouse provide any startup funds to the proposed charter school?	Yes_	No LC
8.	Did or do you or your spouse, or other members of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7?	Yes_	No LC
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board?	Yes_	No LC
10.	Do you currently serve as a member of the Board of any public charter school?	Yes LC	No__
11.	Do you currently serve as a public official?	Yes_	No LC
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	Yes LC	No__
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	Yes_	No LC

Signature: Lindsay Calhoun	**School Role:** Governing Board Member
Legibly Printed Name: L Calhoun	**Date Signed:** 1/27/2025
Name of Proposed Charter School: Tapestry Public Charter School Clayton County	

12) Board member during APS charter application process.

conflict of interest form: include in exhibit 4

INSTRUCTIONS: Each founding and/or governing board member, the proposed school leader, CFO/Business Manager must complete a COI form. If you answer "yes" to any of the following questions, please provide a substantive explanation on a separate sheet of paper, label explanations with the number of the corresponding question and attach explanations behind the corresponding COI form in exhibit 4.

1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes_	No KG
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other legal entity contracting with the proposed charter school?	Yes_	No KG
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	Yes_	No KG
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes_	No KG
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	Yes_	No KG
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	Yes_	No KG
7.	Did you or your spouse provide any startup funds to the proposed charter school?	Yes_	No KG
8.	Did or do you or your spouse, or other members of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7?	Yes_	No KG
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board?	Yes_	No KG
10.	Do you currently serve as a member of the Board of any public charter school?	Yes_	No KG
11.	Do you currently serve as a public official?	Yes_	No KG
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	Yes KG	No_
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	Yes_	No KG

Signature:	**School Role:** Governing Board
Legibly Printed Name: Karen Guerra	**Date Signed:** 01/27/25
Name of Proposed Charter School: Tapestry Public Charter School Clayton County	

12. Applied for APS (2024)

conflict of interest form: include in exhibit 4

INSTRUCTIONS: Each founding and/or governing board member, the proposed school leader, CFO/Business Manager must complete a COI form. If you answer "yes" to any of the following questions, please provide a substantive explanation on a separate sheet of paper, label explanations with the number of the corresponding question and attach explanations behind the corresponding COI form in exhibit 4.

1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes_	No✓ aG
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other legal entity contracting with the proposed charter school?	Yes_	No✓ aG
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	Yes_	No✓ aG
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes_	No✓ aG
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	Yes_	No✓ aG
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	Yes_	No✓ aG
7.	Did you or your spouse provide any startup funds to the proposed charter school?	Yes_	No✓ aG
8.	Did or do you or your spouse, or other members of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7?	Yes_	No✓ aG
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board?	Yes_	No✓ aG
10.	Do you currently serve as a member of the Board of any public charter school?	Yes✓ aG	No_
11.	Do you currently serve as a public official?	Yes_	No✓ aG
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	Yes_	No✓ aG
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	Yes_	No✓ aG

Signature:	**School Role:** Board Member
Legibly Printed Name: Arlette Guthrie	**Date Signed:** 1/27/25
Name of Proposed Charter School: Tapestry Public Charter School Clayton County	

10) I am a board member for Tapestry Charter School since 7/2024.

Arlette Guthrie

conflict of interest form: include in exhibit 4

INSTRUCTIONS: Each founding and/or governing board member, the proposed school leader, CFO/Business Manager must complete a COI form. If you answer "yes" to any of the following questions, please provide a substantive explanation on a separate sheet of paper, label explanations with the number of the corresponding question and attach explanations behind the corresponding COI form in exhibit 4.

1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes_	No MH
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other legal entity contracting with the proposed charter school?	Yes_	No MH
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	Yes_	No MH
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes_	No MH
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	Yes_	No MH
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	Yes_	No MH
7.	Did you or your spouse provide any startup funds to the proposed charter school?	Yes_	No MH
8.	Did or do you or your spouse, or other members of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7?	Yes_	No MH
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board?	Yes_	No MH
10.	Do you currently serve as a member of the Board of any public charter school?	Yes MH	Nc__
11.	Do you currently serve as a public official?	Yes_	No MH
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	Yes_	No MH
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	Yes_	No MH

Signature: Michelle Hall	**School Role:** Board / Governance
Legibly Printed Name: Michelle Hall	**Date Signed:** 1/27/2025
Name of Proposed Charter School: Tapestry Public Charter School Clayton County	

TAPESTRY PUBLIC CHARTER SCHOOL

Robin Aldrich <raldrich@tapestrycharter.org>

Replication - conflict of interest form

Michelle Hall <michelle.hall@tapestrycharter.org> Fri, Jan 31, 2025 at 8:11 AM
To: Robin Aldrich <raldrich@tapestrycharter.org>

I'm currently a member of the TPCS board so my answer to #10 is yes.
[Quoted text hidden]

conflict of interest form: include in exhibit 4

INSTRUCTIONS: Each founding and/or governing board member, the proposed school leader, CFO/Business Manager must complete a COI form. If you answer "yes" to any of the following questions, please provide a substantive explanation on a separate sheet of paper, label explanations with the number of the corresponding question and attach explanations behind the corresponding COI form in exhibit 4.

1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes_	No AWH
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other legal entity contracting with the proposed charter school?	Yes_	No AWH
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	Yes_	No AWH
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes_	No AWH
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	Yes_	No AWH
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	Yes_	No AWH
7.	Did you or your spouse provide any startup funds to the proposed charter school?	Yes_	No AWH
8.	Did or do you or your spouse, or other members of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7?	Yes_	No AWH
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board?	Yes_	No AWH
10.	Do you currently serve as a member of the Board of any public charter school?	Yes AWH	No_
11.	Do you currently serve as a public official?	Yes_	No AWH
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	Yes AWH	No_
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	Yes_	No AWH

Signature:	**School Role:** Governance Chair
Legibly Printed Name: Amy Hilton	**Date Signed:** 11/27/25
Name of Proposed Charter School: Tapestry Public Charter School Clayton County	

10 Serve on Tapestry Dekalb currently

12. We do not board applied to establish / replicate Tapestry in AFS

conflict of interest form: include in exhibit 4

INSTRUCTIONS: Each founding and/or governing board member, the proposed school leader, CFO/Business Manager must complete a COI form. If you answer "yes" to any of the following questions, please provide a substantive explanation on a separate sheet of paper, label explanations with the number of the corresponding question and attach explanations behind the corresponding COI form in exhibit 4.

1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes_	No X
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other legal entity contracting with the proposed charter school?	Yes_	No X
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	Yes_	No X
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes_	No X
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	Yes_	No X
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	Yes_	No X
7.	Did you or your spouse provide any startup funds to the proposed charter school?	Yes_	No X
8.	Did or do you or your spouse, or other members of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7?	Yes_	No X
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board?	Yes_	No X
10.	Do you currently serve as a member of the Board of any public charter school?	Yes X	No_
11.	Do you currently serve as a public official?	Yes_	No X
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	Yes_	No X
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	Yes_	No X

Signature: Joan M	**School Role:** Board Member
Legibly Printed Name: Dr Joan Mizell	**Date Signed:** 1/27/2025
Name of Proposed Charter School: Tapestry Public Charter School Clayton County	

Dr. Jason Mizell

1/27/2025

#10 I currently serve on Tapestry Public Charter School DeKalb!

conflict of interest form: include in exhibit 4

INSTRUCTIONS: Each founding and/or governing board member, the proposed school leader, CFO/Business Manager must complete a COI form. If you answer "yes" to any of the following questions, please provide a substantive explanation on a separate sheet of paper, label explanations with the number of the corresponding question and attach explanations behind the corresponding COI form in exhibit 4.

1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes_	No EPR
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other legal entity contracting with the proposed charter school?	Yes_	No EPR
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	Yes_	No EPR
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes_	No EPR
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	Yes_	No EPR
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	Yes_	No EPR
7.	Did you or your spouse provide any startup funds to the proposed charter school?	Yes_	No EPR
8.	Did or do you or your spouse, or other members of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7?	Yes_	No EPR
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board?	Yes_	No EPR
10.	Do you currently serve as a member of the Board of any public charter school?	Yes EPR	No_
11.	Do you currently serve as a public official?	Yes_	No EPR
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	Yes EPR	No_
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	Yes_	No EPR

Signature: Elizabeth P. Radford	**School Role:** Board Chair
Legibly Printed Name: Elizabeth P. Radford	**Date Signed:** 1/27/25
Name of Proposed Charter School: Tapestry Public Charter School Clayton County	

TAPESTRY PUBLIC CHARTER SCHOOL

Robin Aldrich <raldrich@tapestrycharter.org>

Responses to questions

1 message

Beth Radford <beth@tapestrycharter.org> Thu, Jan 30, 2025 at 11:34 AM
To: Robin Aldrich <raldrich@tapestrycharter.org>

Please see below:

10) I currently serve on Tapestry's board.
12) I was on Tapestry's board when Tapestry applied to Atlanta Public Schools to start a charter school within APS.

conflict of interest form: include in exhibit 4

INSTRUCTIONS: Each founding and/or governing board member, the proposed school leader, CFO/Business Manager must complete a COI form. If you answer "yes" to any of the following questions, please provide a substantive explanation on a separate sheet of paper, label explanations with the number of the corresponding question and attach explanations behind the corresponding COI form in exhibit 4.

1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes_	No HR
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other legal entity contracting with the proposed charter school?	Yes_	No HR
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	Yes_	No HR
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes_	No HR
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	Yes_	No HK
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	Yes_	No HK
7.	Did you or your spouse provide any startup funds to the proposed charter school?	Yes_	No HK
8.	Did or do you or your spouse, or other members of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7?	Yes_	No HR
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board?	Yes_	No HK
10.	Do you currently serve as a member of the Board of any public charter school?	Yes HR	No__
11.	Do you currently serve as a public official?	Yes_	No HK
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	Yes HK	No__
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	Yes_	No HK

Signature: HR	**School Role:** Governing Board Member
Legibly Printed Name: Heather Reimer	**Date Signed:** 11/7/2025
Name of Proposed Charter School: Tapestry Public Charter School Clayton County	

10. Governing Board Member for Tapestry Public Charter School, Dekalb County.

12 As a member of Tapestry Public Charter School's Governing Board, applied for replication in Atlanta Public Schools.

conflict of interest form: include in exhibit 4

INSTRUCTIONS: Each founding and/or governing board member, the proposed school leader, CFO/Business Manager must complete a COI form. If you answer "yes" to any of the following questions, please provide a substantive explanation on a separate sheet of paper, label explanations with the number of the corresponding question and attach explanations behind the corresponding COI form in exhibit 4.

1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes_	No KAS
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other legal entity contracting with the proposed charter school?	Yes_	No KAS
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	Yes_	No KAS
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes_	No KAS
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	Yes_	No KAS
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	Yes_	No KAS
7.	Did you or your spouse provide any startup funds to the proposed charter school?	Yes_	No KAS
8.	Did or do you or your spouse, or other members of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7?	Yes_	No KAS
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board?	Yes_	No KAS
10.	Do you currently serve as a member of the Board of any public charter school?	Yes KAS	No_
11.	Do you currently serve as a public official?	Yes KAS	No_
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	Yes_	No KAS
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	Yes_	No KAS

Signature: [signature]	**School Role:** Board Member
Legibly Printed Name: Kiesha K. Storey	**Date Signed:** 1/27/25
Name of Proposed Charter School: Tapestry Public Charter School Clayton County	

10. I currently serve on the Board of Tapestry Public Charter School

11. I am a judge in Dekalb County State Court.

conflict of interest form: include in exhibit 4

INSTRUCTIONS: Each founding and/or governing board member, the proposed school leader, CFO/Business Manager must complete a COI form. If you answer "yes" to any of the following questions, please provide a substantive explanation on a separate sheet of paper, label explanations with the number of the corresponding question and attach explanations behind the corresponding COI form in exhibit 4.

1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes_	No✓
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other legal entity contracting with the proposed charter school?	Yes_	No✓
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	Yes_	No✓
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes_	No✓
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	Yes_	No✓
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	Yes_	No✓
7.	Did you or your spouse provide any startup funds to the proposed charter school?	Yes_	No✓
8.	Did or do you or your spouse, or other members of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7?	Yes_	No✓
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board?	Yes_	No✓
10.	Do you currently serve as a member of the Board of any public charter school?	Yes✓	No_
11.	Do you currently serve as a public official?	Yes_	No✓
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	Yes✓	No_
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	Yes_	No✓

Signature:	**School Role:** Vice Chair
Legibly Printed Name: Michael Taylor	**Date Signed:** 1/27/2025
Name of Proposed Charter School: Tapestry Public Charter School Clayton County	

10. Board member - Vice Chair DeKalb County Tapestry Public Charter School

12. Board member - CFO for Tapestry Public School throughout the application process to replicate Tapestry in Atlanta Public School system

conflict of interest form: include in exhibit 4

INSTRUCTIONS: Each founding and/or governing board member, the proposed school leader, CFO/Business Manager must complete a COI form. If you answer "yes" to any of the following questions, please provide a substantive explanation on a separate sheet of paper, label explanations with the number of the corresponding question and attach explanations behind the corresponding COI form in exhibit 4.

1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes_	No CT
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other legal entity contracting with the proposed charter school?	Yes_	No CT
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	Yes_	No CT
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes_	No CT
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	Yes_	No CT
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	Yes_	No CT
7.	Did you or your spouse provide any startup funds to the proposed charter school?	Yes_	No CT
8.	Did or do you or your spouse, or other members of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7?	Yes_	No CT
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board?	Yes_	No CT
10.	Do you currently serve as a member of the Board of any public charter school?	Yes CT	No__
11.	Do you currently serve as a public official?	Yes_	No CT
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	Yes CT	No__
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	Yes_	No CT

Signature: Icely C. Thornton	**School Role:** BOD - SECRETARY
Legibly Printed Name: ICELY THORNTON	**Date Signed:** 27 JAN 2025
Name of Proposed Charter School: Tapestry Public Charter School Clayton County	

 Shirley Thornton

10- on BOD of Tapestry

12- on BOD when applied to APS

conflict of interest form: include in exhibit 4

INSTRUCTIONS: Each founding and/or governing board member, the proposed school leader, CFO/Business Manager must complete a COI form. If you answer "yes" to any of the following questions, please provide a substantive explanation on a separate sheet of paper, label explanations with the number of the corresponding question and attach explanations behind the corresponding COI form in exhibit 4.

1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes_	No BV
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other legal entity contracting with the proposed charter school?	Yes_	No BV
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	Yes_	No BV
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes_	No BV
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	Yes_	No BV
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	Yes_	No BV
7.	Did you or your spouse provide any startup funds to the proposed charter school?	Yes_	No BV
8.	Did or do you or your spouse, or other members of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7?	Yes_	No BV
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board?	Yes_	No BV
10.	Do you currently serve as a member of the Board of any public charter school?	Yes BV	No__
11.	Do you currently serve as a public official?	Yes_	No BV
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	Yes BV	No__
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	Yes_	No BV

Signature: BV	**School Role:** CFO / BOARD MEMBER
Legibly Printed Name: BRIAN VISEL	**Date Signed:** 1/27/2025
Name of Proposed Charter School: Tapestry Public Charter School Clayton County	

10. TAPESTRY PUBLIC CHARTER SCHOOL - DEKALB

12. ATLANTA PUBLIC SCHOOLS

conflict of interest form: include in exhibit 4

INSTRUCTIONS: Each founding and/or governing board member, the proposed school leader, CFO/Business Manager must complete a COI form. If you answer "yes" to any of the following questions, please provide a substantive explanation on a separate sheet of paper, label explanations with the number of the corresponding question and attach explanations behind the corresponding COI form in exhibit 4.

1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes_	No KA
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other legal entity contracting with the proposed charter school?	Yes_	No KA
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	Yes_	No KA
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes_	No KA
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	Yes_	No KA
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	Yes KA	No__
7.	Did you or your spouse provide any startup funds to the proposed charter school?	Yes_	No KA
8.	Did or do you or your spouse, or other members of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7?	Yes_	No KA
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board?	Yes_	No KA
10.	Do you currently serve as a member of the Board of any public charter school?	Yes_	No KA
11.	Do you currently serve as a public official?	Yes_	No KA
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	Yes_	No KA
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	Yes_	No KA

Signature: K. Allen	**School Role:** Assistant Principal
Legibly Printed Name: Karen Allen	**Date Signed:** 1/27/2025
Name of Proposed Charter School: Tapestry Public Charter School Clayton County	

Karen Nicole Hill

#6. One of the two current assistant principals will be promoted to the principal position of the new school.

conflict of interest form: include in exhibit 4

INSTRUCTIONS: Each founding and/or governing board member, the proposed school leader, CFO/Business Manager must complete a COI form. If you answer "yes" to any of the following questions, please provide a substantive explanation on a separate sheet of paper, label explanations with the number of the corresponding question and attach explanations behind the corresponding COI form in exhibit 4.

1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes_	No N/A
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other legal entity contracting with the proposed charter school?	Yes_	No N/A
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	Yes_	No N/A
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes_	No N/A
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	Yes_	No N/A
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	Yes N/A	No__
7.	Did you or your spouse provide any startup funds to the proposed charter school?	Yes_	No N/A
8.	Did or do you or your spouse, or other members of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7?	Yes_	No N/A
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board?	Yes_	No N/A
10.	Do you currently serve as a member of the Board of any public charter school?	Yes_	No N/A
11.	Do you currently serve as a public official?	Yes_	No N/A
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	Yes_	No N/A
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	Yes_	No N/A

Signature: María Alejandra Kepler	**School Role:** Assistant Principal
Legibly Printed Name: María-Alejandra Kepler	**Date Signed:** 11:25
Name of Proposed Charter School: Tapestry Public Charter School Clayton County	

conflict of interest form: include in exhibit 4

INSTRUCTIONS: EACH FOUNDING AND/OR GOVERNING BOARD MEMBER, THE PROPOSED SCHOOL LEADER, CFO/BUSINESS MANAGER MUST COMPLETE A COI FORM. IF YOU ANSWER "YES" TO ANY OF THE FOLLOWING QUESTIONS, PLEASE PROVIDE A SUBSTANTIVE EXPLANATION ON A SEPARATE SHEET OF PAPER, LABEL EXPLANATIONS WITH THE NUMBER OF THE CORRESPONDING QUESTION AND ATTACH EXPLANATIONS BEHIND THE CORRESPONDING COI FORM IN EXHIBIT 4.

1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes_	No✓
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other legal entity contracting with the proposed charter school?	Yes_	No✓
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	Yes_	No✓
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes_	No✓
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	Yes_	No✓
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	Yes✓	No_
7.	Did you or your spouse provide any startup funds to the proposed charter school?	Yes_	No✓
8.	Did or do you or your spouse, or other members of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7?	Yes_	No✓
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board?	Yes_	No✓
10.	Do you currently serve as a member of the Board of any public charter school?	Yes_	No✓
11.	Do you currently serve as a public official?	Yes_	No✓
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	Yes_	No✓
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	Yes_	No✓

Signature:	[signature]	**School Role:**	Principal / CEO
Legibly Printed Name:	Matthew Tyson	**Date Signed:**	2/10/25
Name of Proposed Charter School: Tapestry Public Charter School Clayton County			

Matt Tyson

6. I plan to be employed by the proposed Charter school.

Exhibit 5

Training Plan for Tapestry Public Charter School Board

As each Board Member joins the Board, they meet with the Covernace Chair to discuss expectations, review bylaws, and review global practices and core governance principles.

The Board generally schedules this at the beginning of the school year, and Board training for the 2024-2025 school year will occur on March 3rd, 2025 and will cover 3 of the 6 hours of training. The remaining 3 hours will take place at a later date.

The individual Board members will complete their remaining hours of training by viewing webinars available through the Georgia Charter School Association.

Annual Required Training Topics for **Members**
New and Tenured Members must receive six (6) hours of training annually by June 30 on the following topics:

- Three (3) hours of sound fiscal and budget management for state charter schools;
- One (1) hour of best practices on charter school governance and the constitutional and statutory requirements relating to public records and meetings;
- One (1) hour of updates to the legal requirements of applicable statutes, rules, regulations, and policies; and
- One (1) hour of oversight of state charter school performance, academic accountability, or related topics.

Additional Annual Required Training Topics for **New Members**
New Board members will complete the new board member training totaling **additional six** (6) hours of training covering the following topics, within the first 12 months of their being on the Board:

- Two (2) hours of sound fiscal and budget management for state charter schools, including introductory information on enrollment, funding considerations, and budgeting; State Charter School Governance Training Guidance p. 2
- One (1) hour of the foundation of legal requirements for governing board members and state charter schools;
- One (1) hour of state charter school and nonprofit organization governance basics;
- One (1) hour of requirements and basics for serving students with disabilities, homeless students, and students with limited English proficiency; and
- One (1) hour of academic accountability basics for state charter schools.

Exhibit 6

1	**Introduction:** Locally-approved charter school non-profit governing boards must have decision-making authority in all areas, including personnel decisions, financial decisions and resource allocation, curriculum and instruction, establishing and monitoring the achievement of school improvement goals, and school operations. The columns in the chart below describe the authority that must be exercised by a charter school's governing board, management, and school district respectively. There are also columns provided for other common charter school partners (if applicable).						
2	**Instructions**: Applicants must submit a proposed version of this chart that shows how roles and responsibilities are and/or will be shared for their particular charter school. If any checkmarks are deleted or added, applicants must highlight in yellow those cells where a checkmark was deleted or added.						
3	**Locally-Approved Charter School Partners Roles and Responsibilities Chart**						
4	**Personnel Decisions**	**Charter School Nonprofit Governing Board**	**Charter School Management**	**Local School District***	**Post-Secondary Education Partner(s) (if applicable)**	**Business Partner(s) (if applicable)**	**Community Partner(s) (if applicable)**
5	Select, retain, transfer, promote, demote, and/or terminate the principal or school leader	x					
6	Evaluate the principal or school leader (LKES)	x					
7	Select, retain, transfer, promote, demote, and/or terminate faculty and all other staff		x				
8	Evaluate the teachers (TKES) and all other staff		x				
9	Determine whether teacher certification will be required	x	x				
10	Plan professional development for staff		x				
11	**Financial Decisions and Resource Allocation**	**Charter School Nonprofit Governing Board**	**Charter School Management**	**Local School District***	**Post-Secondary Education Partner(s) (if applicable)**	**Business Partner(s) (if applicable)**	**Community Partner(s) (if applicable)**
12	Determine number and type of personnel positions budgeted, including qualifications, roles, and job descriptions	x	x				
13	Establish compensation model including salary ranges, bonus or performance-based increases, supplements, and personal and professional leave, health, dental, disability, and other benefit plans offered (other than TRS, which is mandated) for all employees	x	x				
14	Set budget priorities with funds received that are aligned with school improvement plan, including personnel, curriculum, supply, equipment, maintenance, operations, and all other costs	x	x				
15	Ensure school receives all per-pupil and other funding to which it is entitled by agreement with the local district (its fiscal agent)	x	x	x			
16	Raise additional funds through fundraising efforts	x	x				
17	Exercise discretion over expenditure for all state and local funds and, as permissible, federal funds		x				
18	Final school budget approval	x					
19	Establish financial policies and standard operating procedures	x					
20	Maintain a reserve fund	x					

21	Determine facility uses	x	x				
22	Ensure sound fiscal management and monitor budget implementation	x	x				
23	**Curriculum and Instruction**	**Charter School Nonprofit Governing Board**	**Charter School Management**	**Local School District***	**Post-Secondary Education Partner(s) (if applicable)**	**Business Partner(s) (if applicable)**	**Community Partner(s) (if applicable)**
24	Recommend/Adopt instructional delivery model	x	x				
25	Recommend/Adopt curriculum, including any changes in curriculum as needed to improve student achievement	x	x				
26	Recommend/Adopt courses and programs to offer	x	x				
27	Recommend/Adopt textbooks, technology, and instructional materials	x	x				
28	Recommend/Establish additional graduation requirements	x	x				
29	Recommend/Adopt course and credit requirements, including technology and physical education skill requirements	x	x				
30	Recommend/Adopt seat time requirements	x	x				
31	Recommend/Adopt opportunities for student acceleration/remediation	x	x				
32	Create or modify Career Pathway curricula	x	x				
33	Choose dual enrollment options	x	x				
34	Choose credit recovery options	x	x				
35	Utilize online learning platforms (e.g., Georgia Virtual School)		x				
36	Establish additional mastery level requirements for performance	x	x				
37	Select additional formative and/or summative assessments to determine student levels of mastery and growth	x	x				
38	Establish delivery model, scheduling, staffing, and supplemental services for English Learner (EL), special education (SPED), gifted, and remedial programs	x	x				
39	Establish curriculum maps, pacing charts, and methods for monitoring the curriculum		x				
40	Establish lesson plan requirements for teachers		x				
41	Establish placement and promotion criteria	x	x				
42	Set grading and reporting policies, plans, process, schedules, and formats	x	x				
43	**Establishing and Monitoring the Achievement of School Improvement Goals**	**Charter School Nonprofit Governing Board**	**Charter School Management**	**Local School District***	**Post-Secondary Education Partner(s) (if applicable)**	**Business Partner(s) (if applicable)**	**Community Partner(s) (if applicable)**
44	Complete self-assessment based on Georgia School Performance Standards		x				
45	Develop actions, strategies, and interventions with faculty and staff (i.e., school improvement plan)		x				

46	Set a timeline for implementing school improvement timeline	x	x				
47	Set a budget for implementing school improvement timeline	x	x				
48	Recommend/Approve school improvement plan and provide oversight of its implementation	x	x				
49	Hold principal or school leader accountable for school improvement plan implementation and timeline	x					
50	Hold faculty and staff accountable for school improvement plan implementation and timeline		x				
51	Evaluate success of school improvement plan and recommend/make revisions as needed	x	x				
52	Regularly communicate student and school performance data to all stakeholders		x				
53	**School Operations**	**Charter School Nonprofit Governing Board**	**Charter School Management**	**Local School District***	**Post-Secondary Education Partner(s) (if applicable)**	**Business Partner(s) (if applicable)**	**Community Partner(s) (if applicable)**
54	Provide input into school operations that are consistent with school improvement and charter goals, including establishing human resources policies, procedures, and handbooks	x	x				
55	Establish work schedules of faculty and staff (e.g., hours per day, days per year, calendars)		x				
56	Establish experience, training, and other matters related to substitute teachers		x				
57	Recommend/Set school daily, weekly, and annual school calendar and class schedules, including length of school year, holidays, early release days, etc.	x	x				
58	Recommend/Approve professional development vendors and resources	x	x				
59	Manage day-to-day human resources		x				
60	HR processing, including employment contracts and benefits administration		x				
61	Recommend/Select co-curricular and extracurricular activities	x	x				
62	Establish after-school and Saturday programs as needed	x	x				
63	Set enrichment and/or advisory periods as needed		x				
64	Establish field trips, including locations and date		x				
65	Set class size and student-teacher ratios	x	x				
66	Set staff-to-student ratios for non-class times (e.g., lunch, recess, specials, transitions)	x	x				
67	Establish school partnerships for school growth	x	x				
68	Develop communications strategies, including stakeholder surveys, parent involvement, volunteer support	x	x				
69	Select/Approve vendors aligned with school needs	x	x				

70	Manage transportation decisions, including authority to contract for transportation service	x	x				
71	Select information systems (e.g., Student Information System, financial information systems)	x	x				
72	Manage the facility or facilities that are owned and operated by the school system for use by the charter school	x	x				
73	Approve/manage the food service agreement with a vendor or the school system	x	x				
74	Establish school size	x	x				
75	Establish school grade span different from typical primary, elementary, middle, and high public school models (e.g., 4-8, K-8, K-12)	x	x				
76	Establish attendance policies	x	x				
77	Establish student code of conduct and behavior policies, plans, processes, and formats	x	x				
78	Adopt and implement a marketing plan that is inclusive in its recruitment and retention of all students	x	x				
79	Ensure access to support to address the physical, social, financial, and emotional needs of students in the school	x	x				
	**The LBOE retains its constitutional authority*						

Exhibit 7

Tapestry Public Charter School Clayton County - Lottery information

We currently use a web based software system, Lotterease, for our lottery. The following 3 pages are printouts from that system, which show the information that is requested for each applicant.

Lotterease allows users to choose from 13 languages using their embedded Google Language menu.

If an applicant's parent/guardian does not have access to a computer or the internet, our registrar will help with registering for the lottery either through a phone call or in person.

TPCSCC Proposed Recruitment/Lottery/Enrollment Dates

	SY 2026-2027	SY 2027-2028	SY 2028-2029
Recruitment	Summer 2025 - Feb.13, 2026	Summer 2026 - Feb. 12, 2027	Summer 2027 - Feb. 18, 2028
Lottery Opens	Monday, Dec. 8, 2025	Monday, Dec. 7, 2026	Monday, Dec. 6, 2027
Lottery Closes	Friday, Feb. 13, 2026	Friday, Feb. 12, 2027	Friday, Feb. 18, 2028
Enrollment Lottery	Friday, Feb. 27, 2026	Friday, Feb. 26, 2027	Friday, Feb. 25, 2028
Registration of Students	Mar. 1 - Oct. 1, 2026	Mar. 1 - Oct. 1, 2027	Mar. 1 - Oct. 1, 2028

Select Language ▼

Lotteryease

Tapestry Public Charter School

change school

FACULTY | PARENTS | CONTACT

APPLICANTS LIST

REGISTRATION

LOGIN

Enter your information below to create an account. If you already have an account, click 'Login' on the left. Note, this is your information and not your child's information.

By providing your mobile phone number, you agree to receive text messages from the school that you are applying to. Privacy Policy

First Name:

Last Name:

No Address: ☐ Family has no permanent address.

Address1:

Address2:

City:

State:

Zip Code:

Phone:

Email:

Email Verification:

Password:

Password Verification:

Submit

Lotterease

This ad helps your school pay for Lotterease!

Select Language ▼

Tapestry Public Charter School

APPLICANTS | LOTTERIES | ADMIN | LOGOUT

FIND PARENT

FIND CHILD

PARENT ACCOUNT

CHILD

ADD SIBLING

Enter the child's information below, using their legal name, to add them to the parent's account.

You will be able to enter additional children if necessary.

First Name:

Middle Name:

Last Name:

Suffix:

Date of Birth:

Submit

Select Language ▼

Tapestry Public Charter School

APPLICANTS | LOTTERIES | ADMIN | LOGOUT

FIND PARENT
FIND CHILD
PARENT ACCOUNT
CHILD
SIBLING
ADD SIBLING

Check all Application Preference Groups that apply, if any. Click 'Submit' to complete the lottery registration.

Sibling Account is currently in the preference group(s): Applicant Sibling.

Application Preference Groups:

- ☐ Child of Current Full-Time Tapestry Employee
  Applicant's parent or guardian is a full-time Tapestry employee.
- ☐ Child of current Tapestry Board Member
  Applicant's parent or guardian is a current Tapestry board member.
- ☐ Sibling of Currently Enrolled Student
  Applicant must be a sibling of a currently enrolled student, who must still be enrolled on the first day of the new school year.

Submit

Exhibit 8

Tapestry Public Charter School Policy Manual
Enrollment Policy

Adopted: July 16, 2018
Revised: February 10, 2020

The Tapestry Public Charter School Board adopts the following policy, effective on the date of adoption by the Board.

Sections: I. OPEN ENROLLMENT
II. ELIGIBILITY FOR ENROLLMENT AT TAPESTRY
III. APPLYING TO TAPESTRY
IV. LOTTERY
V. ENROLLING IN TAPESTRY

I. Open Enrollment

Annually, Tapestry will offer an Open Enrollment period for the upcoming school year to take place early in the calendar year (December – February). The window of Open Enrollment will be established by the Principal and the Governing Board and will be for a duration of at least four weeks.

II. Eligibility for Enrollment at Tapestry

Tapestry is a public charter school authorized by the DeKalb County School District. Any student residing in the DeKalb County School District in grades 6 - 12 is eligible to attend, subject to lottery and seat availability. See Rule [SBOE Rule 160-4-9-.05(2)(g)3.(iv); O.C.G.A. § 20-2-2066(a)(1)(A) and (B)] . Families should note that parts of Atlanta and Decatur are also in DeKalb County, but they are zoned for Atlanta Public Schools and City of Decatur Schools respectively. In order for a child to attend Tapestry, parents/guardians must provide proof that they reside in the DeKalb County School District. Children of full-time employees and board members as well as siblings of current students are automatically eligible to attend Tapestry. Siblings of graduating seniors are not eligible for sibling preference.

III. Applying to Tapestry

- Currently enrolled Tapestry students do NOT need to reapply for the upcoming school year online. However, families must complete an *Intent to Return* form that will be sent by the Registrar.
- All prospective new students must complete an online application. This includes siblings of current students and children of full-time employees or board members, even though they are automatically eligible for a seat.
- A sibling by definition is a: biological (including half-sibling)/adoptive sibling within the State of Georgia, step-sibling residing in the same household, or foster child residing in the same household.
- Students who applied and were waitlisted for the current school year must reapply for the upcoming year. Their spot on the waitlist does NOT carry over from year to year.
- In order to exercise the sibling enrollment preference, the sibling who either already attends TPCS or who was drawn in the lottery must be eligible to enroll and actually enroll and attend

TPCS for the following academic year.

- Students who submit an application after the lottery has taken place will be added to the waitlist.
- No student will be enrolled after the first official count by the State.

IV. Lottery

To ensure maximum transparency, a public lottery will take place at the school after the Open Enrollment period has ended. The number of available seats for each grade will be determined by the number of students returning in addition to the number of siblings and children of employees or board members who wish to attend. Families will be advised of the student's lottery number prior to the lottery. The number of seats available for each grade will be announced at the lottery. Once a grade is full, students will be drawn in order to populate the waitlist. All applicants receive a seat or a position on the wait list. The lottery date will be posted on the website and publicized in the newsletter. The lottery will be held at the school with the result being recorded in two places in a public manner.

Families do not have to be present to participate in the lottery. Lottery results will be posted on the website within 48 hours. Families will also be notified by email with their child's status. Currently, Tapestry conducts its own lottery and does NOT participate in DeKalb's School Choice Lottery; however, Tapestry reserves the right to change its enrollment policy at any point in the future should the needs of the school and families who wish to enroll deem this necessary.

All lotteries conducted by Tapestry Public Charter School are conducted via an independent, automated lottery system that the school uses to manage their lottery and wait list. The lottery will be videotaped. In the event there is an error in the course of the lottery, the grade will be redrawn and the original results will be deemed void.

V. Enrolling in Tapestry

Upon admittance to Tapestry, applicants will be required to return completed enrollment documents and requested materials by the date indicated on their acceptance letter or the spot may be forfeited and the student moved to the end of the wait list.

In case of parents providing false information (e.g., address) the student will be withdrawn. If a student has been retained and is therefore ineligible for the grade they applied for, they will be moved to the waitlist for the appropriate grade.

Exhibit 9

Exhibit 9 - Schedule and Calendar

Tapestry Public Charter School Clayton will do our best to match our Calendar with Clayton County Public Schools calendar. TPCSC would follow holidays and emergency weather days that Clayton County sets.

Tapestry Public Charter School Clayton - proposed calendar

2026-2027 Calendar

*** All inclement weather days are virtual days at Tapestry**

6

3/4 Holiday/Independence Day
25 New Staff Training/Planning Day
27-31 Pre-planning days

JULY 2026

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

21

3 First day of the semester
26 Virtual Day/Staff Development

21 Instructional Days

AUGUST 2026

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

22

7 Labor Day
30 Virtual Day/Staff Development

22 Instructional Days

SEPTEMBER 2026

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

19

8-9 Fall Break
12 Columbus Day and Indigenous Peoples Day
28 Virtual Day/Staff Development

19 Instructional Days

OCTOBER 2026

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

15

10 Teacher Workday
23-27 Thanksgiving Break

14 Instructional Days

NOVEMBER 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

14

19 Last day of the semester and early release
21-31 Winter Break

14 Instructional Days

DECEMBER 2026

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

90 Instructional Days

97 Teacher Days

JANUARY 2027

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19

1-2 Winter Break
4 Pre-planning day
5 First day of 2nd semester
18 Dr. M.L.King, Jr. Day
27 Virtual Day/Staff Development

18 Instructional Days

FEBRUARY 2027

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

18

12 February Break
15 Presidents' Day
16 Virtual Day/Staff Development

18 Instructional Days

MARCH 2027

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

23

24 Virtual Day/Staff Development

23 Instructional Days

APRIL 2027

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

17

5-9 Spring Break

17 Instructional Days

MAY 2027

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

15

20 Last day of school and early release
21 Post Planning
31 Memorial Day

14 Instructional Days

JUNE 2027

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

18/19 Holiday/Juneteenth

Professional Development
School Closed
First and Last Day of Semester
Virtual Learning Day

90 Instructional Days

92 Teacher Days

TPCSCC Proposed Daily “Bell” Schedule

Middle School Schedule

Time	Period
8:30am - 8:55am	HR
8:55am - 9:40am	1
9:45am - 10:30am	2
10:35am - 11:25am	3
11:25am - 11:55am	Lunch
12:00pm - 12:50pm	4
12:55pm - 1:40pm	5
1:45pm - 2:30pm	6
2:35pm - 3:20pm	7

High School Schedule (BLOCK)

4 periods per semester for a total of 8 credits annually

Time	Period
8:30am - 8:55am	Advisory
9:00am - 10:30am	1
10:25am - 11:55pm	2
12:00pm - 12:25pm	Lunch
12:30pm - 1:55pm	3
2:00pm - 3:25pm	4

Exhibit 10

The attached curriculum maps are examples of our teaching curriculum. We understand that the standard for some subjects may change before our first year at Tapestry Public Charter School Clayton County, the 2026-2027 SY. Curriculum maps for all subjects/areas of learning will reflect the most current GaDOE standards.

Please see the attached Curriculum Maps for the following classes:

HS Advanced Algebra
7th Grade Social Studies
6th Grade Science
HS Econ
8th Grade Art
HS Music Appreciation

The following are academic concepts that will be covered in this course. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

TPCS Curriculum Map

Subject: GSE Algebra II/Advanced Algebra Curriculum Map

Unit	Essential Questions	Core Skills in Unit	Core Concepts in Unit	Assessments	Standards	# of Weeks/ Exp. End Date
Unit 1 Quadratics Revisited	1. How are rational exponents and roots of expressions similar? 2. Why is it important to allow solutions for $x^2 + 1 = 0$? 3. How are complex and real numbers related?	- **Understand** that there is a complex number *i* such that $i^2 = -1$ -**Use** the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers -**Find** the conjugate of a complex number. -**Use** the conjugate **to find** the quotient of a complex number. -**Solve** quadratic equations that have complex solutions. **Extend** polynomial identities to include **factoring** with complex numbers. -**Solve** quadratic equations by inspection -**Explain** the meaning of rational exponents -**Rewrite** expressions involving radicals and	-The Complex Number System (*i*, a+b*i*) - $i^2 = -1$ - Conjugate of a complex number - Quadratic equations with complex solutions - Quadratic equations in 1 variable - Factoring, Completing the Square, Quadratic Formula - Factors with complex numbers - Rational Exponents vs Integer Exponents -Radicals and Rational Exponents - Properties of Exponents	Unit 1 Pretest Quizzes Unit 1 Test	**Priority:** N.CN.1 N.CN.7 N.CN.8 N.RN.1 **Supporting**: N.CN.2 N.CN.3 A.REI.4 A.REI.4b N.RN.2	2 Weeks

Tapestry Public Charter School
GSE Algebra II/Advanced Algebra Curriculum Map

		rational exponents **using** the properties of exponents.				
Unit 2 Operations with Polynomials	1. How can we write a polynomial in standard form? 2. How can we write a polynomial in factored form? 3. How do we add, subtract, multiply, and divide polynomials? 4. In which operations does closure apply? 5. How can we apply Pascal's Triangle to expand $(x+y)^{n?}$ 6. How can you find the inverse of a simple function?	- **Add**, **subtract**, **multiply** polynomials - **Understand** that polynomials form a system analogous to the integers in that they are closed under these operations. - **Apply** that the Binomial Theorem gives the expansion of $(x+y)^n$ - **Rewrite** simple rational expressions in different forms **using** inspection, long division, synthetic division, or a computer algebra system -**write** a(x)/b(x) in the form q(x) + r(x)/b(x) -**Write** a function that describes a relationship between two quantities. - **Compose** functions - **Find** inverse functions - **Verify** by composition that one function is the inverse of another. -**Read** values of an inverse function from a graph or a table	-Polynomials: degree, leading coefficient, number of terms - Binomial Expansion Theorem and Pascal's Triangle - Long Division of Polynomials -Synthetic Division - Composition of Functions -Inverse Functions	Unit 2 Pretest Quizzes Unit 2 Test	**Priority**: A.APR.1 A.APR.5 A.APR.6 F.BF.1c F.BF.4 **Supporting**: F.BF.1 F.BF.1b F.BF.4a F.BF.4b F.BF.4c	2.5 Weeks

Tapestry Public Charter School
GSE Algebra II/Advanced Algebra Curriculum Map

Unit 3 Polynomial Functions	1. What is the Remainder Theorem and what does it tell us? 2. What is the Rational Root Theorem and what does it tell us? 3. What is the Fundamental Theorem Algebra and what does it tell us? 4. How can we solve polynomial equations? 5. Which sets of numbers can be solutions to polynomial equations? 6. What is the relationship between zeros and factors? 7. What characteristics of	-**Use** the Fundamental Theorem of Algebra to **find** all roots of a polynomial function. -**Interpret** expressions that represent a quantity in terms of its context. -**Interpret** parts of an expression in context -**Interpret** the meaning of individual factors in context. - **Rewrite** an expression in different forms -**Apply** the Remainder Theorem and Rational Root Theorem -**Identify** zeros (roots/solutions) of polynomials -**Use** zeros to **construct** a rough graph of the function defined by the polynomial - **Prove** polynomial identities and **use** them to **describe** numerical relationships -**Interpret** the key characteristics of a function which models the relationship between two quantities	-Fundamental Theorem of Algebra -The degree of the polynomial = the amount of solutions. -Roots/Zeros/ Solutions of a Polynomial Function - Expressions, terms, factors and coefficients in context - Polynomial Identities - Sum and Difference of Squares - Sum and Difference of Cubes - Remainder Theorem and Rational Root Theorem - Key characteristics of a polynomial function including end behavior	Unit 3Pretest Quizzes Unit 3 Test	**Priority**: N.CN.9 A.SSE.1 A.SSE.2 A.APR.2 A.APR.3 A.APR.4 F.IF.4 **Supporting**: A.SSE.1a A.SSE.1b F.IF.7 F.IF.7c	3 weeks

Tapestry Public Charter School
GSE Algebra II/Advanced Algebra Curriculum Map

	polynomial functions can be seen on their graphs? 8. How can we solve a system of a linear equation with a polynomial equation?	-**Graph** polynomial functions & **identify** zeros and other key characteristics				
Unit 4 Rational & Radical Relationships	1. How can we extend arithmetic properties & processes to algebraic expressions & how can we use these properties and processes to solve problems? 2. How do the polynomial pieces of a rational function affect the characteristics of the function itself? 3. How are horizontal asymptotes, slant asymptotes, and vertical asymptotes alike and different? 4. Why are all	-**Add**, **subtract**, **multiply**, and **divide** rational expressions. - **Create** equations and inequalities in one variable and **use** them to solve problems. -**Create** equations in two or more variables to represent relationships between quantities - **Graph** equations on coordinate axes with labels and scales -**Solve** rational and radical equations -**Interpret** the key characteristics of a function which models the relationship between two quantities -**Sketch** a graph showing key features - **Relate** the domain of a function to its graph and,	-Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression -Rational Functions and Radical Functions and extraneous solutions -Key features of a graph: intercepts; interval where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity -Domain and Range of Rational and Radical Functions -Graphs of square root,	Unit 4 Pretest Quizzes Unit 4 Test	**Priority**: A.APR.7 A.CED.1 A.CED.2 A.REI.2 F.IF.4 F.IF.5 F.IF.7 **Supporting**: F.IF.7b F.IF.7d	3 weeks

Tapestry Public Charter School
GSE Algebra II/Advanced Algebra Curriculum Map

	solutions not necessarily the solution to an equation? How can you identify these extra solutions? 5. Why is it important to set a rational inequality to 0 before solving?	to the quantitative relationship it describes -**Graph** functions expressed algebraically and show key features of the graph both by hand and by using technology -**Graph** rational functions, identifying zeros and asymptotes when suitable factorizations are available and showing end behavior	cube root, and piecewise-defined functions -Graphs of rational functions - Vertical, Horizontal Asymptotes, Holes			
Unit 5 Exponentials and Logarithms	1. What does exponential growth mean? What does exponential decay mean? 2. What are the characteristics of the graph of an exponential function? 3. Why are logarithms important? 4. What are the characteristics of the graph of a logarithmic function? 5 How are logarithms used to solve equations? 6. What is the meaning of	-**Produce** an equivalent form of an expression to reveal and **explain** properties of the quantity represented by the expression. -**Use** the properties of exponents to **transform** expressions for exponential functions -**Graph** functions (specifically exponential and logarithmic) expressed algebraically and **show** key features of the graph both by hand and by using technology. -**Write** a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	-Exponential Models -Exponential Growth and Decay - Exponential and Logarithmic Functions and their graphs including intercepts and end behavior - Converting Exponential form to Logarithmic form (and vice versa) -Properties of Exponents -Properties of Logarithms -Inverse of Log and Exp Functions - Exponential and Logarithmic equations - Natural log (e/ln) -Compound Interest	Unit 5Pretest Quizzes Unit 5 Test	**Priority**: A.SSE.3 F.IF.7 F.IF.8 F.BF.5 F.LE.4 **Supporting**: A.SSE.3c F.IF.7e F.IF.8b	2 Weeks

Tapestry Public Charter School
GSE Algebra II/Advanced Algebra Curriculum Map

	half-life? 7. What kinds of situations are represented by an exponential function? 8.What are some real-world applications of logarithmic functions?	-**Use** the properties of exponents to **interpret** expressions for exponential functions -**Use** the inverse relationship between exp and log to **solve** problems involving logarithms and exponents -For exponential models, **express** as a logarithm the solution to $ab^{(ct)} = d$ - **Evaluate** logarithms using technology.				
Unit 6 Mathematical Modeling	1.How can an appropriate equation be built by looking at a mathematical pattern? 2. How can prior knowledge of functions be used to build precise and efficient models? 3. How do the multiple representation of functions aid in building more efficient and more accurate models? 4. How can technology be employed to help build mathematical	-**Derive** the formula for the sum of a finite geometric series and **use** the formula to solve problems. -**Create** equations and inequalities in one variable and use them to **solve** problems. -**Create** linear, quadratic, and exponential equations in two or more variables to represent relationships between quantities; -**Graph** equations on coordinate axes with labels and scales. -**Represent** constraints by equations or inequalities, and by systems of equation and/or inequalities, and **interpret**	-Arithmetic and geometric series -Equations arising from linear, quadratic, simple rational, and exponential functions -Simple and Compound Interest -Systems of Linear Equations and Inequalities -Literal Equations and situations -Function characteristics -Function transformations	Unit 6Pretest Quizzes Unit 6 Test	**Priority**: A.SSE.4 A.CED.1 A.CED.2 A.CED.3 A.CED.4 A.REI.11 F.IF.6 **Supporting**: F.IF.9 F.BF.3	2 Weeks

Tapestry Public Charter School
GSE Algebra II/Advanced Algebra Curriculum Map

	models, and how can it be used to assess the appropriateness of a specific model? 5. How can we derive and apply the formula for the sum of a finite geometric series? 6. How can both algebraic and geometric models optimize particular important values? 7. How can systems of equations and inequalities be used to define feasible regions of solutions to solve problems? 8. What is the purpose of building constraints for a model, including using constraints to define feasible solutions and using domain restrictions when analyzing graphs to ensure validity of a function? 9. Why is revision necessary in model building?	data points as possible or not possible under the established constraints. -**Rearrange** formulas to highlight a quantity of interest using the same reasoning as in solving equations. -Using graphs, tables, or successive approximations, **show** that the solution to the equation f(x) = g(x) is the x-value where the y-values of f(x) and g(x) are the same -**Calculate** and **interpret** the average rate of change of a function over a specified interval. -**Estimate** the rate of change from a graph. . -**Compare** properties of two functions each represented in a different way -**Identify** the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k). **Find** the value of k given the graphs. -**Experiment** with cases and illustrate an explanation of the effects on the graph using technology				

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	10. Why is a deep knowledge of the various types of basic mathematical functions absolutely necessary in order to build models for real-world phenomena? 11. Why is building functions, including combining and composing functions,important in the process of mathematical modeling?					
Unit 7 Inferences & Conclusions from Data	1. How do I choose summary statistics that are appropriate to the data distribution? 2. How can I find a standard deviation? 3. How do I decide if the normal distribution describes a set of data? 4. When do I use the normal distribution to estimate probabilities? 5. How can I find the sampling	-**Use** statistics appropriate to the shape of the data distribution to **compare** center and spread of two or more different data sets. -**Use** the mean and standard deviation of a data set **to fit** it to a normal distribution and to **estimate** population percentages. **Recognize** that there are data sets for which such a procedure is not appropriate. **Use** calculators, spreadsheets, and tables to **estimate** areas under the normal curve.	-Understand statistics as a process for making inferences about population parameters based on a random sample from that population. -Central Tendencies -Measure of Spread - Center → median, mean -Spread→ IQR, mean absolute deviation, standard deviation) -Statistical Graphs -Normal distribution -Central Limit Theorem -Confidence Intervals -Margin of error	Unit 7 Pretest Quizzes Unit 7 Test	**Priority**: S.ID.2 S.ID.4 S.IC.1 S.IC.2 S.IC.3 S.IC.4 S.IC.5 S.IC.6 **Supporting**:	2 Weeks

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	distribution of a sample proportion? 6. How can I find the sampling distribution of a sample mean? 7.How do I use theoretical and empirical results to determine if a treatment was effective? 8. How does the way I collected data affect the conclusions that can be drawn? 9. How do I use statistics to explain the variability and randomness in a set of data? 10. How do I interpret the margin of error of a confidence interval? 11. How do I use a margin of error to find a confidence interval?	-**Decide** if a specified model is consistent with results from a given data-generating process -**Recognize** the purposes of and differences among sample surveys, experiments, and observational studies; **explain** how randomization relates to each. -**Use** data from a sample survey to estimate a population mean or proportion -**Develop** a margin of error through the use of simulation models for random sampling. -**Use** data from a randomized experiment to **compare** two treatments; **-use** simulations to **decide** if differences between parameters are significant. -**Evaluate** reports based on data.	-Quantitative or categorical data, collection methods, biases or flaws in data.			

TPCS Curriculum Map

Grade: 7
Subject: Social Studies

Unit	EQs	Skills	Content	Assessments	Standards	Time
Introduction/Connecting Themes (Week 1)	-What is the difference between conflict and change? -How do you define culture? -How do people interact with the environment? -What are basic trade policies and how do they work? -Who is affected by trade policies? -How do time, change and continuity interact? -What is scarcity?	-Differentiation -Comprehension -Mapping Identification and Labeling	-Conflict and change -Culture -Gain from trade -Governance -Human environmental interaction -location -Movement/migration -Production, distribution, disruption -Time, change, continuity -Scarcity	-Informal/Formative Assessments -Vocabulary Illustrations -Culture Map -Trade Game	N/A	1 Wk
1.Geographic Understandings of Africa	-Where are the various selected features of Africa on world and regional maps? -Where are the various countries on world and regional maps? -How does water pollution and unequal access to water impact irrigation, trade, industry and drinking water? -What is the relationship between poor soil and deforestation in Sub-Saharan Africa? -What is the impact of desertification on the environment of Africa?	-Mapping, Labeling, Identification -Analysis and Explanation -Identifying impact	-Locate selected features of Africa -Locate selected countries of Africa -Explain environmental issues across the continent of Africa -Explain the impact of location, climate and physical characteristics of population distribution -Analyze the diverse cultural characteristics of people living in Africa	-Traditional Pre/Post Assessment -Interactive Map/Trade Activity	SS7G1, SS7G2, SS7G3, SS7G4	3 Wks

	-How do the characteristics of the Sahara, Sahel, savanna and tropical rain forest impact trade and affect where people live? -What is the difference between an ethnic group and a religious group? -How are the different religions within African ethnic groups diverse?					
2.Historical Understandings of Africa	-How did European partitioning across Africa contribute to conflict, civil war and artificial political boundaries in Africa today? -How did the Pan-African movement and nationalism lead to independence in Kenya and Nigeria? -What is apartheid? How did it begin and end? -Who was Nelson Mandela and F.W. de Klerk? Why are they significant figures of African history?	-Analysis -Continuity and change -Explanation/Expression -Differentiation	-Analyze continuity and change in Africa -Explain how European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries in Africa today -Explain how the Pan-African movement and nationalism led to independence in Kenya and Nigeria -Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W. de Klerk	-Traditional Pre/Post Assessment	SS7H1	2 Weeks
3a.Political and Economic Understandings of Africa	-How do citizens participate in autocratic and democratic governments? -What are the two main forms of democratic government? -What is the role of citizens in choosing leaders? -How does government instability affect access to education and the distribution of medicine and food to	-Explanation/Expression -Description -Differentiation -Analysis	-Explain the role of citizen participation in autocratic and democratic governments -Describe the two predominant forms of democratic government (parliamentary and presidential) -Explain the role of citizens in choosing the leaders of South Africa, Nigeria and Kenya -Describe the impact of government instability on access to education and	-Traditional Pre/Post Assessment -Class Elections/Reflections	SS7CG1, SS7CG2	2 Weeks

	combat diseases and famine?		the distribution of medicine and food to combat diseases and famine across Africa			
3b.Political and Economic Understandings of Africa	-What is the difference between command, traditional and market economies? -How do different types of economies answer the questions 1) what to produce 2) how to produce and 3) for whom to produce -What is a mixed economic system and how does it work? -What is the difference between the economic systems of South Africa, Nigeria and Kenya? -How does specialization encourage trade between countries? -What are the different types of trade barriers and how do they work? -Why does international trade require a system of exchanging currencies between nations? -What is the relationship between investment in human capital, capital goods and GDP? -How does the distribution of natural resources affect the economic development of Africa? -What is the role of entrepreneurship?		-Compare how traditional, command and market economies answer economic questions -Explain that countries have a mixed economic system on a continuum between pure market and pure command -Compare and contrast the economic systems in South Africa, Nigeria and Kenya -Explain how specialization encourages trade between countries -Compare and contrast different types of trade barriers (tariffs quotas embargoes) -Explain why international trade requires a system for exchanging currencies between nations -Evaluate how literacy rates affect the standard of living -Explain the relationship between investment in human capital and GDP -Explain the relationship between investment in capital goods and GDP -Explain how the distribution of natural resources affects the economic development of Africa -Describe the role of entrepreneurship	-Traditional Pre/Post Assessment -Cumulative Assessment: Interactive Map of African Country	SS7E1, SS7E2, SS7E3	2 Weeks

4. Geographic Understandings of Southern and Eastern Asia	-How do physical features on the earth impact where people live and what they do? Where are the major geographical features located in S and E Asia?	-Differentiation -Comprehension -Mapping Identification and Labeling	-Locate select features in Southern and Eastern Asia -Explain the impact of the environment across Southern and Eastern Asia -Explain the impact of location, climate, physical characteristics on population distribution -Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia	-Traditional Pre/Post Assessment -Discovery Education Board	SS7G9, SS7G10, SS7G11, SS7G12	2 Weeks
5. Historical Understandings of Southern and Eastern Asia	How has colonialism impacted S and E Asia? Who was Gandhi and why were his beliefs important? What was the U.S. involvement with Japan following WWII? Who was Mao Zedong and why was he important? Why were foreign powers involved in the containment of Communism?	-Analysis -Continuity and change -Explanation/Expression -Differentiation	-Analyze continuity and change in Southern and Eastern Asia -Describe how nationalism led to independence in India -Describe the role of Mohandas Gandhi's belief in non-violent protest -Explain the role of the United States in the rebuilding of Japan after WWII -Describe the impact of communism in China in terms of Mao Zedong, The Great Leap Forward, the Cultural Revolution and Tiananmen Square -Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism	-Traditional Pre/Post Assessment	SS7H3	2 Weeks
6.Political and Economic Understandings of Southern and Eastern Asia	How do people participate in various types of governments? How are leaders chosen in various types of governments and political systems? What are the key differences between parliamentary governments and presidential governments?	-Explanation/Expression -Description -Differentiation -Analysis	-Explain citizen participation in autocratic and democratic governments -Explain how citizens choose leaders of China, Japan, North Korea, South Korea and India -Describe two predominant forms of democratic government (parliamentary and presidential)	-Traditional Pre/Post Assessment	SS7CG4, SS7E7, SS7E8, SS7E9,	2 Weeks
7.Geographic	How do physical features on	-Differentiation	-Locate selected features	-Traditional Pre/Post	SS7G5,	2

Understandings of Southwest Asia	the earth impact where people live and what they do? Where are the major geographical features located in SW Asia?	-Comprehension -Mapping Identification and Labeling	-Explain enviornmental issues -Explain the impact of location, climate, physical characteristics and natural resources on population distribution -Analyze the diverse cultural characteristics of people who live there.	Assessment	SS7G6, SS7G7, SS7G8	Weeks
8. Historical Understandings of Southwestern Asia	How has colonialism impacted SW Asia? How have Western powers contributed to conflict in the Middle East? What is the history of the Jewish people and how Israel came to be? Why does religion continue to cause conflict in the Middle East? What economic interests does the U.S. have in SW Asia?	-Analysis -Continuity and change -Explanation/Expression -Differentiation	-Analyze continuity and change -Explain how European partitioning after WWI led to regional conflict -Explain the factors leading to the establishment of the modern State of Israel in 1948 -Describe how land and religion plays a role in continuing conflicts in the Middle East -Explain US presence and interest in Southwest Asia	-Traditional Pre/Post Assessment -Perspective Writing	SS7H3	2 Weeks
9.Political and Economic Understandings of Southwestern Asia	How do people participate in various types of governments? How are leaders chosen in various types of governments and political systems? What are the key differences between parliamentary governments and presidential governments? What are the key differences in traditional, command and market economies? What are mixed economies? What are the economic	-Explanation/Expression -Description -Differentiation -Analysis	-Compare and contrast various forms of government -Explain the role of citizens in choosing leaders of Israel, Saudi Arabia and Turkey -Describe the two predominant forms of democratic governments: parliamentary and presidential -Compare traditional, command and market economies -Explain that countries have mixed economic systems located on a continuum between pure market and pure command -Compare and contrast the economic	-Traditional Pre/Post Assessment -Speech Analysis/Writing	SS7CG3, SS7E4, SS7E5, SS7E6	2 Weeks

	systems in various SW Asia countries? What are the types of trade barriers? What is specialization and why is it beneficial? What is OPEC? Why is currency exchange necessary? What is human capital and how does it impact GDP? What is literacy and how does it impact the economy? What are capital goods and how do they impact the economy? How has the presence of oil impacted development in SW Asia? What is an entrepreneur?		systems in Israel, Saudi Arabia and Turkey -Explain how specialization encourages trade between countries -Compare and contrast different types of trade barriers -Explain why international trade requires a system for exchanging currency between countries -Explain the primary function of OPEC -Evaluate how literacy rates affect the standard of living -Explain the relationship between investment in human capital and GDP -Explain the relationship between investment in capital goods and GDP -Explain how the distribution of oil has affected the development of Southwest Asia -Describe the role of entrepreneurship			
10.Personal Money Management (throughout the year)	How does my personal income determine my standard of living? How do I budget my money? How do I choose housing and transportation?	-Analysis -Life skills	-Income and Spending	-Finance Portfolio	SS7E10	All year
Culminating Project on Specific Region				-Multi-media presentation	N/A	(If time allows)

Earth science - 6th - Tapestry Public Charter School

Unit	Essential Questions/Enduring Understandings	Core Skills in Unit	Core Concepts in Unit	Assessments	6th Grade Standards
Unit 1 - **Universe and Solar System**	**Universe and Solar System** 1. What is the difference between the universe and the solar system? **Universe** 1. What is the universe? 2. Where is the Earth in the universe? **Solar System** 1. What is a solar system? 2. Where is the Earth in the solar system?	- Obtain, evaluate, and communicate information about current scientific views of the universe and how those views evolved. **Evaluate and communicate the difference between the universe and the solar system.** **Observe** the world around you and ask questions to determine changes in models of the Earth's position in the solar system. **Develop** models representing the position of our solar system in the milky way galaxy and in the known universe. **Consider** the Earth's position as it relates to the geocentric and heliocentric models. **Recognize/Explain** the big bang theory as it relates to the formation of the universe.	- The difference between the universe and solar systems -Models of the Earth as shown in Geocentric and heliocentric models. -The solar system and its position in the Milky Way Galaxy. -The Big Bang theory and the evidence that is used to back it the universe's origins.	-Pre-assessment -Universe and Solar System .(Level 1) -Mini Project "Galaxies and the universe" (end of Level 2) -The Earth's position in the solar system. (End of Level 2) -Post Assessment -Level 4 Project "Model of the Earth represented in a geocentric or heliocentric model."	**Priority:** S6E1 **Supporting:** S6E1 a S6E1 b S6E1 c S6E1 d S6E1 e

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Unit 2 - **Earth-Moon-Sun**	**Earth-Moon-Sun** 1. What is the relationship between the sun, Earth and the moon? **Patterns of Celestial Bodies** 1. What are the patterns of the sun, moon and stars in relation to the Earth. 2.How do we predict the patterns we see? **Earth and the Solar System** 1.What does the solar system consist of? 2. Why do we have seasons? 3. How do we explain tides?	**Demonstrate** the changes in matter as chemical and physical. **use** scientific methods to perform experiments to identify the changes in matter. (Chemical and Physical) **use** modeling to draw and label the periodic table. **Use** art in cross curriculum to represent and demonstrate the students knowledge of the elements and why they are arranged in a certain way in the periodic table. **Use** ELA in cross curriculum activity to analyze and explain conservation of matter.	-Patterns of the apparent motion of the sun, the moon, and the stars in the sky can be observed, described, predicted, and explained. -The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids. -Earth's spin axis is fixed in the direction over the short term but tilted relative to its orbit around the sun. -The solar system can explain tides, eclipses of the sun and the moon, and the motion of the planets in the sky relative to the stars. -The seasons are a result of tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.	-Pre-assessment -Earth-Moon-Sun .(Level 1) -Mini Project "Observe the Sun Moon and Stars.(end of Level 2) -Experiment "Build an eclipse model" (End of Level 3) -Post Assessment -Level 4 Project "Earth- Moon- Sun Powerpoint"	**Priority:** S6E2. a, b, c S6E3. d S6E5. d
Unit 3 - **Earth's Changing Landscape**	**Earth's Changing Landscape** 1. What physical changes do we see in the Earth? 2. Where does the Earth receive its energy? What is Plate	**Demonstrate** changes in Earth's landscape by using scientific methods using objects we encounter everyday. **Observe** the changes in matter and report the data using charts and graphs to show your work.	-The geological time scale interpreted from rock strata organizes Earth's history. -Earth's ongoing physical and chemical changes result from energy flow and matter cycling -The energy originates at	-Pre-assessment -Earth's Changing Landscape(Level1) -Mini Project "Changing Earth" (end of Level 1) -Experiment "How landscape changes" (End of Level 2) -Post Assessment	**Priority:** S6E5a-h

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	tectonics?	**Analyze** the collected data. **Explain** the collected data and show how it can be used to make a difference in your community.	the sun and earth's interior. -Ranging in microscopic to global, parts of Earth's systems interact in scales from split seconds to billions of years -Plate tectonics is the unifying theory that explains past and current movements of Earth's surface and provides a framework for understanding its geological history.	-Level 4 Project "Plate tectonic project"	
Unit 4 - **Weathering and Erosion**	**Weathering and Erosion** 1. What does weathering Mean? 2. What does erosion mean? 3. **Water's role in surface change?** 4. What is the water cycle? 5. How does the movement of water affect weather and water temperature and currents?	**Analyze and interpret data** about weather patterns. **Use** graphs to **demonstrate** knowledge about weather patterns. **Use** evidence to support claims in conclusions using charts and graphic organizers. **Demonstrate** with models weather and erosion changes the Earth's surface **Use** evidence you collect to show how the water cycle affects currents and weather patterns	-Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation as well as downhill flows on land. -The movement of water in the atmosphere is determined by winds, landforms, and ocean temperatures and currents being the major determinants of local weather patterns. -Global movements of water and its changes in form are propelled by sunlight and gravity -Variations in density due	-Pre-assessment -**Weathering and Erosion**.(Level 1) -Mini Project "Measuring rainfall" (end of Level 2) -Experiment "Water temperature" " (End of Level 3) -Post Assessment -Level 4 Project "Earth's Water Cycle "	S6E5.d, e

			to variations in temperature and salinity drive a global pattern of interconnected ocean currents. -Water's movements, on land and underground, cause weathering and erosion, which change the land's surface features and create underground formations.		
Unit 5 - Waves	**Electromagnetic and Mechanical Waves** 1. What is a mechanical wave? 2. What is an electromagnetic wave? **Transverse and Longitudinal waves** 3. What is the difference between a transverse wave and a longitudinal wave? **Light waves and Sound waves** 4. What is a light wave? 5. What is a sound wave? 6. What is frequency? 7. WHat is amplitude ? 8. What is wavelength?	**Demonstrate** how electromagnetic and mechanical waves work. **Observe** the difference between transverse waves and longitudinal waves. **Use** data collected to record on charts and graphic organizers. **Analyze** the collected data. **Explain** the collected data and show how it can be used to make a difference in your community. **Use** scientific methods to complete experiments that demonstrate how light waves and sound waves travel. **Demonstrate** the doppler effect and where this is	-Compare and contrast electromagnetic and mechanical waves. -Observe and record the effects of transverse and longitudinal waves. -Light travels and reacts differently in certain mediums. -Sound waves travel only in a medium. Transverse waves move up and down as energy passes through a line. -Longitudinal waves are a push action and reaction. -Frequency is the length of the wave. -Amplitude is volume. -Wavelength is how short or long a wave is and is related to pitch(high or low) -Doppler is a result of	-Pre-assessment -Waves.(Level 1) -Mini Project "Compare and Contrast Electromagnetic and Mechanical Waves " (end of DOK 1) -Experiment "Reflected, Refracted, Absorbed, Diffracted " (End of DOK 2) -Post Assessment -DOK 4 Project "Sound Waves Project"	**Priority:** S8P4 **Supporting:** S8P4 a. S8P4 b. S8P4 c. S8P4 d. S8P4 e. S8P4 f. S8P4 g. .

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	Doppler Effect 9. What is the doppler effect?	used in everyday circumstances.	wavelength in relation to motion of an object.		
Unit 6 - Gravity, Electricity and Magnetism	**Gravity** 1. What is Gravity? 2. How does gravity affect mass or the weight of an object? **Electricity** 3. What is electricity? 4. How does electricity relate to atoms? **Magnetism** 5. What is magnetism? 6. How are magnetism and electricity related?	**Demonstrate** how gravity affects objects in relation to an object's mass. **use** scientific methods to perform experiments to identify the changes in gravity consistent with mass. **use** modeling to build an electromagnetic motor to show the relationship between magnetism and electricity. **Use** ELA in cross curriculum activity to analyze and explain the relationship between gravity, electricity and magnetism.	-Gravity is an unseen force that is measured in relation to an object's mass. -Electricity can occur naturally and can also be manufactured. -Static electricity is an exchange of electrons from one object to another that creates imbalances in electrons in that object. -Magnetism occurs naturally and can also be manufactured. -Electromagnetic motors use electricity to produce a magnetic field.	-Pre-assessment -Gravity, Electricity and Magnetism(DOK 1) -Mini Project “Building and electromagnetic motor” (end of DOK 1) -Experiment “Making static energy” (End of DOK 2) -Post Assessment -DOK 4 Project “PowerPoint Relationship between Electricity and Magnetism”	**Priority:** S8P5 **Supporting:** S8P5 a. S8P5 b. S8P5 c.
Review for Milestones (if applicable)	**Earth Science(6th)** 1. What is Earth science? **Life Science(7th)** 2. What is life science? **Physical Science(8th)** 3. What is Physical Science?	**Review** concepts of Earth science. Review concepts of life science. Review concepts of physical science	-Kahoot. -CK12. -Unit Map review. -Review quizzes. - Videos.	**Milestone testing**	**All relative standards from 6th, 7th and 8th grade.**
Preview 9th Grade	**Basic Cell Biology** 1. What is the	**Observe** cells and their function.	-Cell structure and function.	-Pre-assessment -Cell structure and	**Priority** SB1

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Biology	Basic unit of life?	**Use** graphic organizers to **communicate** knowledge of cell structure and function.		function(DOK 1) -Mini Project “Modeling a cell” (end of DOK 1) -Experiment “observing cell through a microscope” (End of DOK 2) -Post Assessment -DOK 4 Project	**Supporting** SB1 a.

TPCS Curriculum Map

Subject: High School Economics

Unit	Essential Questions	Core Skills in Unit	Core Concepts in Unit	Standards	Length of Unit/ Exp. Dates
Unit 1 Fundamentals of Economics	1. What is Economics? 2. How can you make wise economic choices? 3. What the are the 4 factors of production 4. How do the 4 factors of production affect you?	**Analyze/evaluate** Use the fundamentals in the understanding of daily life. **Compare** Use different information to make rational decisions.	-Scarcity -Rational Decision making -Opportunity Costs (Trade Offs) -Factors of production	Priority **SSEF1** **SSEF2** Supporting **SSEF3**	1 to 1.5 weeks Aug 12th
Unit 2: Micro Econ	1. What is the circular flow model? 2. How do you and businesses interact to create the circular flow model? 3. What is the Law of Supply? 4. What is the Law of Demand? 5. How do the Law of Supply and Law of Demand interact. How do the Law of	**Analyze/evaluate** Circular Flow Model Law of Supply Models Law of Demand Models Supply and Demand Models **Interpret** Circular Flow Model Law of Supply Models Law of Demand Models Supply and Demand Models	-Circular Flow Model -Law of Supply -Law of Demand	Priority **SSEMI1** **SSEMI2** Supporting **SSEF6** **SSEMI3**	2 to 2.5 weeks Aug 28th

	Supply and Demand affect the prices of what you buy?				
Unit 3: Macroeconomics	1) What is the role of government in economics 2) What are the 3 major economic questions? 3) What are the different types of economic systems in the world? 4) How does the government measure economic growth? 5) What are aggregate supply and aggregate demand? 6) What is the role of the Federal Reserve System in regulating America's economy?	**Compare and Contrast** Economic types Government allocation of resources **Analyze** 3 economic questions Economic policies toward business and consumers **Interpret** Economic Cycles Types of unemployment	-Types of Economic Systems -3 major economic questions -Federal Reserve System -Fiscal and Monetary Policy	Priority **SSEF4** **SSEMA1** **SSEMA2** Supporting **SSEF5** **SSEMA3**	2 to 2.5 weeks Sept 11th
Unit 4: International Economics	1) Why do people trade? 2) What are tools to help or hurt trade? 3) What is currency? 4) What are exchange rates?	**Explain** Absolute vs. Comparative Advantage **Analyze** Trade tactics Trading Blocs Currency Exchange	-Trading practices -Trade Barriers vs. Free Trade. -Exchange rates	Priority **SSEIN1** **SSEIN2** **SSEIN3** Supporting	2 to 2.5 weeks Oct. 1st

Unit 5: Personal Finance	1) How do you use rational decision making in your life? 2) What options do financial institutions give you? 3) What are the risks and rewards of credit? 4) What are the different kinds of insurance you can get? 5) What skills do you need to have to be an effective worker?	**Use** Rational decision making process **Compare and contrast** Financial Institutions Debit and Credit Insurance Stocks	-Rational decision making -Financial institutions -Risk Management -Job Skills	Priority **SSEPF1** **SSEPF2** **SSEPF4** **SSEPF5** Supporting **SSEPF3** **SSEPF6**	5.5 to 6 weeks Nov. 13th

TPCS Curriculum Map

Grade: 8

Subject: Art

Unit	Essential Questions	Core Skills in Unit	Core Concepts in Unit	Assessments	Standards	Cross Curricular Opportunities	Length of Unit/ Exp. Dates
1	What is art? Why do we do art? How did art get to where it is now? What are the themes of art?	• Drawing 101: Importance of planning and Discovering the basics of rendering. • Creating an identity piece through a multimedia approach	1) Planning 2) Connection Art then, Art today, and individual purpose in art. 3) Drawing basics 4) Basic Multimedia approaches 5) Feedback	2)Unit 1 Quiz 3) Art Critique over Identity Piece	Priority VA8.CR1 - CR6 Supporting VA8.RE1-1-2, VA8 CN1-2	Math - Rendering techniques with the use of a ruler/ basic math.	3 weeks
2	What are the elements of art? What are the principles of design? What is Contemporary Art? How does culture and environment affect art?	• Exploring the use of photography within the art process. • Using odd materials to create a 3D relief.	1) Planning 2) Cultural Connections in Art - Brazil. 3) Art Mentor for the unit: Viz Muniz 4) Artist Reflection	1) Recycled 3D Art Piece. 2) Unit 2 Quiz 3) Art Critique over Recycled 3D Art piece.	Priority VA8.CR1 - CR6 Supporting VA8.RE1-1-3, VA8 CN1-3	All Subjects	2-3weeks

3	What is perspective and how do I use it in art? What is Modern Art? How can I use Modern Art techniques now? What is Impressionism? How do I utilize Color Theory with paint?	• Differentiation between 1,2,3 point perspective. • Creating a landscape. • Acrylic Painting techniques.	1) Planning 2) Historical connections 3) Art Mentor for the Unit: Monet 4) Artist Reflection	1) Landscape Painting 2) Unit 3 Quiz 3) Art Critique over Landscape Painting	Priority VA8.CR1 - CR6 Supporting VA8.RE1-1-3, VA8 CN1-3	Math- Using a grid and plotting points to create an image. ELA- Artist Reflections	2-3 weeks
4	How do I use pens and ink to create value? How do I draw animals?	• Differentiation between methods of value using ink. • Creating an animal	1) Planning 2) Art Mentors: TBD.	1) Ink piece 2) Art Critique 3)Unit 4 Quiz	Priority VA8.CR1 - CR6 Supporting VA8.RE1-1-3, VA8 CN1-3	Science? Math - Grid Techniques ELA	2 weeks
5	How do I use Charcoal? How do I use additive and deductive techniques?	• Differentiation between additive and deductive techniques • Understanding of charcoal and its tools/techniques • Rendering Techniques	1) Planning 2) Art Mentors TBD.	1) Charcoal piece 2) Art Critique	Priority VA8.CR1 - CR6 Supporting VA8.RE1-1-2, VA8 CN1-3		2 weeks

		• Basics of drawing faces.					
6	How do I use Oil Pastels? How do I use Charcoal and oil pastels? How do I utilize color theory with oil pastels?	• Understanding color theory with Oil Pastels • Rendering techniques • Value with Color	1)Planning 2)Art History Connections /Cultural Connections	1) Oil Pastel Piece 2) Art Critique over Oil Pastel Piece	Priority VA8.CR1 - CR6 Supporting VA8.RE1-1-2, VA8 CN1-3		2 weeks
7	How can I use my voice through visual arts? What is advocacy within art?	• Discovering the Basics of Graphic Design. • Word Art	1) Planning 2) Present Day connections 3) Art Mentors for the Unit: Elizabeth Catlett, Jane Quick-To- See Smith, Tony Oursler	1) Advocacy Piece 2) Art Critique over Advocacy Piece. 3) Artist Reflection	Priority VA8.CR1 - CR6 Supporting VA8.RE1-1-3, VA8 CN1-3	Social Studies? ELA? Tech?	2-3 weeks
8	What is Conceptual Art? How can I create art with purpose?	• 2D and 3D mixed media approaches	1) Planning 2) Contemporary Art Connections 3) Art Mentors for this Unit: Ai Weiwei, Sol Lewitt	1) 2D or 3D Conceptual Art Piece 2) Art Critique over 3D Conceptual Art. 3) Artist	Priority VA8.CR1 - CR6 Supporting VA8.RE1-1-3, VA8 CN1-3	Social Studies? ELA Possibly Math?	2-3 weeks

				Reflection			
9	What is Block Printing? How was Block Printing used internationally? How do I use space efficiently?	• Printing Strategies • Carving • Positive/Negative Space	1) Planning 2) Ancient Art History Connections, International Art History Connections	1) 2D Print(s) 2) Art Critque over 2D print 3)Artist Reflection	Priority VA8.CR1 - CR6 Supporting VA8.RE1-1-3, VA8 CN1-3	Social Studies? ELA Math/ Use of space?	2-3 weeks
10	What is OP Art? How do I use basic math concepts to create OP Art?	• Basics of Op Art. • Pen/Ink techniques • Prisma Colored Pencil techniques	1) Planning 2) Modern Art/ Contemporary Art Connections 3) Using Math within Art.	1) Op Art 2) Art Critique	Priority VA8.CR1 - CR6 Supporting VA8.RE1-1-2, VA8 CN1-3	Math Science	2- 3 weeks
11	What is Kinetic Art? How do I use Math and Science techniques to construct a kinetic art piece?	• Constructing a 3D moveable piece.	1)Planning 2)Modern Art/ Contemporary Art Connections 3)Using Math within Art.	1) Kinetic Piece 2) Arti Critique	Priority VA8.CR1 - CR6 Supporting VA8.RE1-1-2, VA8 CN1-3	Math Science Tech?	3 weeks

12	What is Serialism? How do I use known objects and ideas to create a new design?	• Multimedia options • Expanding creativity/Critical thinking within art.	1) Planning 2) Critical Thinking	1)Serialism Piece 2) Art Critique 3)Artist Reflection	Priority VA8.CR1 - CR6 Supporting VA8.RE1-1-3, VA8 CN1-3		2-3 weeks
13	How do I utilize all of my knowledge gained through the year to create my own piece?	• Media of choice • Synthesizing year into a piece.	1) Planning 2) Critical Thinking 3) Presentation	1)Personal Project 2) Art Critique 3) Artist Reflection 4) Presenting work	Priority VA8.CR1 - CR6 Supporting VA8.RE1-1-3, VA8.CN1-3 VA8.PR.1		Last project

High School Music Appreciation - Tapestry Public Charter School

TPCS Curriculum Map

Subject: High School Music Appreciation

Unit	Essential Questions	Core Skills in Unit	Core Concepts in Unit	Assessments	Standards	Length of Unit/ Exp. Dates
Listening Critically to and Classifying Music	• How is personal preference for music developed? • What determines a style of music? • Why should we respect music if we don't like the way it sounds? • Is there good and bad music? • How does music elicit emotion?	Explain why listening critically is an important skill Identify musical form Evaluate musical performances Create music using a various instruments and technology tools Define musical form using basic terminology	a. Identify and describe simple and complex forms of music, and relate them to the style, mood and context of the piece being studied. b. Use music terminology to describe tempo, dynamics, and texture, and relate them to the style, mood and content of the piece being studied. c. Analyze the uses and effectiveness of technical and expressive elements of music in terms of their impact on the listener. HSMA.RE.2 Evaluate music and music performances. a. Using student-created criteria, evaluate a music performance. b. Identify various uses of music in	Pre-Assessment Graded Exit Ticket Playing Assessment Final Quiz	Priority HSMA.RE.1 Listen to, analyze, and describe music HSMA.RE.2 Evaluate music and music performances HSMA.CN.2 Understand music in relation to history and culture. Supporting	Approx.2 Weeks

High School Music Appreciation - Tapestry Public Charter School

			daily experiences (e.g. artistic expression, learning tool, purpose-driven, ceremonial, ambient).		HSMA.CR.1 Read and Notate music HSMA.CR.2 Improvise melodies, variations, and accompaniments.	
Music Theory Basics	How is sound organized to make music? • How does the structure of a musical piece create its order and clarity? • How is melody created? • What does harmony add to music? • Can you have rhythm without beat?	Explain musical form using basic terminology Identify various clefs, notes names, Evaluate musical performances from diverse genres Create music using a various instruments and technology tools Define elements of music theory	a. Rehearse and perform instrumental selections and/or compositions in order to recognize the elements of instrumental performance (e.g. ensemble, pitch and rhythmic accuracy, playing position, response to conductor, cultural diversity). b. Rehearse and perform instrumental selections and/or compositions in order to recognize the elements of instrumental music (instrumentation, mood, visual image, storyline, form). c. Rehearse	Pre-Assessment Graded Exit Ticket Playing Assessment Final Quiz	Priority HSMA.CR.1 Read and Notate music Supporting HSMA.PR.1 Sing a varied repertoire of music, alone and with others HSMA.PR.2	Approx.2 Weeks

High School Music Appreciation - Tapestry Public Charter School

	• Why does each voice and instrument have its own timbre?		instrumental selections and/or compositions in order to recognize the elements of a rehearsal (knowledge of work, analysis of score, plan of approach, interpretive choices decisions for presentation, differences of approach among cultures). d. Share instrumental selections in order to recognize performance criteria (readiness, consideration of musical elements, composer intent, culture-dependent expectations of audiences).		Perform a varied repertoire of music on instruments, alone and with others. HSMA.RE.1 Listen to, analyze, and describe music	
Music Notation	How do we use the elements of music to create new music? . How do we use the elements of music to enhance performance? . How do we use the elements of	Explain musical form using basic terminology Explain various musical terms Identify various clefs, notes names, chords, and staff notes. Evaluate musical performances from	a. Identify standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression, key signatures). b. Notate music on a staff using either staff paper or notation software. c. Analyze harmonic and tonal structures in the music being studied.	Pre-Assessment Graded Exit Ticket Playing Assessment Final Quiz	Priority HSMA.CR.1 Read and Notate music HSMA.CR.3 Compose and arrange music within specified	Approx.2 Weeks

High School Music Appreciation - Tapestry Public Charter School

	music to respond to music?	diverse genres Create music using a various instruments and technology tools Define elements of music theory			guidelines. Supporting HSMA.PR.2 Perform a varied repertoire of music on instruments, alone and with others.	
Careers in Music	• How does music communicate? How do people choose a career? • In what ways have people used music to express their values and describe their experiences? • • How does culture affect music? • How does one	Explain various career options in music Research various people in careers of your choice Explain the prerequisites for various jobs in various musical fields	a. Explain ways in which other disciplines taught in the school are interrelated with those of music. b. Compare common terminology used in music and other fine arts. c. Discover and research persons who have achieved professional or commercial success in more than one fine art discipline, or across disciplines.	Pre-Assessment Graded Exit Ticket Final Quiz	Priority HSMA.RE.1 Listen to, analyze, and describe music HSMA.CN.2 Understand music in relation to history and culture. Supporting HSMA.CR.3 Compose and arrange	Approx.2 Weeks

	musical style influence another?				music within specified guidelines. HSMA.CR.1 Read and Notate music HSMA.RE.2 Evaluate music and music performances	
Music in Film	Why is music such an integral part of the human experience? · What inspires someone to create a piece of music? · Does a performance have to be public to be meaningful?	Explain the contributions of various film composers Identify various film composition techniques Evaluate music for various films Create film music using various instruments and technology devies	. Demonstrate characteristics of music through an original composition (e.g. unity, variety, mood, image, storyline). b. Demonstrate musical form through an original composition (e.g. one-part, cyclical, binary, rondo, ternary). c. Arrange pieces for voices and/or instruments. d. Use traditional and non-traditional sound sources and electronic	Pre-Assessment Graded Exit Ticket Playing Assessment Final Quiz	Priority HSMA.RE.1 Listen to, analyze, and describe music HSMA.CN.1 Understand relationships between music, the other arts, and disciplines	Approx.2 Weeks

High School Music Appreciation - Tapestry Public Charter School

	• What criteria do we use to evaluate a performance? • What makes a significant and meaningful performance? • How does the style of music affect the behavior of the audience?		media to compose or arrange songs.		outside the arts. Supporting HSMA.CR.1 Read and Notate music HSMA.CR.2 Improvise melodies, variations, and accompaniments. HSMA.CR.4 Evaluate and refine musical ideas. HSMA.RE.2 Evaluate music and music performances	
Hip Hop	• How does music communicate?	Explain the origins and history of hip hop culture	a. Rehearse and perform vocal selections and/or compositions in order to	Pre-Assessment	Priority HSMA.CN.2	Approx.2 Weeks

High School Music Appreciation - Tapestry Public Charter School

	How do people choose a career? • In what ways have people used music to express their values and describe their experiences? • • How does culture affect music? • How does one musical style influence another?	Identify various hip hop artists and performance styles Evaluate various musical performances Create music using various music technology devices Define the difference between hip hop, graffiti art, and rap music	recognize the elements of singing (e.g. tone production, matching pitch, diction, dialect, breathing, quality of sound, response to conductor, cultural diversity). b. Rehearse and perform vocal selections and/or compositions in order to recognize the elements of vocal music (use of text, mood, visual image, storyline, form). c. Rehearse vocal selections and/or compositions in order to recognize the elements of a rehearsal (knowledge of work, analysis of score, plan of approach, interpretive choices, decisions for presentation, differences of approach among cultures). d. Share vocal selections in order to recognize performance criteria (ensemble readiness, consideration of musical elements, composer intent, culture-dependent expectations of audiences).	Graded Exit Ticket Playing Assessment Final Quiz	Understand music in relation to history and culture. Supporting HSMA.CR.1 Read and Notate music HSMA.CR.2 Improvise melodies, variations, and accompaniments. HSMA.CR.3 Compose and arrange music within specified guidelines. HSMA.CR.4 Evaluate and refine musical	

High School Music Appreciation - Tapestry Public Charter School

					ideas. HSMA.RE.1 Listen to, analyze, and describe music HSMA.CN.1 Understand relationships between music, the other arts, and disciplines outside the arts.	
Classical and World Music	• How does music communicate? How do people choose a career? • In what ways have people used music to express their values and describe their experiences? •	Explain the history of classical music and world music Identify various classical and world music artists and performance styles Evaluate various musical performances Create music using various music	a. Assess and refine an original composition using teacher or student-based criteria (e.g. technical, expressive). b. Share an original composition (e.g. notation, solo or group performance, technology) and demonstrate or describe how the elements of music have been employed.	Pre-Assessment Graded Exit Ticket Playing Assessment Final Quiz	Priority HSMA.CR.3 Compose and arrange music within specified guidelines. Supporting HSMA.CR.1 Read and	Approx.2 Weeks

High School Music Appreciation - Tapestry Public Charter School

	• How does culture affect music? • How does one musical style influence another?	technology devices			Notate music HSMA.CR.4 Evaluate and refine musical ideas. HSMA.PR.2 Perform a varied repertoire of music on instruments, alone and with others. HSMA.RE.1 Listen to, analyze, and describe music	
Rock Music	• How does music communicate? How do people choose a career? • In what ways have people	Explain the origins and history of rock music Identify various rock artists and performance styles Evaluate various	a. Rehearse and perform vocal selections and/or compositions in order to recognize the elements of singing (e.g. tone production, matching pitch, diction, dialect, breathing, quality of sound, response to	Pre-Assessment Graded Exit Ticket Playing Assessment	Priority HSMA.CN.2 Understand music in relation to history and culture.	Approx.2 Weeks

High School Music Appreciation - Tapestry Public Charter School

	used music to express their values and describe their experiences? · · How does culture affect music? · How does one musical style influence another?	musical performances Create music using various music technology devices Define the various eras of rock music	conductor, cultural diversity). b. Rehearse and perform vocal selections and/or compositions in order to recognize the elements of vocal music (use of text, mood, visual image, storyline, form). c. Rehearse vocal selections and/or compositions in order to recognize the elements of a rehearsal (knowledge of work, analysis of score, plan of approach, interpretive choices, decisions for presentation, differences of approach among cultures). d. Share vocal selections in order to recognize performance criteria (ensemble readiness, consideration of musical elements, composer intent, culture-dependent expectations of audiences).	Final Quiz	Supporting HSMA.CR.1 Read and Notate music HSMA.CR.2 Improvise melodies, variations, and accompaniments. HSMA.CR.4 Evaluate and refine musical ideas. HSMA.PR.1 Sing a varied repertoire of music, alone and with others HSMA.PR.2 Perform a varied repertoire of	

High School Music Appreciation - Tapestry Public Charter School

					music on instruments, alone and with others. HSMA.RE.1 Listen to, analyze, and describe music	
Jazz and Improvisation	• How does music communicate? How do people choose a career? • In what ways have people used music to express their values and describe their experiences? • • How does culture affect music? • How does one musical style influence	Explain the origins and history of jazz music Identify various jazz artists and performance styles Evaluate various musical performances Create music using various music technology devices Define the role of improvisation in jazz and other	a. Improvise a melody or variation to a live or recorded accompaniment. b. Create melodic and rhythmic phrases from a variety of available sound sources (traditional/nontraditional instruments). c. Create rhythmic and harmonic ostinatos for accompanying other melodies.	Pre-Assessment Graded Exit Ticket Playing Assessment Final Quiz	Priority HSMA.CR.2 Improvise melodies, variations, and accompaniments. Supporting HSMA.CR.1 Read and Notate music HSMA.CR.4 Evaluate and refine musical ideas.	Approx.2 Weeks

	another?				HSMA.PR.1 Sing a varied repertoire of music, alone and with others HSMA.PR.2 Perform a varied repertoire of music on instruments, alone and with others. HSMA.RE.1 Listen to, analyze, and describe music HSMA.RE.2 Evaluate music and music performances	
Final Projects and Final				Final Project	Priority	Approx. 1 Week

High School Music Appreciation - Tapestry Public Charter School

Exam Prep				Final Quiz	Supporting	

Exhibit 11

Exhibit 11 Note - Tapestry Public Charter School Clayton would use the Clayton County Public Schools Student Handbook for the rules and procedures concerning student discipline and expulsion, including code of conduct and due process hearings.

Please refer to the Clayton County Public Schools Student Handbook.

CLAYTON COUNTY PUBLIC SCHOOLS

"Building a Better Tomorrow, Today!"

Student HANDBOOK

Dr. Anthony W. Smith, Superintendent/CEO of Schools

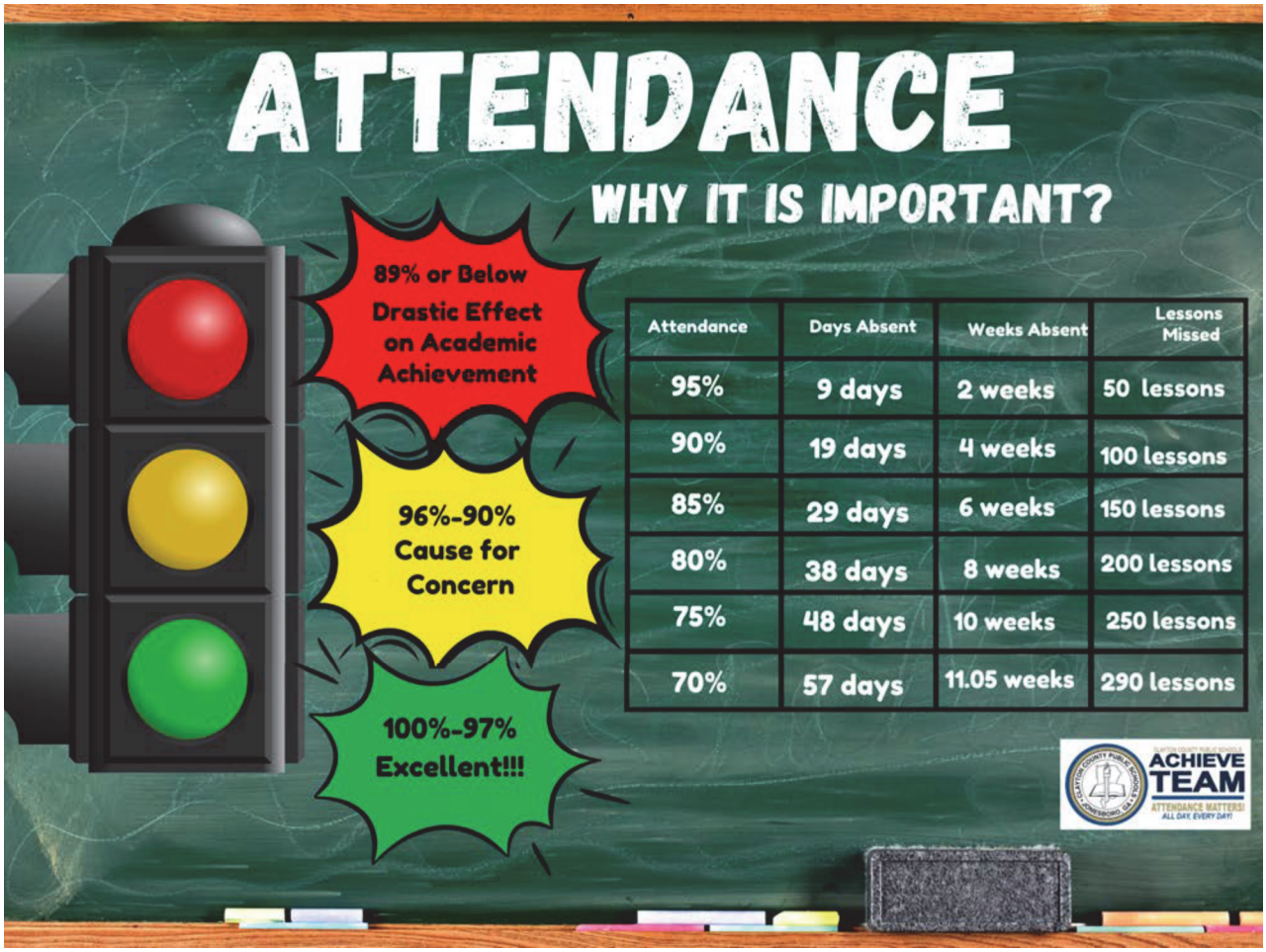
SCHOOL YEAR
2024-2025

Vision Statement

The vision of **Clayton County Public Schools** is to prepare ALL graduates to have the skills to pursue and accomplish college, post-secondary training, and/or career opportunities in order to live and compete successfully in a global society.

Mission Statement

The mission of **Clayton County Public Schools** is to empower scholars to achieve academic, professional, and personal goals by providing equitable access and experiences that build skills in literacy, creativity, critical thinking, and collaboration.



CLAYTON COUNTY PUBLIC SCHOOLS

"Building A Better Tomorrow, Today!"

STUDENT/ PARENT HANDBOOK ACKNOWLEDGMENT FORMS

PROMPTLY SCAN TO COMPLETE AND SIGN THE REQUIRED DOCUMENTS:

This Parent and Student Handbook is a blueprint for success, it contains valuable information for the parent/guardian and your student scholar to ensure success. This success is dependent upon mutual respect and a clear understanding of rights and responsibilities. I acknowledge that I have been provided access to a copy of the student handbook which contains copies of the Student Code of Conduct, Attendance Policy, Acceptable Use of CCPS Digital Resources, Family Educational Rights and Privacy Acts (FERPA), the current and complete school Uniform Dress Code, The Protection of Pupil Rights Amendment (PPRA) Notice, and Complaints and Grievances Process.

eSignature Link

2024-2025

Dr. Anthony W. Smith
Superintendent/CEO of Schools

CLAYTON COUNTY PUBLIC SCHOOLS

Building A Better Tomorrow, Today!

2024-2025 SCHOOL YEAR

CLEAR BOOKBAG MANDATE F.A.Q.

CCPS MANDATES CLEAR BOOKBAGS FOR 2024-2025 SCHOOL YEAR FOR ALL GRADE LEVELS

Clayton County Public Schools (CCPS) is excited to welcome back students for the first day of school on Thursday, August 1, 2024. In preparation for the return to school, please be reminded that the district will only allow students to carry clear bookbags for the 2024-2025 school year. This decision is for the safety of all students and staff and applies to students in all grade levels.

The district will not provide clear bookbags to all students. Parents/ guardians are required to purchase clear bookbags for their child(ren). For a full list of school supplies and student uniform details, please visit the website of the school your child(ren) is enrolled to attend.

1. **How does this apply to athletes who carry duffle bags to and from school? Are they not permitted to have duffle bags on campus?**
   - Student-athletes with equipment/duffle-type bags are expected to follow a process whereby the bags are turned over to the sport/activity's coach/sponsor upon arrival at school for secured storage until the bags are needed for the activity.

2. **What about lunch bags and purses? Do they have to be clear too?**
   - Lunch bags/boxes or purses do not have to be clear; however, these items will be subject to safety searches at any time. Purse-type backpacks are not allowed.

3. **Can bookbags be clear with designs on them?**
   - Yes. Bookbags can have designs on them. These designs should not completely obscure visibility into the bag.

4. **Is this mandate for all grade levels or only grades 3-12?**
   - All Pre-K through 12th grade students are required to have a clear bookbag.

5. **Will students be allowed to use lockers during the upcoming school year?**
   - Locker usage will be allowed. This will be a localized decision based on school by school leadership and safety measures.

Clayton County Public Schools
Office of the Superintendent
1058 Fifth Avenue • Jonesboro, Georgia 30236 • (770) 473-2700

DR. ANTHONY W. SMITH
Superintendent/CEO of Schools

Dear Parents and Students:

Speaking for the members of the Clayton County Board of Education and the nearly 7,000 district employees, it is my privilege and my honor to welcome you to Clayton County Public Schools for the 2024-2025 School Year!

There is a special energy that accompanies the beginning of a new school year. It is a time for new opportunities, clean slates, and an outlook bright with promise. Our district administrators, working with school-level personnel, have been discussing how we can capture the momentum of the past academic year and continue the great work begun. To accomplish this, school district personnel and CCPS families must be deeply involved for any kind of continued growth to take place. I firmly believe that there is always room for improvement in addressing the needs of our students and their families, our employees, and our stakeholders.

We know the children of our community are vibrant, talented, and have great potential. They are born with inquiring minds, and we must commit to nurturing that natural sense of inquiry by providing them with quality and engaging opportunities to learn.

In addition, we must provide our students with a safe environment for learning opportunities and provide our employees with a secure facility in which to work. I am fully committed to this mission and will continue to take the steps necessary to accomplish this. I ask you, as parents and guardians, to continue to partner with us. We filled the pages of this handbook with important information regarding district policies and our *Student Code of Conduct*. Parents/guardians and students should review the contents of this handbook together. Questions should be directed to your child's school.

We anticipate a wonderful, productive school year filled with rich academic experiences. We appreciate your cooperation and support, and we welcome your suggestions and ideas for improvement.

Once again, we welcome your participation and support this 2024-25 school year. By working together, we will continue to build and enhance a foundation for academic success that will extend beyond the classroom and into our communities, accomplishing our mission of ***Building a Better Tomorrow, Today!***

Sincerely,

Dr. Anthony W. Smith, Ed.D.
Superintendent/CEO of Schools

Foreword

This 2024-2025 Parent and Student Handbook serves a blueprint for student success. The handbook contains information for parents, guardians, and students of Clayton County Public Schools. We urge parents and guardians to read and discuss this handbook with their children. It is not possible for this handbook to address all issues that might arise during the school year. Parents, guardians, and students should understand that local school administrators will use their professional judgment based on board policy and administrative rules to make decisions in specific situations not covered in this handbook.

Clayton County Public Schools has established a district-wide theme of Building a Better Tomorrow, Today. The CCPS district is providing boundless opportunities for its students to prepare to live and succeed in a global economy through an innovative, technology-based, STEM & STEAM approach to education. The district realizes that a vision of this magnitude requires smart and focused work, high expectations for all, and a strong partnership between school and community. The journey to realizing our vision is deeply rooted in the Clayton County Public Schools Strategic Improvement Plan, which is the direct result of the work of multiple stakeholder groups working in collaboration with the Clayton County Board of Education and the district's leadership. This document is the roadmap to systemic improvement in the district. It supports the comprehensive local education agency improvement plan and its addendum that are required by the state and federal governments under the Elementary and Secondary Education Act (formerly No Child Left Behind legislation). The Clayton County Public Schools Strategic Improvement Plan is located at **http://www.clayton.k12.ga.us/about/plans_and_reports.**

In addition, Clayton County Public Schools seeks to increase student learning by focusing on five priorities! Our priorities are as follows:

1. Cultivate School Safety Culture & Promote Positive Working Environment
2. Increase Academic Achievement
3. Bolster Financial Stability
4. Strengthen Organizational Structure
5. Enhance Infrastructure & New Facilities

Each school has high expectations that students will behave in a way that facilitates learning for themselves and others. Students are expected to respect school employees and each other, adhere to policies adopted by the Board, and follow school rules. Teachers are expected to maintain order and discipline in the classroom and address minor infractions to maintain a positive learning environment. The teacher will make every attempt to communicate (via phone calls, notes, e-mails, conferences, etc.) with parents, guardians, and students regarding behavioral concerns within the classroom. The goal is to resolve any behavioral concern early and at the lowest possible level of intervention. When offenses are repetitious or of a serious nature, the student is referred to an administrator (Principal or Assistant Principal).

CLAYTON COUNTY PUBLIC SCHOOLS

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Tiếng Việt: *(Vietnamese)*	Nếu quý vị cần trợ giúp với tài liệu này trong một ngôn ngữ khác ngoài tiếng Anh, xin vui lòng liên hệ 770-473-3232 hoặc e-mail Interpreter@clayton.k12.ga.us

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ANNUAL NOTICE OF NONDISCRIMINATION

The Clayton County Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Legal Compliance Officer
Attn: Latasha Lowe
1058 Fifth Avenue • Jonesboro, GA 30236
Email: latasha.lowe@clayton.k12.ga.us
770-473-2700

For further information on notice of non-discrimination, visit https://ocrcas.ed.gov/contact-ocr for the address and phone number of the office that serves your area, or call 1-800-421-3481

MEDIA AND TECHNOLOGY

PERMISSION FOR STUDENT INTERVIEWS AND MEDIA RELATIONS

On occasion, the Clayton County Public Schools (the district) may permit various media outlets to interview, record, or photograph district students. The district may also interview students to highlight or promote district and school programs. A student may be asked by the media outlet or the district to provide some personal information such as the student's full name, parent' names, or opinions on various topics.

By signing the media release (scan the QR Code on page 3), I indicate that I understand that publication would result in the public release of such personally identifiable information. This publication may be by means and entities outside the control of district and may include information that would otherwise be protected from district release as personally identifiable information of my student. Once collected, this information can be publicly accessed by individuals on or off campus by way of newspapers, television, radio, website, and other media.

I grant permission to the district and to anyone properly authorized by the district to interview, photograph, audio-record and videotape my student during regular school hours on school grounds, and at student activities for these purposes. I understand and acknowledge that participation in media relations or interviews is voluntary and by its very nature may possess the actual or potential risk of physical and emotional injury or illness to my child or any individual who participates. I am aware there is no district insurance coverage for medical treatment for personal injuries, emotional distress, or property damage, which may arise out of student participation or publications released n association therewith. I understand, acknowledge, and agree that the district shall not be liable for any injury (emotional or physical) suffered by my child that is associated with participating in media relations or interviews according to this form.

By signing the Acknowledgement and Permission forms on page 3, I acknowledge that I understand that the district makes every effort to ensure the experience is positive, yet the district may have limited control over what information is received and how it is used. Student may certainly refuse to answer any question that makes them uncomfortable or may refuse to participate at all. The student's instructional time will not be unduly disrupted for these purposes. School personnel are available to provide support to the student before, during, and after this process.

I hereby release, discharge, indemnify, and agree to hold harmless the Clayton County Public Schools District, members of the Clayton County Public Schools Board of Education (past, present, and future officers), attorneys, agents, employees, predecessors and successors in interest, and assigns, hereinafter district release from all liability arising out of or in connection with my child's participation. For the purpose of this release, liability means all claims, demands, losses, causes of action, suits, or judgments of any kind that my student or parents, guardians, heirs, executors, administrators, and assigns have or may have against the district releases because of student's personal, physical, or emotional injury, accident illness, or death, publicity, release of personally identifiable information, or because of any loss of or damage to property or reputation that occurs to the student or his or her property during participation or as a result of its publication due to acts of passive or active negligence by district releases other than actions involving fraud or actual malice.

I acknowledge that I may revoke this release at any time during the school year by mailing or delivering a written notice to my student's principal.

Providing your authorization is entirely voluntary. Sign the third page of the handbook only if you are in agreement with the terms outlined within this Permission for Student Interviews and Media Relations Form.

ACCEPTABLE USE OF CLAYTON COUNTY PUBLIC SCHOOLS' DIGITAL RESOURCES

I acknowledge as the signee of this document that the privilege to responsibly use Clayton County Public Schools' (CCPS) internal network (connection to the Internet and Wi-Fi) and its other digital resources is extended to me. I am responsible for good behavior and character online in the same manner expected in school buildings. Should problems or questions arise, I agree to seek help. If I become aware of any abuses, I agree to contact an appropriate faculty or staff member. I understand that I may be subject to disciplinary action if I do not abide by these guidelines and consequences may include temporary or permanent revocation of my privileges to use CCPS digital resources, in addition to applicable discipline under the Student Code of Conduct. I further agree to abide by any additional rules and regulations governing the use of digital resources put forth by CCPS including those outlined in the Student Code of Conduct.

Digital Resources

These policies exist to promote the positive, responsible, and ethical use of digital resources by students to enhance their learning experience. Digital resources include but are not limited to computers, laptops, tablets, MP3 players, e-readers, student response systems, cameras, interactive panels, installed instructional software, web-hosted instructional applications, CCPS district Internet access, and CCPS district Wi-Fi. Responsible and acceptable use is defined by the following guidelines.

Student Accounts

Students of CCPS are assigned their own accounts to log into the CCPS Portal and access various instructional applications. Students are responsible for maintaining and managing their accounts. Students should never share their credentials with others. School network account usernames and passwords are confidential information of the user and must not be shared with others. It is a violation for students to give passwords to another student for any reason. It is a violation to use another student's credentials for any reason. Students are responsible for the content accessed, uploaded, downloaded, posted, shared, and transmitted on any device through their account. While accounts are assigned to students, the accounts are the property of CCPS. All network traffic is traceable. See the Digital Citizenship section for information on protecting student account information. The CCPS Portal is a self-service portal. Students are responsible for claiming and managing their accounts. Students are responsible for resetting their own passwords. E-mail access for CCPS students will be disabled and deleted on the last day of enrollment.

Network Resources (Internet, Wi-Fi)
As we continue to integrate technology into our educational framework, Clayton County Public Schools (CCPS) is committed to ensuring that all digital resources are utilized in conjunction with the teaching program and student achievement. Our goal is to support instructional and curricular goals and assist students in developing the skills necessary to thrive as lifelong learners in a technologically advanced world. The information gathered via the Internet shall be directly related to educational purposes. This includes enhancing the teaching program, supporting instructional and curricular goals, and assisting students in developing skills essential for their ongoing education and future endeavors. All information accessed, shared, posted, maintained, and stored using the CCPS network must be for educational purposes only.

Privacy and Monitoring
Please be aware that users of the CCPS network do not have an expectation of privacy. To ensure compliance with our policies and maintain a safe online environment, CCPS will monitor and review network traffic without prior notice. This is to ensure that the network is used appropriately and effectively to support our educational mission and to protect our students.

Prohibited Conduct
All users of the CCPS network are expected to conduct themselves responsibly and ethically. The following activities are strictly prohibited:

- Accessing or transmitting content that is damaging to another's reputation.
- Sharing or posting material that is abusive, obscene, sexually-oriented, offensive, threatening, unlawful, or harassing.

Violations of this policy may result in disciplinary actions as outlined in the Student Code of Conduct. We can create a positive, respectful, and effective digital learning environment by adhering to these guidelines. We appreciate your cooperation and commitment to upholding these standards.

Device Care and Responsibility
The ELBC devices provided by Clayton County Public Schools are for academic purposes only. Students should take great care when using these devices. Students should always keep their devices and power cords under supervision. Students should never share devices or loan equipment to other students because the student assigned the device is primarily responsible for any device assigned to them by teachers or other school personnel.

Users should promptly report stolen equipment to school technology personnel and follow the procedures that are communicated to the student upon reporting the incident. In the event of loss or damage, CCPS reserves the right to charge for replacement equipment and/or not to issue a replacement computer or peripheral. The student and parent/guardian will be responsible for the replacement cost if the device is lost or damaged because of intentional misuse.

ALWAYS

- Carry devices at the bottom with the lid closed.
- Respect and uphold copyright laws (See Digital Citizenship).
- Care for devices as if you paid for them.
- Use appropriate academic language.
- Inform the teacher or other school authorities of any inappropriate language/behavior observed.
- Use extreme care when using touchscreen devices.
- Access only sites based on the directives of the teacher or other school personnel. All other sites are prohibited.
- Return devices to the proper storage area when not in use, if applicable (classroom carts).
- Understand that communication and transmission of information is trackable and traceable to the user.
- Use devices for district or educational purposes only. The devices are CCPS property and are subject to inspection at any time and without prior notice. All users will comply as requested.
- Charge devices at home every night.
- It is recommended that you keep your charger in a safe place. Do not loan your charger to anyone.
- Make sure you do not leave your device and charger unsupervised.
- Log into only your device.

NEVER

- Carry the laptop by the screen.
- Use inappropriate, obscene, profane, threatening, or disrespectful language on CCPS network resources or devices.
- Publish content without approval by appropriate school personnel.
- Participate on message boards, discussion threads, blog/ vlog threads, or in chat rooms without teacher supervision or direction.
- Deliberately access inappropriate content. All traffic is monitored.
- Access social media sites without appropriate approval.
- Cyberbullying is strictly prohibited.
- Access CCPS network, data, or devices without proper authorization.
- Eat or drink while using CCPS devices.
- Needlessly touch the screen or monitor.
- Accessing shareware is prohibited.
- Attempt to bypass security and content filters.
- Download or install software without approval from the Department of Technology.
- Alter or deface the asset tags or identifying stickers in any way. Never affix anything to the devices.
  Attempt to remove or change the physical structure of the computer or case. This includes keys, the screen cover, and the plastic casing.
- Loan your device to anyone or use another student's ELBC device.

Digital Citizenship

Digital citizenship is the norm for appropriate, responsible technology use. Students are to engage in safe, positive, legal, and ethical behavior when using networked devices. The school district expects students to conduct themselves responsibly and exercise safe practices when using digital resources at school and at home. Important elements of digital citizenship include but are not limited to the following guidelines:

- A digital footprint is permanent. Think before you hit send or post. Once content is posted, it can never be permanently deleted. Anyone who views it can download or save it. Inappropriate posts may prevent you from acquiring a job or attending the college of your choice. Never post pictures or texts that you may later regret.
- Be respectful in all electronic communications. Everything you post can be traced back to you. Never use digital resources to project anger to anyone. This type of behavior is considered Cyberbullying. Cyberbullying is defined as the use of digital devices, networks, and platforms to deliberately and repeatedly harm, harass, or intimidate others. Clayton County Public Schools is committed to fostering a safe and supportive learning environment that leverages technology responsibly and ethically. As a part of our dedication to digital citizenship, we emphasize that Cyberbullying is strictly prohibited and may result in the revocation of access to digital resources and disciplinary consequences under the Student Code of Conduct. If you witness or experience cyberbullying, report it to a trusted adult immediately. Do not engage or retaliate.
- Communicating with strangers online is dangerous. Never give out personal information online (your name, address, contact information, social security number, etc.). Never agree to meet someone you have met online. Always tell a parent, guardian, or teacher if anyone ever makes you feel uncomfortable online.
- Copyright infringement is unethical and illegal. Infringement occurs when an individual reproduces a work protected by copyright without permission from the creator. If you are unsure whether the use of the material is permitted, request permission from the copyright owner or seek guidance from school personnel. Never copy or paste from the internet without properly citing the source.
- Users should always protect their accounts. Never share your CCPS account information with friends. Never try to use another student's account information. Never leave a computer logged in with your account information. Never write down your account information where others may see it. You are responsible for the content accessed or transmitted using your account information.

Student Document Submission in Infinite Campus

Clayton County Public Schools understands that parental access to submitting and retrieving student information is a critical link in guiding and supporting students. To streamline processes and enhance efficiency, parents can complete student information electronically through Infinite Campus. By utilizing electronic submission, we reduce paper waste and increase the effectiveness of data submission. We appreciate your cooperation in adopting this more convenient and eco-friendly approach.

Infinite Campus Parent Portal Guide

The Infinite Campus Parent Portal is designed to help you stay up-to-date with your child's assignments, activities, and academic progress. You can view assignment details, track attendance, and print report cards. Teachers, counselors, and staff publish information as it is available, providing parents immediate access to student performance. You can log onto the Infinite Campus Parent Portal to view your child's information from anywhere Internet access is available. Schools post announcements, important notices, and meetings onto the portal, allowing busy families to schedule, plan, and stay informed.

Creating a Parent Account in the Infinite Campus Portal

Instructions for acquiring your username and password login credentials:

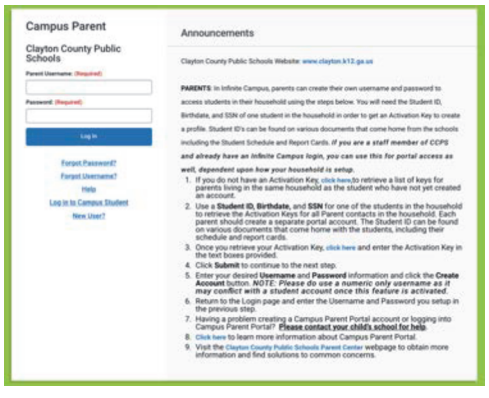
Parent Portal direct access:

https://sis.clayton.k12.ga.us/campus/portal/clayton.jsp

Account Access Procedures

The first time you attempt to access the Parent Portal, you must retrieve your Activation Key to create a username and password. The Activation Key is only needed the first time you access the portal to create your username and password.

1. From the portal login page, select the "Click Here" link next to the text, if you do not have an Activation Key. This option is only used when a username and password need to be created. Enter the requested information and select the Activate Your Parent Portal Account. Now create your username and password.
2. The Activation Screen will display. This is where you enter the Activation Key you received in the previous step.
3. If you have already created an account and cannot log in, please contact your child's school for assistance.



PARENT AND STUDENT RIGHTS

CLAYTON COUNTY PUBLIC SCHOOLS DIRECTORY INFORMATION NOTIFICATION FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) a federal law, requires that Clayton County Public Schools (CCPS) with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, CCPS may disclose appropriately designated "directory information" without written consent, unless you have advised in writing to the contrary. Parent/guardian/eligible student may advise in writing by checking the appropriate box at the end of this notification, signing and returning it to our child's school as directed below.

One purpose of designating certain personally identifiable information as directory information is to allow the Clayton County Public Schools to include information from your child's education records in certain school publications. Examples include the following:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

The following information has been designated as directory information by Clayton County Public Schools:

- Student name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

If you do <u>not</u> want Clayton County Public Schools to disclose any or all of the types of information designated above as directory information from your child's education records without your prior written consent, you must select the appropriate box(es) below, sign, and date this notification and return it to your student's school by August 31, 2023. This should be signed and submitted to your child's school annually.

By signing the first page of the handbook, I request that Clayton County Public Schools not release the above-checked types of information regarding my child that has been designated "directory information" with my previous written consent.

If you have any questions, please contact the Department of Counseling, Enrollment & Post-Secondary Readiness' Records Clerk, Mrs. Robin Campbell, robin.campbell@clayton.k12.ga.us

PARENT RIGHT TO KNOW TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Clayton County Public Schools receive Title I and Title II funds for federal programs that are part of the compliance requirements of the Every Student Succeeds Act. You may request information about the professional qualifications of your student's teachers and paraprofessionals. Clayton County Public Schools is happy to provide this information and will do so as quickly as possible. At any time, you may request the following information:

- State qualifications and licensing criteria for the grade levels and subject areas in which a teacher provides instruction
- Emergency or provisional status through which state qualifications or licensing criteria have been waived for teacher Credentials regarding teacher qualifications in a specific field of discipline

You may also ask if your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information regarding the paraprofessional's qualifications. The staff at your child's school is committed to helping your child develop the academic knowledge and critical thinking required to succeed in school and beyond. This commitment includes making sure that all of our teachers and paraprofessionals are highly skilled. If you wish to request information concerning the qualifications of your child's teachers or paraprofessionals, please contact the principal by phone or e-mail.

THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA) NOTICE

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, the collection and use of information for marketing purposes, and certain physical exams. These include but are not limited to the right to:

Consent before students are required to submit a survey that concerns one or more of the following areas of "protected information" if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED).

1. Political affiliations or beliefs of the student or student's parents or guardians
2. Mental or psychological problems of the student or student's family
3. Sex behavior or attitudes
4. Illegal, anti-social, self-incriminating, or demeaning behavior
5. Critical appraisals of others with whom respondents have close family relationships
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
7. Religious practices, affiliations, or beliefs of the student or parents
8. Income, other than as required by law to determine program eligibility

Receive notice and the opportunity to opt students out of the following activities:

1. Any other protected information survey, regardless of funding
2. Any nonemergency, invasive physical exam, or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student, except for hearing, vision, scoliosis screenings, or any physical exams or screening permitted or required under State law
3. Activities involving the collection, disclosures, or use of personal information obtained from students for marketing, to sell, or to otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

Inspect upon request and before the administration may use the following materials:

1. Protected information surveys of students created by a third party
2. Instruments used to collect personal information from students for marketing, sales, or other distribution purposes
3. Instructional material used as part of the educational curriculum

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Clayton County Public Schools has developed policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office • U.S. Department of Education
400 Maryland Avenue, SW • Washington, D.C. 20202

Language Access Services

Clayton County Public Schools offers interpretation services at no cost to parents. Parents can request services from school officials or call the International Center at 770-473-3232 to request an interpreter for a meeting or conference. Translation services are also provided for schools and departments to enhance communication.

Other support services are provided to international parents and families. Please visit the **International Center** webpage for more information.

Sign Language Interpreters

Clayton County Public Schools offers sign language interpreters at no cost to parents. Parents can request services from school officials at the Department of Exceptional Students at 770-473-2700 or emailing des@clayton.k12.ga.us.

Clayton County Public Schools 2024 - 2025 Parent and Family Engagement Plan

What is Parent and Family Engagement?

Parent and Family Engagement means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, ensuring that:

- Parents play an integral role in assisting their child's learning.
- Parents are encouraged to be actively involved in their child's education.
- Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- Other activities are carried out, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA)

About the Parent and Family Engagement Plan
In support of increased academic achievement, Clayton County Public Schools (CCPS) has developed a Parent and Family Engagement plan that establishes the district's expectations for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. Furthermore, this plan will describe the district's commitment to engage families in the education of their children and to build the capacity of its Title I schools to implement family engagement strategies and activities designed to reach the district's goals for increased student academic achievement.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer, and enjoy school more. Title I, Part A provides for substantive parent and family engagement at every program level, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. CCPS will work with its Title I schools to ensure that the required school-level parental and family engagement policies meet the requirements of Section 1116 (b) and include, as a component, a school-parent compact consistent with Section 1116 (d) of ESSA.

Jointly Developed
In February, March, April, and May 2024, all parents including parents of homeless, migrant, neglected, and delinquent children, as well as parents of children served by Title I and attending private schools, were invited to participate and provide suggestions and ideas to improve the Title I Parent and Family Engagement Plan for the 2024-2025 school year. During this meeting, parents also reviewed and discussed the Comprehensive LEA Improvement Plan (CLIP) and the District Plan of Support for the 2024-2025 school year. Parents were notified of the meetings via several communication channels, including Channel 24 (CCPS closed-circuit TV station), district and school websites, and flyers distributed throughout the community and the district office. In addition, parents submitted their feedback via U.S. mail, email, electronic surveys, and fax.

Upon final revision and acceptance, the district parent and family engagement plan was incorporated into the CLIP and submitted to the Georgia Department of Education. Parents may provide feedback regarding the plan at any time by submitting written comments to their child's school or to the Office of Federal Programs. All feedback received is considered when revising the Parent and Family Engagement Plan for the current school year.

To ensure distribution of the plan, the CCPS Parent and Family Engagement Plan is posted on the district website, published in the Title I Parent Handbook, and made available in all Title I Parent Resource Centers and Clayton County Public Libraries. Stakeholder meetings are also scheduled quarterly to review and provide suggestions for the Title I Parent and Family Engagement Plan, and the plan is reviewed during Title I Parent Academy meetings.

Opportunities for parents to express concerns, ask questions or voice complaints are outlined in the Clayton County Public Schools Complaint Procedures, located in the Title I Parent Handbook and on the district's website.

Strengthening Our School
This year, the Executive Director of Federal Programs, Title I Coordinating Supervisor, and designated Title I Programs Specialists will provide technical assistance and support to all Title I schools to ensure parent and family engagement requirements are being satisfied, and effective parent and family engagement strategies and activities are being implemented. At each Title I school, the principal is the designated contact responsible for the implementation of parent and family engagement requirements. Schools may use Title I funds to hire a Title I Parent Liaison to further support parent and family engagement.

The Office of Federal Programs will provide each Title I school with timely communication, on-site support for monitoring and compliance, and resources to help improve and strengthen parent and family engagement practices. Schools will receive on-going support for effective planning, implementation, and evaluation of their Parent and Family Engagement program. Additionally, the Office of Federal Programs will provide job-embedded professional development to assist Title I Parent Liaisons and other Title I Contacts with building parent and staff capacity to increase student achievement. During the 2024-2025 school year, meetings will be held face-to-face, though virtual meetings for technical support may be scheduled.

Reservation of Funds
CCPS will reserve 1% from the total amount of Title I funds it receives in the 2024-2025 school year to carry out the parental involvement requirements listed in this plan, and as described in Section 1116 of ESSA. Furthermore, CCPS will distribute 90% of the amount reserved to all Title I schools to support their local-level parent and family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate parent involvement budget that addresses their needs assessment and parent recommendations. The Office of Federal Programs ensures this set-aside is used for parental involvement by monitoring the budget development process at each school to ensure that sufficient funds have been allocated for parent and family engagement activities and by monitoring expenditures every month for each Title I school.

In addition to the 1% set aside, schools use Title I funds to operate and maintain Title I Parent Resource Centers, to hire Title I Parent Liaisons, and to print parent and family engagement documents. Additionally, Title I funds are used to purchase supplies and materials for parent activities and to advertise parent workshops and school-wide events.

Each school will host Title I meetings for parents to provide suggestions on how these parental involvement funds will be used in the upcoming year at the district and school-level. Comment cards and evaluations from these meetings will be reviewed by the district to determine areas of need for the upcoming school year and consider changes to the parental involvement budget.

Opportunities for Parent Consultation
Input and suggestions from parents are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend meetings described in this section to share their input and suggestions to help the district, schools, and students reach our student academic achievement goals.

School Title I Parent & Stakeholder Meetings: (Fall 2024 & Spring 2025)
During the Fall of 2024, Title I schools will host stakeholder input meetings, held at a variety of times to accommodate stakeholder availability. All parents and other stakeholders are welcome to provide input for the school's Title I Schoolwide Plan, Title I Targeted Assistance Plan, Parent and Family Engagement Plan, School-Parent Compact, 1% Parental Involvement Budget, and Building Staff Capacity.

During the Spring of 2025, Title I schools will host roundtable meetings, also held at a variety of times to accommodate stakeholder availability. All parents and stakeholders will engage in open forum discussion about the design and goals of the school's parent engagement program.

Each Title I school will advertise all parent and stakeholder meetings in a variety of formats, including but not limited to: announcements on the school website, posts on school social media accounts, flyers home sent via students, and call posts.

In March 2025, the district will collaborate with each Title I school to conduct a survey for parents and stakeholders to provide valuable feedback and input. The survey will contain questions related to the parental involvement budget, as well as a section for parents to provide comments.

District Title I Parent & Stakeholder Meetings: (Quarterly)
CCPS will host district-level stakeholder input meetings at a variety of times and locations to accommodate stakeholder availability. Attendees will have the opportunity to hear the latest updates from the Office of Federal Programs, as well as review and provide input on the CCPS Title I Parent and Family Engagement Plan, the district 1% Parent and Family Engagement Budget, and the CLIP for the upcoming school year.

Notices regarding these meetings, as well as the Parent and Family Engagement Plan, will be posted on the CCPS website at www.clayton.k12.ga.us. The district will also advertise these meetings through a variety of channels, including but not limited to: Channel 24, CCPS School Messenger, Infinite Campus Parent Portal, and announcements at various school and community events.

Parent input on the use of Title I funds and suggestions concerning parental involvement activities also may be provided through the Title I Parent and Family Engagement Survey.

Building Capacity
Clayton County Public Schools will build partnerships between its Title I Schools, families, and community with the goal of developing mutual support for student achievement. To develop capacity for this support, CCPS will implement a variety of family and community engagement initiatives.

Building Parent Capacity
CCPS will provide families with information about the overall Title I program and its requirements. The district works with its Title I schools to help families understand academic expectations for student learning and progress. Specific information on the State's challenging academic standards, and local and state assessments—including alternative assessments, will also be provided through district Title I Parent Academy workshops. The district also offers assistance to parents in understanding use of its online student information system and other digital resources. Notifications about these opportunities will be posted on the district website and shared through school messaging systems, newsletters, and social media postings.

The district website has a section, entitled The Parent Toolkit, that has resources and materials such as parent guides, study guides, practice assessments, and materials for at-home learning. Hard copies of these materials will be available at all Title I schools, and copies will be provided in a preferred language as needed.

Each Title I school notifies parents of the academic status of the school annually. The information is also posted in each Title I Parent Resource Room. The information is used to give parents a voice in defining and attaining the school's academic goals.

The CCPS Title I Parent Advisory Council, made up of parent representatives from each Title I school, advises the district and schools on all matters related to family engagement. Community leaders and business partners are also invited to serve on the council. The participation of all of our partners is encouraged through video conferencing and recording options to accommodate varying schedules.

CCPS coordinates and integrates the district's family engagement programs under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs such as, the Head Start program, Georgia Pre-K, and other federal and state funded preschool programs in the district. The district will invite faculty and staff from those programs to attend planning meetings focused on family engagement activities. In addition, CCPS heavily promotes kindergarten registration using district and community media outlets.

In the spring, schools will host Kindergarten Round-up days, Middle and High School Transition Nights, and College and Career Fairs so parents may receive information to help prepare them and their children for the next life stage.

Building School Staff Capacity
The Office of Federal Programs will conduct monthly training during the school year for Title I Parent Liaisons and Title I Contacts to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. The information from the training sessions will be used by the liaison and the building leadership to deliver professional development to the faculty and staff of Title I schools. The Office of Federal Programs will also provide technical support for building staff capacity in each Title I school.

To ensure that information related to district, school, parent programs, and activities is available to all parents, each Title I school is required to send home and post online information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' preferred language, where applicable, and provide interpreters at parent events and meetings. Information posted on the district website will be translated to the extent practicable. The district will also utilize school phone call systems, district and school websites, local news media, and social media to post information for parents.

Parent and Family Engagement Evaluation
In order to measure the effectiveness of the CCPS Title I Parent and Family Engagement Plan and activities, an annual district-wide parent survey will be administered in the Spring of 2025.

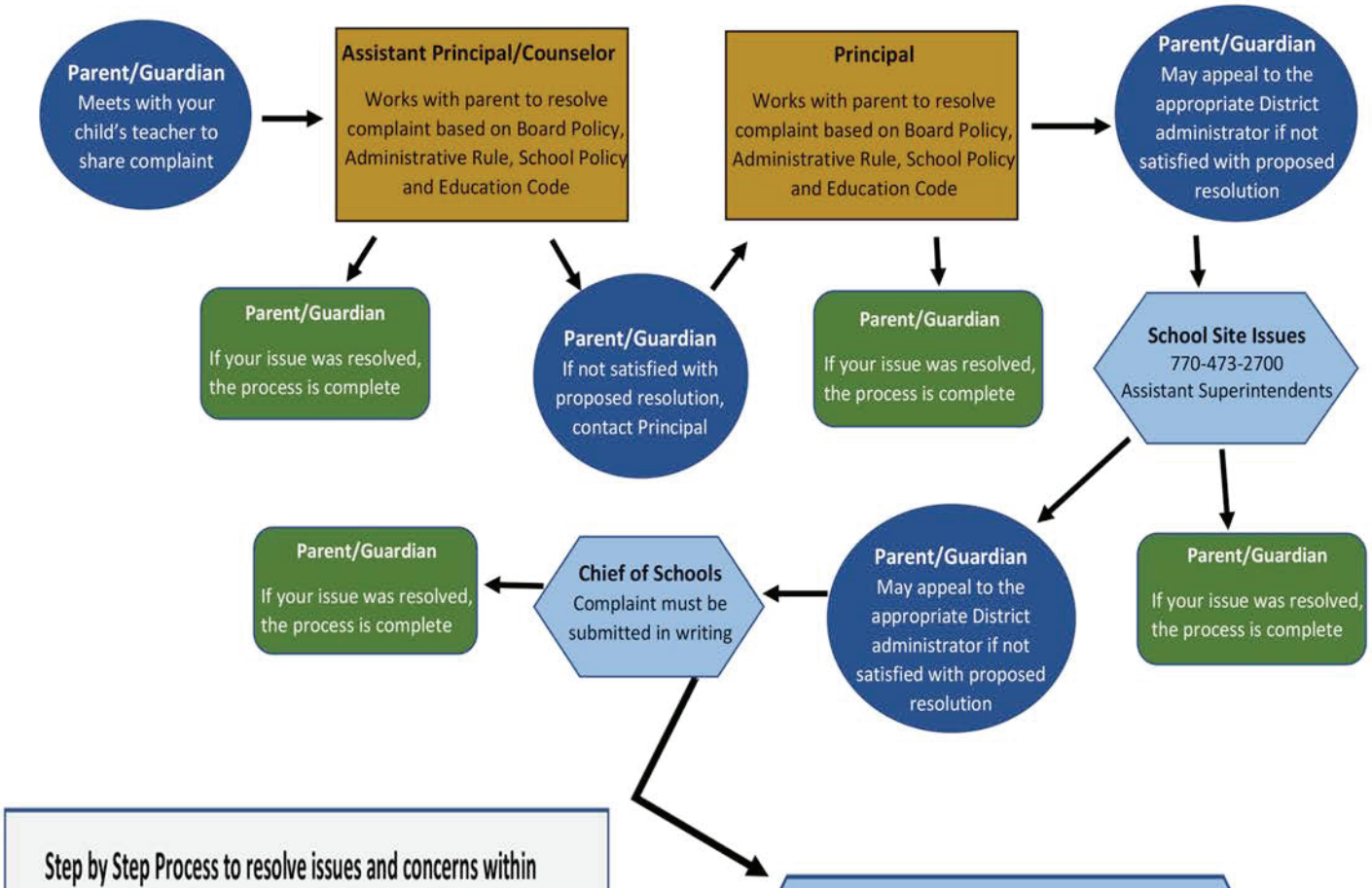
Beginning in March, all Title I schools will send home a survey for parents to provide valuable feedback regarding the parental involvement activities and programs. These surveys will also be posted on the district and school websites for parents to complete. In addition to the annual survey, each Title I school will also use the Title I parent and stakeholder meetings to gather feedback on the content and effectiveness of the Title I School-wide or Targeted Assistance plan, the Title I Parent and Family Engagement Plan, and the CLIP.

The school district will use the findings from the school and district meetings and survey results to design strategies to improve effective parent and family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.

Accessibility
In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district's Office of Federal Programs will communicate and collaborate with the Office of Student Services and Federal Programs, the Office of Curriculum, Instruction, and Assessment to ensure full opportunities for parent and family participation. This includes parents with limited English proficiency, parents with limited literacy, parents with disabilities, parents who are economically disadvantaged, or are of any racial or ethnic minority background, and parents of migratory children. CCPS will provide information and school reports in a language parents can understand.

Adoption
CCPS Title I Parent and Family Engagement Plan was reviewed and revised with the input of CCPS staff, parents, and community members. This Plan was adopted by the Clayton County Public School District on July 1, 2024 and will be in effect for the period of one year. The school district will distribute this plan to all parents of participating Title I, Part A children before August 19, 2024. It will also be published in the Title I Parent Handbook and the CCPS website, and copies will be available in all Title I Parent Resource Rooms.

Clayton County Public Schools Complaint Resolution Process



Step by Step Process to resolve issues and concerns within Clayton County Public Schools

1. Using Board Policy, Rules and Georgia Education Code, administrators will assess new information presented during conference with the parent.
2. It is the goal of CCPS to work with parents and staff to resolve all concerns and/or complaints at the school or department site. The District will always refer parent and staff to the principal or director as a first attempt to resolve the issue.
3. A cabinet-level administrator will evaluate the process legality of the original decision. This is the final meeting with parent.

FINAL APPEAL

Should the parent/staff member appeal to the decision of the cabinet-level administrator, the Superintendent/Deputy Superintendent will review the case file. The Superintendent/Deputy Superintendent will issue a final decision regarding the appeal, and a meeting will only be scheduled with the parent/guardian at the Superintendent/Deputy Superintendent discretion.

Clayton County Public Schools

2024-2025 School Calendar

Legend

- Holiday/System Closed
- Holiday/Election Day
- New Teacher Orientation
- Pre-/Post-Planning
- First Day/Last Day
- Staff Development Day
- ELBC Days

Holidays

Sept. 2: Labor Day
Oct. 7-11: Fall Break
Nov. 5: Election Day/Day Off
Nov. 25-29: Thanksgiving Break
Dec. 21-Jan. 3: Semester Break
Jan. 6: Staff Development
Jan. 20: MLK Day
Feb. 14: Staff Development
Feb. 17: President's Day
Mar. 14: Staff Development
Apr. 7-11: Spring Break
May 26 Memorial Day
June 19: Juneteenth

2024-2025 Extended Learning Beyond the Classroom Days (ELBC)
❍ September 13, 2025 ❍ January 31, 2025
(ELBC days are virtual instructional days for students and a planning/professional development day for teachers.)

DEPARTMENT OF COUNSELING ENROLLMENT AND POST SECONDARY OPTIONS

The Clayton County Public Schools (CCPS) counselors are dedicated to helping all scholars become independent lifelong learners. The Counseling, Enrollment, and Post-Secondary Readiness Department, inclusive of all CCPS elementary, middle, and high school counselors, provides direct and indirect services and consultation to all schools, staff, and personnel on research and evidence-based interventions and strategies that support the academic, social-emotional, and post-secondary success of all students enrolled in Clayton County Public Schools. Additionally, they advocate for scholars holistically by implementing a Comprehensive and Developmental School Counseling program aligned with the American School Counselors' Association (ASCA) for School Counseling. The program is inclusive of innovative, proactive, empowering, and preventive strategies that are research and evidence-based.

The four major program components of the Comprehensive School Counseling Program are the School Counseling Curriculum, Individual Student Planning, Responsive Services, and System Support. School counselors provide services to students, parents, school staff, and the community in the following areas:

- Direct Student Services: Direct services are in-person interactions between school counselors and students and include the following:
- School counseling core curriculum: This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classrooms and group activities.
- Individual student planning: School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- Responsive services: Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.
- Indirect Student Services: Indirect services are provided on behalf of students due to the school counselors' interactions with others, including referrals for additional assistance, consultation, and collaboration with parents, teachers, other educators, and community organizations.

School Counselors Promote and Student Self-Advocacy

The American School Counselors Association's (ASCA) Mindsets & Behaviors are centered on three domains—academic, career, and social and emotional. These domains rely on students building foundations of self-determination and self-advocacy. Learn how you can transform this aspiration and potential into a reality. School Counselors assist students with Health and Wellness through the following practices:

- Help students develop social and emotional competencies
- Enable students to demonstrate readiness to drive their own futures
- Provide opportunities to learn outside of traditional classroom settings
- Empower student agency and ownership of their education

CCPS counselors develop Comprehensive Site-based School Counseling Programs' support the district's mission and vision and promote active student engagement, academic achievement, social and emotional development, and postsecondary career focused options. The Comprehensive Site-based School Counseling Programs are comprehensive in scope, standards-based, preventive in design, and developmental in nature.

CCPS counselors utilize state standards for School Counseling, the ASCA National Standards for School Counseling, and ASCA Mindsets & Behaviors for Student Success K-12 College and Career-Readiness Standards for Every Student. Additionally, CCPS counselors work in collaboration with administrators, teachers, students, parents, and the community to establish a positive and supportive learning environment that fosters academic achievement and student success. By facilitating students' abilities to realize academic potential, achieve optimal personal growth, acquire positive social skills, and establish postsecondary and career goals; school counselors are vital to student growth and progression into positive, productive citizens in a globally competitive economy.

The Department of Counseling, Enrollment & Post-Secondary Readiness is dedicated to helping the whole child succeed through the promotion of student engagement and learning, school readiness, academic achievement, social and emotional development, a positive school culture, and college and career readiness success. This department actively leads the development, implementation, coordination, oversight, and daily operations of the district's systemic and school based culturally competent Comprehensive School Counseling Programs, the Strategic Student Enrollment Management Plan, postsecondary readiness programs and initiatives, and mentorship. The department's core operations are detailed below:

- The District's elementary, middle, and high school counselors are uniquely trained to address all academic, career and social and emotional needs to make a positive impact on student achievement, attendance, and behavior. This is inclusive of the District's Systemic and School Based Culturally Competent Comprehensive School Counseling Programs.
- The CCPS Strategic Enrollment Management Plan encompasses a systemic unified virtual registration, enrollment, and withdrawal process that actively engages schools, parents, and the community to promote school readiness and parent awareness.
- The CCPS School Mentorship Program increases the positive relationships students have in their lives, while also promoting factors that can lead to educational success such as connectedness to the school environment and peers, improved relationships with teachers and staff, improved feelings of academic competence, and greater access and use of other supports including tutoring, credit tracking, counseling, and postsecondary planning.

NEW STUDENT ADMISSIONS AND WITHDRAWALS

Clayton County Public Schools Online New Student Registration & Enrollment Process

Clayton County Public Schools utilizes the Online Registration (OLR) electronic application for enrolling students. The Online Registration tool and process affords parents, guardians, and caregivers new to the districtwith the opportunity to register student(s) for attendance at Clayton County Public Schools twenty-fours hours a day, seven days a week. Online Registration (OLR) is Internet based and easily accessible on any handheld device or computer.

Requirements for Online Registration.

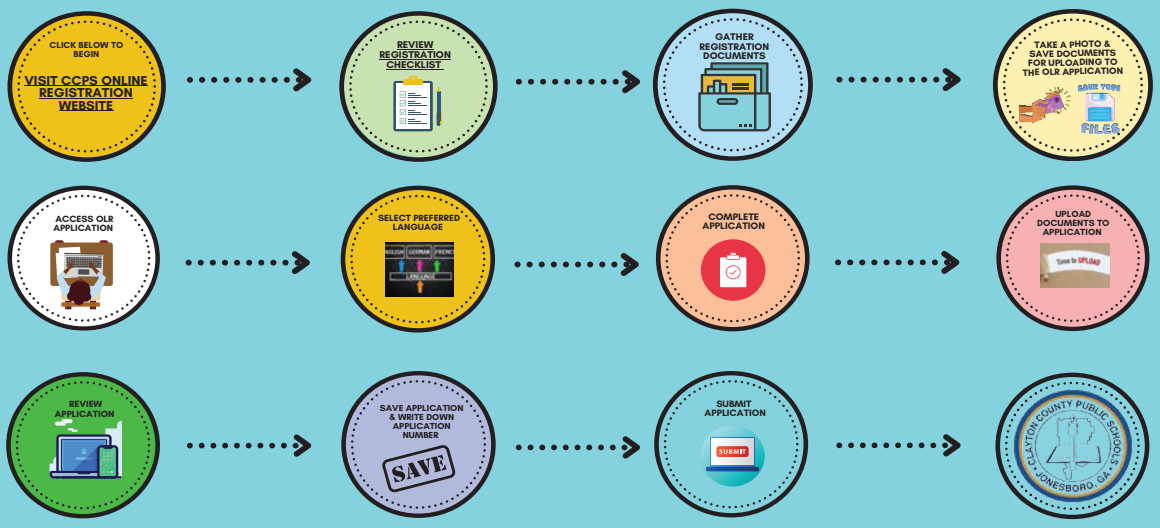
To effectively access the OLR, the following items are necessary:
Internet Access
A valid email address
A computer with a processor speed of 500Mhz or better (MAC or PC)
Adobe ReaderTM - this is a free document reader available for download on the web at https://get.adobe.com

How do I set up a new email account?

Internet Search Engine - Links to Establish an Email Account
Google - Create Google Email Account
Yahoo - Create Yahoo Email Account
MS Outlook - MS Outlook Email Account

Clayton County Public Schools follows all enrollment and withdrawal requirements of State Board Rule 160-5-1.28 and all applicable state and federal authority.

The online registration process is as follows:



REGISTRATION BY PHONE:

Office: (404)361-3428 • Days: Mon.-Friday • Hours: 8:30 am-12:00 pm & 1:00 pm-4:30 pm

In the absence of technology, families may call directly to complete the registration process with the Registrar beginning on June 3, 2024. School can help parents or guardians to complete the online application over the phone.

Applications can be completed using any of the following methods:

- **Personal Computer or Laptop**
- **Tablet**
- **Smart Phone**

If, in fact, a family has one of the above devices, we encourage them to use the following link in order to access the Online Registration (OLR). If a family does not have their own device, they are encouraged to work with others in navigating through the OLR Process.

REQUIREMENTS FOR ENROLLMENT

Authority to Enroll

Under the provisions stated in **O.C.G.A. §20-2-690.1**, a parent, guardian, grandparent, or another person has the authority to enroll a student who meets the age eligibility requirements; if the student's parent or legal guardian (or a student in the case of an emancipated minor) is a resident of the school district and provides proof of residence in accordance with regulations developed by the Superintendent; however, the student may be enrolled on a provisional basis for 30 days while awaiting such proof, per State Department of Education rules.

A person enrolling the student acting under the authority of a power of attorney executed by a parent or guardian serving in the military will be required to show proof of a duly executed power of attorney. Such enrolling person is not required to obtain legal guardianship.

A grandparent with a notarized power of attorney properly executed by a parent in accordance with **O.C.G.A. §§ 19-9-120 through 129** may enroll a child if a hardship prevents the parent from caring for the child.

Per **O.C.G.A. § 19-9-122**. parents may delegate caregiving authority of their child(ren) through a notarized and properly executed power of attorney to an individual who is:

- an adult residing in the state of Georgia who is the grandparent, great-grandparent, stepparent, former stepparent, step-grandparent, aunt, uncle, great aunt, great uncle, cousin, or sibling of such child;
- a non-relative who is approved as an agent by a child placing agency; and
- a nonprofit entity or faith based organization.

Powers of attorney under, **O.C.G.A. § 19-9-122**, are valid for one year, except for in the case of grandparents.

The school system shall enroll a student, otherwise eligible to attend its schools, and allow such grandparents to act on behalf of their grandchildren without requiring court proceedings to obtain legal guardianship.

Pursuant to the Caregiver Educational Consent Act, **O.C.G.A. §20-1-14**, et seq., a kinship caregiver meeting district residency requirement may enroll a student with a properly executed Kinship Caregiver's Affidavit, meeting the requirements of O.C.G.A. §20-1-18. A kinship caregiver (as defined by **O.C.G.A. § 20-1-15**) may enroll with proper documentation if the student resides with the enrolling person full-time upon the parent or legal guardian's losing or abdicating the ability to care for such child; or inability to ensure the child will attend school for reasons, including, but not limited to:

- A parent or legal custodian is unable to provide care due to the death of a parent or legal custodian;
- A serious illness or terminal illness of a parent or legal custodian;
- The physical or mental condition of the parents or legal custodians such that proper care and supervision of the child cannot be provided;
- Incarceration of a parent or legal custodian;
- The inability to locate the parents or legal custodians;
- The loss or inhabitability of the child's home as the result of a natural disaster
- A period of active military duty of the parents or legal custodians exceeding 24 months.

The person enrolling the student must be in control or charge of the student (standing in loco parentis - 7 days a week and 24 hours a day) if the person is not the parent or legal guardian of the student. Students are not allowed to enroll in schools because of athletics or the desire to attend a particular school in the district.

Age Eligibility

Other than students specifically exempted by rule or by law, the following individuals are eligible for enrollment:

- Students who have attained the age of five by September 1;
- Students who have not reached the age of 21 by September 1;
- Students who have not received a High School Diploma or the equivalent;
- Students re-enrolling after dropping out, including students who are married, parents, or pregnant. Students that have dropped out of school for one quarter or more are eligible to enroll in the appropriate general education programs unless they attain the age of 20 by September 1;
- Special Education students shall be eligible for enrollment in appropriate education programs through age 21, or until the last day of the semester in which they turn age 22 or until they receive regular High School Diploma; provided, however, they were enrolled during the preceding school year and had an approved Individualized Education Program (IEP) which indicated that a successive year of enrollment was needed. Entitlement to Free Appropriate Public Education (FAPE) ends upon reaching age 22 or graduating with a regular diploma, whichever comes first. If the adult student with the disability turns 22 years of age during the summer up to September 1st of the fall semester, or during winter break up to January 1st of the spring semester, the student will be exited or graduated during the preceding semester.

Age Eligibility for Kindergarten & 1st Grade:

Per the Georgia Department of Education, a child must be five years old on or before September 1 for enrollment in the appropriate general education program. School systems must verify age before enrollment.

Exceptions to Age Eligibility for Kindergarten & 1st Grade:
Students who were legal residents of one or more other states or countries for a period of two years immediately prior to moving to Georgia and who were legally enrolled in a public kindergarten or first grade, or a kindergarten or first grade accredited by a state or regional association or the equivalent thereof, provided that the Kindergartner is five years old by December 31; or the first grader is six by that date will be eligible for enrollment. School personnel will be required to verify the student's information with the previous school district and age prior to enrollment.

Evidence of Date of Birth
Other than students specifically exempted by State Board rule or by State or Federal law, before admitting any student to a school in the school system, the Superintendent or designee shall accept evidence in the order set forth below that verifies the student's date of birth:

- Proof of Age (birth certificate, certified hospital issued birth record)
- A military ID.
- A valid driver's license.
- A passport.
- An adoption record.
- A religious record signed by an authorized religious official.
- An official school transcript; or
- If no evidence such as the above can be produced, an affidavit of age sworn to by the parent or guardian accompanied by a certificate of age signed by a licensed practicing physician, which states that the physician has examined the child and believes that the age as stated in the affidavit is substantially correct.

Upon presentation of evidence noted above, a photocopy of the document(s) shall be placed in the student's record and the document that is presented shall be returned to the parent or guardian.

A student will be identified in the local student information system (SIS) and in the Georgia Statewide Student Information System (GSSIS) by the student's legal name as it appears on the documentation submitted for age verification as cited above or in a court order changing the student's name.

Once a student has successfully enrolled in any publicly-funded Georgia school by providing evidence as cited above and is recorded in the Georgia Testing Identifier application (see **SBOE Rule 160-5-1-07**), further proof of age is deemed unnecessary.

The parent or guardian must provide the following documentation for enrollment:
A copy of the enrolling student's Social Security number or sign a form stating the individual does not wish to provide the social security number, pursuant to **O.C.G.A § 20-2-150**. No student shall be denied enrollment for failing to provide a Social Security number or declining to apply for a Social Security number.

A certificate in accordance with the provisions of **O.C.G.A. § 20-2-771**, concerning the immunization of students, which includes an exception for religious grounds.

A certificate in accordance with the provisions of **O.C.G.A. § 20-2-770**, concerning nutritional screening and eye, ear, and dental examination of students.

Pursuant to **O.C.G.A. § 20-2-670**, a transferring student applying for admission to a grade higher than the sixth grade shall as a prerequisite to admission present a certified copy of his or her academic transcript and disciplinary record from the school previously attended.

A student transferring from a Local Education Agency to another within the state of Georgia shall meet the criteria for continuation of gifted services established by the Local Board of Education of the receiving school system. There is no mandated reciprocity between states unless the student is a dependent of military personnel.

Proof of residence shall be required unless the student is homeless, and the McKinney-Vento Homeless Assistance Act applies.

Pursuant to the McKinney-Vento Act, a homeless child shall be enrolled immediately even in the absence of any appropriate documentation. Upon determination that a child is homeless, the child can remain in the school where the student was enrolled when the homelessness began. Alternatively, the child may enroll in the school zone where the student currently resides. The employee or other designated individual responsible for the care of homeless students shall assist the homeless student in acquiring records necessary for enrollment.

Proof of residence for students (other than those who meet the McKinney Vento Act criteria) can be shown by providing two or more of the following items:

a. Home ownership title in the name of the parent, guardian, or enrolling person for the location of the legal residence.
b. A home purchase agreement current within the past year.
c. A residential property tax statement or bill within the past year in the name of the parent, guardian, or enrolling person for the location of the legal residence.
d. A homeowner's insurance policy, warranty, or quit claim deed current within the past year in the name of the parent, guardian, or enrolling person for the location of the legal residence.
e. A lease or rental agreement current within the past year that include the name, address, and/or telephone number of the lessor.
f. A monthly utility statement that is current within the last 45 days (gas, telephone, power, water, and sewer) which evidences the location of the legal residence.
g. Current within the last 45 days paycheck stub in the name of the parent/guardian/enrolling person for the location of the legal residence.
h. Current within the past year Medicaid card in the name of the parent/guardian/enrolling person for the location of the legal residence.

In the event none of the above documentation is available or the documentation submitted is insufficient in the opinion of the school system to verify a legal residence within the attendance zone, the principal or designee may require the parent or guardian claiming residency to complete a sworn and notarized statement of legal residence by the enrolling person and the residence owner or leasing agent that is valid for 60 days until the residency documents can be obtained.

The school system is not responsible for making determinations regarding immigration and visa status. The school system will accept non-immigrant, foreign students on visas and immigrants/non-visa holders who meet age and residency requirements without inquiring about the legal status, in accordance with federal or state law and State Board rule.

Attendance Zones
Students must attend school in the attendance zone where their parents, legal guardians, or student (if 18+ and living independently or an emancipated minor) reside. Students may not attend other schools in the system except when granted approval through the student transfer process.

SB42 The Dexter Mosley Act
The Dexter Mosely Act authorizes home study students in grades 6-12 to participate in extracurricular and interscholastic activities in the student's resident public school system. The law is codified in **O.C.G.A. § 20-2-319.6**. No home school students should attend activities, workouts, practices, or competitions until they are fully registered. The following includes important information required for home-schooled students to participate in athletic and extracurricular activities:

Georgia Department of Education Guidance Document
https://drive.google.com/file/d/1j6Jj1IsV54cuS4xExxaSfACgiMX97-S6/view

Enrolling Parent, Guardian, or Caretaker
The enrolling parent, guardian, or caretaker must submit the following documents to the principal of the school in the attendance zone of their residence indicating the intent to enroll the student under SB42. This packet shall include the following documents:

- A copy of the student's most recent annual progress report as provided in Georgia's requirements for home school programs to include the instructor's individualized assessment of the student's academic progress in all courses (reading, language arts, mathematics, social studies, and science).
- A written verification by the home school instructor that the student is currently receiving a passing grade in each home study program course and is maintaining satisfactory progress towards advancement.
- A current copy of the student's transcript including the number of cumulative units earned to date.

Once the parent, guardian, or caretaker has submitted the packet to the principal of the student's zoned school, students can be registered through the CCPS Online Registration Application, and all enrollment documents uploaded. Alternatively, contact the zoned school to schedule an appointment to complete the enrollment and registration process.

Verification of Student Demographic and Emergency Contact Information
For the 2024-2025 school year, the parents of returning students will be required to verify their household demographic and emergency contact information. Enrolled students and a parent, guardian, or caregiver are expected to be full-time Clayton County residents while the student attends Clayton County Public Schools. When parents, guardians, or caregivers share physical custody, residency will be determined by the residence in which the student primarily resides at least 51% of the time. The district may request custody documents as needed to verify residency. A school system representative may visit the address provided by the parent, guardian, or caregiver to verify residency or confirm residency with a leasing agent. Students who are fraudulently enrolled will be withdrawn from school. Parents are subject to prosecution for providing false information on a legal document (**O.C.G.A §16-10-71**) if the school system representative verifies that the parent, guardian, or caregiver was untruthful on residency documents.

Emergency Contact Information:
Up to date emergency contact information is essential for all students. Therefore, parents will be required to update emergency contact names, addresses, phone numbers and email addresses for the 2024-2025 school year. All updates will be made through the Parent Portal.

Georgia High School Athletic Association Eligibility
Please view the Student and Eligibility information on the following website: **https://www.ghsa.net/**.

Provisional Enrollment
Other than students specifically exempted by rule or by law, a student shall be enrolled on a provisional basis and allowed to attend a school for thirty calendar days while awaiting evidence of local requirements. The provisional enrollment period may be extended for extenuating circumstances at the discretion of the Superintendent or designee.

If evidence is not provided within this period, the Superintendent or designee shall mark the student withdrawn at the end of the thirtieth day. The registering parent or guardian will be considered noncompliant and subject to all penalties as prescribed in **O.C.G.A. § 20-2-690.1**.

The Superintendent shall report violations to all appropriate authorities for adjudication.

The Superintendent or designee shall notify the registering parent or guardian at least ten calendar days prior to the withdrawal of the student. Refer to **O.C.G.A. § 20-2-150** and 20-2-690.1 concerning compulsory attendance of students prior to their seventh birthday.

The following circumstances do not apply to provisional enrollment.
Students pre-registering for school are not eligible for provisional enrollment until the beginning of the attendance period of the school term for which the student is enrolling. The provisions of **O.C.G.A.§ 20-2-670** regarding the transfer of disciplinary actions or felony convictions for students in grade 7 and above shall take precedence over any provisional enrollment.

Student Withdrawals:
Clayton County Public Schools will follow the procedures below when withdrawing students from school, pursuant to Georgia State Board of Education Rule 160-5-1-.28 :

Student Withdrawal by Enrolling Adult

- The student should be withdrawn by the person who enrolled them in school.
- The parent or guardian may provide written permission for another person to withdraw the student from school, and the school will verify the information.
- The parent or guardian providing written permission for another person to withdraw the student from school must provide their photo identification.

Withdrawal Without Parental or Guardian Consent
Clayton County Public Schools reserves the right to withdraw a student without parent permission who is not receiving instructional services from the school system through hospital homebound instruction and has:

- If a parent, guardian, grandparent, or other person in care of the student does not withdraw a student from their current school, the student will be withdrawn as follows:
  - With no proof of enrollment in another school, school district, private school, or home study program, a student shall be withdrawn from a school after 10 consecutive unexcused absences or when documentation is on file validating the student no longer resides in the school's attendance zone.
  - With proof of enrollment in a different school, other school district, private school, or home study program, the date of withdrawal for a student shall be the last school day of student attendance.
  - A student who is not in attendance on the first day of school but expected based on prior year enrollment, shall be withdrawn as a no-show student and shall not be included in any enrollment or attendance counts.
  - The procedures listed within Regulation JBC-R(1) shall be followed for student withdrawal.

Eighteen-Year-Old Students
Clayton County Public Schools will permit eighteen-year-old students to withdraw themselves from school; however, the school will make reasonable efforts to contact the student's parent or guardian.

Voluntary Withdrawal from School
Clayton County Public Schools will permit an unemancipated student between the ages of 16 and 18 years of age to withdraw from school after the procedures below have been followed:

- The student's parent or guardian must complete and sign the Voluntary School Withdrawal Form as acknowledgement of their student's withdrawal from school.
- A meeting will take place within 72 hours after receiving the written notification of the student's intent to withdraw from school.
- The student and the parents or guardians are provided with alternatives to dropping out of school and the consequences of being a high school dropout. For students with disabilities, this information will be provided in an IEP meeting.
- For a student with a disability, a follow up notification should be sent to the Director of the Department of Exceptional Students to send a prior written notice of intent to withdraw the student to the parent and student, which will include the date of withdrawal (providing adequate notification of the change).

Children of Military Families

Georgia has adopted the Interstate Compact on Educational Opportunity for Military Children (O.C.G.A. § 20-17-1). The Compact impacts issues such as records, enrollment, attendance, placement, eligibility, and graduation.

- Unofficial or "hand-carried" education records — In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, the school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.
- Official education records and transcripts — Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of this request, the school in the sending state will process and furnish the official education records to the school in the receiving state within ten days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.
- Immunizations — Schools shall give 30 days from the date of enrollment or within such time as is reasonably determined under the rules promulgated by the Interstate Commission for students to obtain any immunization required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.
- Kindergarten and first grade entrance age — Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

Placement and Attendance (Children of Military Families)

When a student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes but is not limited to honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses is paramount when considering placement. This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course.

The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include but are not limited to gifted and talented programs and English as a Second Language (ESL). This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.

Eligibility for Enrollment (Children of Military Families)

Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law, shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

The School District will not charge local tuition to a transitioning military child placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent.

A transitioning military child placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent may continue to attend the school in which the student was enrolled while residing with the custodial parent.

A student whose parent or guardian is on active duty in the United States armed forces and has received official military orders to transfer into or within this state shall be eligible for enrollment, in the same manner and time as for students residing within the local school system, in the public school of the attendance zone in which he or she will be residing or in a public school authorized pursuant to O.C.G.A. 20-2-295, prior to physically establishing residency within the local school system, upon presentation of a copy of the official military orders to the local school system.

Eligibility for Extracurricular Activities (Children of Military Families)

The district will facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadlines, to the extent they are otherwise qualified (See Georgia High School Association, or GHSA, rules for more information about qualifications).

Graduation and Senior Year Transfer (Children of Military Families)

Should a military student transferring at the beginning or during senior year be ineligible to graduate from the School District after all alternatives have been considered, the sending local education agency and the School District shall ensure the receipt of a diploma from the sending local education agency if the student meets the graduation requirements of the sending local education agency. If the sending state in question is not a member of the Interstate Compact, the School District shall use best efforts to facilitate the on-time graduation of the student in accordance with O.C.G.A. § 20-17-2.

Important Reminder!

Only the grades earned in core courses are calculated into the HOPE and Zell Miller qualifying grade point averages. High school courses taken in middle school are not calculated into the grade point average for HOPE and the Zell Miller Scholarships

High School HOPE GPA - Frequently Asked Questions from Georgia Futures

Q: Can high school students check their HOPE GPA?

A: Yes, students enrolled at an eligible high school, located in Georgia, may check their high school HOPE GPA by selecting the *My High School HOPE GPA* tab through their GAFutures account. Eligible public and private high schools are required to submit student's 9th, 10th and 11th grade transcript data to GSFC no later than September 1 of each year.

Q: When will my final HOPE GPA post?

A: Eligible public and private high schools, located in Georgia must transmit enrolled student's final transcript data to GSFC no later than June 30th of each year.

Q: Does GSFC need my ACT/SAT test scores?

A: Yes. If you have a 3.7 or higher HOPE GPA, you may meet the academic eligibility requirements for the Zell Miller Scholarship. GSFC must have your official ACT or SAT score report before a final determination can be made.
Per HB 607, O.C.G.A. §20-2-519, students who graduated from an eligible high school with a grade point average of at least 3.7 calculated in accordance with O.C.G.A. § 20-2-157 and having received a score of at least 1,200 on the combined critical reading and math portions on a single administration of the SAT administered prior to March 1, 2016, or on the total score on a single administration of the SAT administered or an equivalent ACT composite scale score which shall be determined by the Georgia Student Finance Commission by January 1 of each year using nationally recognized standards, such as the College Board and ACT concordance tables.

State and local requirements may not include all course requirements for admission to some colleges or universities; therefore, it is recommended that students contact specific institutions for course requirements or recommendations.

ChildTec

Child Tec is a Dropout Prevention Program within Clayton County Public Schools. This program is a collaborative effort between CCPS, and the Department of Family and Children Services designed to prevent teen parents from dropping out of high school. ChildTec accomplishes this by providing childcare for the teen parent's infant or toddler during the school day. The ChildTec Dropout Prevention Program fosters a holistic developmental environment for infants and toddlers. The program collaborates with teen parents to offer support and facilitate the ability to earn a high school diploma while developing parenting skills that allow the students to nurture their children into healthy and productive citizens. The department's intensive focus on college and career readiness through its implementation of postsecondary articulation agreements promotes community outreach, parent education, increased awareness, cultural sensitivity, and the removal of barriers to allow students access to postsecondary education. For more information, contact your school counselor.

CLASS OF 2025
HIGH SCHOOL GRADUATION REQUIREMENTS

SUBJECT AREA (*DENOTES REQUIRED COURSES AND/OR CORE COURSES)	UNITS REQUIRED
English/Language Arts*	4
Mathematics*	4
Science*	4
Social Studies*	3
CTAE (Career Technical Agricultural Education) and/or Modern Language/Latin and/or Fine Arts	3
Health and Physical Education	1
Electives	4
TOTAL UNITS' MINIMUM	**23**

HIGH SCHOOL SAMPLE COURSE PLAN GRID

Below is a sample four-year plan. Please refer to the course description guide of your high school to see what Advanced Placement or academic electives will be offered each year. Courses meeting the HOPE Rigor requirement are denoted with a dagger (†):

SUBJECT	UNITS	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
ENGLISH/LA	**4**	9th Grade Lit/Comp	10th Grade Lit/Comp	Am. Lit/Comp or AP Language†	Br. Lit/Comp or AP Literature†
MATH	**4**	Alg. Concepts & Connections Coor. Alg or Acc. Coor. Alg/Geom A or Acc. Geom B/Adv.	Analytic Geom, or Acc. Geom B/Adv. Alg, or AP Stat†	Advanced Algebra Concepts & Connections; or Acc. Pre-Calc	Pre-Calc or AP Calc or AP Stat
SCIENCE	**4**	Biology Chemistry†, Env. Science, Physics Physics, STEM Physics or AP Physics AP Science, Env, Science, Chem, Human Anatomy or Forensics			
SOCIAL STUDIES	**3**	--	World History or AP World History†	US History or AP US History†	Am. Gov/Econ or AP Gov† or AP Macro†
HEALTH/PE	**1**	Health & Personal Fitness			
CTAE/FOREIGN LANGUAGE/FINE ARTS	**3**	Courses including at least 2 years of Foreign Language*, and/or Fine Arts, and/or CTAE, Advanced Foreign Language classes count for HOPE rigor criteria (i.e., Spanish II and beyond, French II and beyond, German II and beyond)			
ELECTIVES	**4**	Classes of choice including possibilities for additional academic courses			
TOTAL UNITS	**23**				

- **Students planning to attend a University System of Georgia institution must take a minimum of two units of the same Foreign Language*
- *Key to Abbreviations:*

Alg = Algebra *Br = British* *Econ = Economics* *Geom = Geometry* *Macro = Macroeconomics*
Am = American *Calc = Calculus* *Env = Environmental* *Gov = Government* *Stat = Statistics*

TEACHING AND LEARNING

The Department of Student Discipline, Prevention, and Intervention

The Department of Student Discipline, Prevention and Intervention provides leadership, support, oversight, and coordination for planning, implementing, and assessing initiatives and practices that promote positive student behavior, safe and orderly environments in which teaching and learning are the priority. This function is supported by the following major initiatives and entities, among others:

- The District's Student Discipline Plan consists of four processes: Standards of Behavior in the Student Code of Conduct, Progressive Discipline Process, Student Support Process via Multi-Tiered System of Supports (MTSS), and the Parental Involvement Process.
- Prevention - Alternative Suspension (P-ATS) programs are designed to decrease time away from instruction, expose students to social emotional behavioral skills, promote conflict management skills, and provide parental involvement opportunities while decreasing recidivism and shrinking school to prison pipeline (**https://sites.google.com/clayton.k12.ga.us/dpi-pbis/ccps-prevention-alternatives-to-suspension-programs**).
- The Office of Tribunals processes all Student Disciplinary Tribunal Hearing Requests and facilitates Tribunal hearings in accordance with O.C.G.A. **20-2-750, et.seq** (Public School Disciplinary Tribunal Act). This Office also provides oversight for CCPS Alternative School's exits and move-ins. (https://drive.google.com/file/d/1rNP2R9R4w3M78lTylXlQT26Uiu_HHuaQ/view?usp=sharing)
- Behavior Intervention Specialists (BIS) are skilled practitioners who work to improve the learning environment by improving student behavior and discipline. They support students and teachers of students who exhibit behavior difficulties that cannot be managed through normal classroom procedures. BIS work with individuals or groups to facilitate positive and healthy behaviors and use assessments to gather information to develop appropriate behavior intervention or support plans. (https://sites.google.com/clayton.k12.ga.us/departmentofstudentdiscipline/connect-with-your-behavior-intervention-specialist)
- Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety, improve school climate, and support improved academic outcomes for all students (**http://www.pbis.org**). PBIS is designed to create more effective learning environments. (https://sites.google.com/clayton.k12.ga.us/departmentofstudentdiscipline/ccps-pbis)
- Closely aligned with PBIS is Restorative Practices (RP) which is an approach that promotes inclusiveness, relationship-building and problem-solving, through restorative methods such as circles for teaching and conflict resolution, to reintegration conferences that bring victims, offenders and their supporters together to address wrongdoing and resolve conflicts. (https://drive.google.com/file/d/11EvTo-WfZuqe4l-_iGi1jAT1pogVoBzO/view?usp=sharing)

Visit the Department's webpage at https://www.clayton.k12.ga.us/departments/student-discipline-prevention-and-intervention for additional information.

Prevention and Alternatives to Suspension Programs and Community Resource Classes

Clayton County Public Schools provides Prevention and Alternatives to Suspension Programs and Community Resource classes designed to increase student attendance, introduce behavior and conflict management skills, and provide opportunities for parental involvement. These programs provide administrators alternatives to suspension when determining the consequences for behaviors that may normally result in suspension. Parents may request a referral to the following programs in lieu of suspension or as a prevention strategy:

- **School Conflict Workshop** - one night - 1½-hour educational program on conflict resolution for grades 6-12. Sessions for elementary schools are offered weekly from 4pm to 5pm on Tuesdays and Wednesdays.
- **Project Handle It Before Prison (HIP) Your Life, Your Decision** - One night - 2-hour presentation for grades 6-12 sponsored by Clayton County Juvenile Court. Presenters include staff from an Atlanta correctional facility, the Sheriff's Department and an inmate from a correctional facility.
- **Safe Dates** - Two nights - 2-hour sessions which provide information for students on healthy relationships versus abusive relationships for grades 6-12.
- **Theft Workshop** - One day- 8-hour Saturday sessions on theft, shoplifting, resolving conflicts and life skills for grades 6-12 sponsored by Clayton County Juvenile Court.
- **Personal Space** - One day - 8- hour Saturday sessions on sexual battery, sexual assault, affray, vandalism battery, obstruction of a Police Officer, misconduct, and life skills that may be applied in other settings for grades 6-12 sponsored by Clayton County Juvenile Court. This workshop will discuss the laws, consequences, decision making, and includes real-life scenarios and exercises that help our scholars learn how to resolve issues and collaboratively work through responses and solutions.

- **ASPIRE Program** - (A Smoking Prevention Interactive Experience) - One day- 3-hour web-based program designed to motivate teens to be tobacco free by offering videos, animations, and interactive activities; testimonies from peers, doctors, smokers and non-smokers; information on short and long term health consequences of tobacco and nicotine use; content on new and emerging products (e-cigs, hookah, synthetic marijuana); tips and resources to avoid the temptation to smoke or to stop smoking. This program is sponsored by the University of Texas MD Anderson Cancer Center and is for grades 6-12.
- **Law Related Education** – Addresses problems with school, status, and misdemeanor offenses. Both the parent and child must attend. The program includes real-life scenarios and/or exercises that will help the student learn ways to resolve issues and collaboratively work through responses and solutions. Students will learn skills that can be applied in other settings.
- **Positive Impact** – A weekly one-hour two-day virtual session designed to teach students social skills. There are two separate sessions: one for High and Middle School Students and another for Elementary School Students.
- **Complete Control** - A weekly one-hour two-day virtual session on anger management. Students will learn how to respond and manage anger. There are two separate sessions: one for High and Middle School Students and another for Elementary School Students.
- **Gang Awareness and Resistance Program (GARP) - GARP** is a virtual gang and violence prevention and intervention program designed for moderate to high-risk **6-12** grade students**. GARP** is designed to help deter youth violence and gang membership; as well as reform students who may already be gang affiliated. The program sessions occur on **Tuesdays** and **Wednesdays**, from **5:00 pm to 6:00 pm.**
- **Zero Bullying Program** - Program offers weekly one-hour two-day bullying prevention and intervention lessons to elementary, middle and high school scholars. The secondary sessions are from 5:00 pm-6:00 pm while the elementary sessions are from 4:00pm to 5:00pm on Tuesdays and Wednesdays.

Scan the QR Code Me or Click on this link to access all PATS Programs
https://sites.google.com/clayton.k12.ga.us/dpi-pbis/ccps-prevention-alternatives-to-suspension-programs

Parental consent is required for students to participate in any of the Prevention and Alternatives to Suspension Programs and community resource classes. The student and parent or guardian (when required) must attend and complete the assigned program in lieu of the student receiving and serving suspension. Thus, the referred students may remain in school pending the completion of the assigned Alternative to Suspension Program. If the program is not completed, the student is required to serve the suspension originally assigned. Contact your scholar's school or the Department of Student Discipline, Prevention and Intervention for additional information.

PREVENTION-ALTERNATIVES TO SUSPENSION PROGRAM (P-ATS PROGRAMS)		
Positive Impact (ES/MS/HS) **Social Skills/SEL Program** **Virtual**	**Complete Control (ES/MS/HS)** **Anger Management/Self Regulation Program** **Virtual**	**Conflict Resolution** **Teaches Conflict Resolution skills and problem solving (EX/MS/HS) Virtual**
ASPIRE – Tobacco/Smoking Prevention Program (MS/HS) **Virtual**	**Theft Workshop – Ways to resolve issues, responses/solutions to prevent theft/shoplifting (MS/HS) - Virtual**	**Safe Dates – Healthy vs Abusive Relationships (MS/HS)** **Virtual**
Project HIP – Handle it Before Prison. Life skills, realities of prison and gang life (MS/HS) – In Person	**Law Related Education – addresses problems with school, home disruptions, not following instructions and disrespect (MS/HS) - Virtual**	**Restorative Practices Conference – Repair harm and promote positive relationship (MS/HS)** **Virtual**
Zero Bullying Program (ZBP) – Focus is on Bullying Prevention and Intervention ES/MS/HS **Virtual**	**Gang Awareness and Resistance Program (GARP) MS/HS** **Virtual**	**Reintegration Program – School-based restorative and relationship building Program (ES/MS/HS) Virtual or in-person**

STUDENT DISIPLINE

In Clayton County Public Schools, discipline is the practice of teaching and training people to follow rules or a code of conduct while using strategies to correct inappropriate behavior. Discipline develops students and trains them to engage in proper behavior, including self-control.

Physical violence against school employee. Clayton County Public Schools is authorized by Georgia law to utilize a disciplinary hearing officer or a tribunal panel of school officials to hear any case alleging an assault, battery, or act of physical violence against a teacher, school bus driver, school officials, or school employee. Except in a finding of self-defense, punishment as provided by Georgia law shall include the following:

- Expulsion for the remainder of the student's eligibility to attend public school for any intentional physical violence which causes physical harm to an employee.
- Expulsion, long-term suspension, or short-term suspension for intentionally making physical contact of an insulting or provoking nature with a school employee (**O.C.G.A.§ 20-2-751.6)**
- This offense also requires mandatory notification to law enforcement.

Bus Behavior. A meeting of the parent or guardian and appropriate school officials is held to develop a school bus behavior contract when determined a student engaged in bullying or is found to have engaged in physical assault or battery of another person on the school bus (**O.C.G.A. § 20-2-751.5**).

School Safety Zone as defined by **O.C.G.A. 16-11-127.1** includes any real property or building owned or leased by any public or private elementary school, secondary school, or local board of education and used for elementary or secondary education.

According to **O.C.G.A. § 20-2-1180**, it is illegal for any person to remain on the premises or within the school safety zone without a legitimate reason. It is illegal, according to **O.C.G.A. § 20-2-1182**, for any parent, guardian, or person other than a student at the school (if reminded that minor children are present) to continue to insult or abuse any public-school teacher, administrator, or public-school bus driver in the presence and within audible range of a student while on school grounds. Students are to notify an administrator or staff member when illegal items are found in the school building or on the school campus. Students are advised not to pick up or handle illegal items.

Due Process. The district will afford due process as required by state and federal laws (including appropriate hearings and reviews) to all students and shall be initiated at the school level.

Tobacco. In accordance with Clayton County Board of Education Policy GAN and JCD, the use of tobacco in any form is prohibited anywhere on school property or at school events. Students in violation of this policy are subject to disciplinary action.

Student Safety – Bullying and Cyberbullying is prohibited by the Clayton County Board of Education and by Georgia law. In accordance with Georgia law, **O.C.G.A. § 20-2-751.4** (2), upon a determination by the Disciplinary Tribunal that a student in grades 6-12 committed the offense of bullying for the third time in a school year, such student shall be assigned to the alternative education program.

Clayton County Public Schools believes that all students have the right to a safe and healthy school environment. All schools within the district promote mutual respect, tolerance, and acceptance among students, staff, volunteers, and visitors. Behavior that infringes on or negatively affects the safety of students will not be tolerated. No student shall be bullied, harassed, or intimidated by another student through words or actions. Bullying and cyberbullying, as defined in Georgia law **O.C.G.A. § 20-2-751**.4, of a student by another student are strictly prohibited. Such prohibition is included in the Student Code of Conduct for all schools within the school system.

Reports of Bullying and Harassment Procedures

- Students, parents, staff, volunteers, and visitors who suspect a student is bullying or harassing others should report the incident to the teacher, school administrator, or the school counselor immediately.
- The reported incident of Bullying or Harassment is documented by school personnel on the first part of the Harassment & Bullying Allegation Information form housed in Infinite Campus (IC) portal.
- The administrator completes the second part of the Harassment & Bullying Allegation Information form in IC and notifies parents or guardians of both the alleged perpetrator and victim of the alleged incident using the Bullying Parent Notification Letter also available in IC.
- The administrator must complete an investigation of the alleged incident within ten school days from the date the alleged incident was reported to determine if the bullying or harassment was founded or unfounded.
- The administrator will notify parents or guardians of both the alleged perpetrator and the victim of the outcome of the investigation via the Bullying Parent Outcome Letter.
- Whether or not the allegation of bullying and harassment were substantiated or unsubstantiated, the Administrator will refer both the alleged perpetrator and victim to the school-based Circle of Support for intervention/support.

If a school's investigation reveals that bullying created a hostile environment (the conduct was sufficiently serious as to interfere with or limit a student's ability to participate in or benefit from services, activities, or opportunities offered by a school) based on disability, race, color, national origin, sex, age, or sexual orientation the school must take prompt and effective steps reasonably calculated to end the bullying, eliminate the hostile environment, prevent it from recurring, and remedy its effects. For a student served under the Individuals with Disability Education Act (IDEA) or Section 504 , a school's investigation will address student's receipt of free and appropriate public education (FAPE).

Youth Empowerment Services Program (YES!) The YES! Program is a virtual alternative to suspension program. Eligible scholars participate in the program in lieu of long-term suspension or expulsion. The program offers a resource-rich platform that empowers scholars to thrive and overcome social, behavioral and academic challenges. It is a proactive measure designed to reduce disciplinary infractions and increase learning behaviors, while promoting a safe environment where teaching and learning are the priority. Assignment to YES! by the **principal** is voluntary and requires parental consent. Upon a successful completion of the program, the scholar is re-integrated into the home school.

Click on the link to access YES! Criteria Flowchart – https://drive.google.com/file/d/1cto8n4EK5UjR2KajXzWCnae5GRL73lfW/view?usp=sharing.

Contact your scholar's school administrator for additional information on the YES! Program.

Opportunity Room (OR)

Opportunity Room is a proactive alternative to suspension program. It is designed to serve as a haven for learning by providing a safe space that scholars may report when their behaviors are reflective of levels 1 to 2 offenses or those behaviors that interfere with teaching and learning. **OR** offers a place for students to cool down, learn both academic and behavior skills, and adjust their behaviors so that they, along with their classmates, can continue to receive uninterrupted instruction. Only Administrators may refer scholars to the Opportunity Room as appropriate. Assignments to the OR are documented and parents are informed accordingly. Click on the link to access **OR**

Criteria Flowchart

https://drive.google.com/file/d/1_bH8JDR7r3zhka_RilcTccPHEu4LUNV4/view?usp=share_linkOpportunity Room Flowchart)

Contact your scholar's school administrator for additional information on the OR Program.

CODE OF CONDUCT

Clayton County Public Schools is committed to ensuring schools are safe, secure, and orderly environments where teaching and learning are a priority. The entire school community must work together and model mutual respect. The school community includes students, teachers, administrators, parents, guardians, counselors, social workers, psychologists, behavior intervention specialists, safety and security personnel, custodial, transportation, and food service staff. The Multi-Tiered System of Supports for Behavior is a framework comprising intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students. https://www.gadoe.org/wholechild/Pages/MultiTieredSystemofSupports.aspx

The Student Code of Conduct promotes positive student behavior and an atmosphere of respect and dignity by assisting students as they strive to become productive, responsible citizens in a global society. All members of the school community including students, teachers, administrators, parents, guardians, counselors, social workers, psychologists, behavior intervention specialists, safety and security personnel, custodial staff, bus staff, and food service staff must acknowledge and understand the student code of conduct to which all students are expected to adhere and the consequences of non-compliance. The Clayton County Public Schools Student Code of Conduct provides a description of conduct that defines the expectations for student behavior. It includes guidance for supporting students who misbehave as well as guidance for disciplinary and intervention measures utilized by schools. The Student Code of Conduct applies to all students in Clayton County Public Schools.

Authority of the Principal
The principal, as the designated leader of the school, is responsible for its orderly operation. In this capacity, the principal has the discretion to use professional judgment to determine the most appropriate course of action regarding discipline violations or illegal activities not explicitly covered by prescribed dispositions in the Clayton County Public Schools Student Code of Conduct. Additionally, the principal reserves the right to allow a student to participate in school-related activities during the day such as testing while serving an out-of-school suspension. Permission must be granted in writing by the school's administration; otherwise, the student's presence on campus may be considered trespassing.

Principals have the final authority to make disciplinary judgments regarding In School Suspension (ISS) and short term (10 days or less) Out-of-School Suspension (OSS). In all instances, the student will have access to instruction. For short-term, Out-of- School Suspension, a school administrator may conduct an informal school level review of discipline. Recommendations for expulsions or Out-of-School Suspensions which exceed 10 days require a request for Tribunal.

Progressive Discipline (O.C.G.A. § 20-2-735)
Clayton County Public Schools expects parents, guardians, teachers, and school personnel will work together to improve and enhance student behavior and academic performance. Each school's staff members will communicate concerns about student behavior and actions in response to said behavior that detracts from the learning environment. Clayton County Public Schools will employ behavior support processes designed to consider services that may be available through the school, district, other public entities, or community organizations that may help the student address behavioral issues. These may include, but are not limited to, the Student Support Teams (SST) and the Response to Intervention (RTI) process. Through this Student Code of Conduct, the District implements a progressive discipline process designed to create the following expectations:

- The degree of discipline is proportionate to the severity of the behavior.
- The previous discipline history of the student and other relevant factors are taken into consideration.
- All due process procedures required by federal and state law are followed.

Progressive discipline utilizes interventions to address inappropriate behavior with the goal of teaching appropriate social behavior. Interventions increase in intensity to address behavior that escalates. Progressive discipline seeks concurrent accountability and behavioral change. The goal is to prevent the recurrence of negative behavior by enabling students to learn from their mistakes. Progressive discipline supports students engaged in inappropriate behavior. It is a restorative process which prioritizes support beginning from level 1. Students are guided to do the following:

- Understand the harm that the behavior has caused and the reason the behavior is unacceptable,
- Understand decisions the student could have made differently given a specific scenario,
- Take responsibility for personal actions,
- Accept the opportunity to learn appropriate social strategies and skills for future use,
- Understand the progression of stern consequences should the behavior reoccur.

Every practical effort is made to correct student behavior through interventions and school-based resources. School staff take into consideration issues that may impact the student behavior and respond in a manner that is supportive of the student. The disciplinary process emphasizes prevention and effective intervention, prevents disruption to students' education, and promotes the development of a positive school climate and culture.

One way to assist schools with understanding the causes of a student's behavior is by completing a Functional Behavior Assessment (FBA). This process allows the teacher, parent or guardian, and student to work together to identify the cause of negative behavior in the school environment. A Behavior Intervention Plan (BIP) is developed, if necessary, after the FBA has been completed. The BIP provides specific approaches to address the student's behavior.

Disciplinary Consequences Determination
School administration must consult the Student Code of Conduct and adhere to the provisions when making a discipline determination. The following are considered when administering appropriate consequences:

- The student's age and maturity
- The student's disciplinary history (to include any prior behavior incidents, the number of incidents, and the disciplinary actions and interventions implemented for each)
- The nature, severity, and scope of the behavior
- The circumstances in which the behavior occurred.
- The frequency and duration of the behavior
- The number of persons involved in the misconduct.
- The student's Individualized Education Program (IEP), Behavioral Intervention Plan (BIP), Behavior Contract, and/or 504 Individual Accommodation Plan (IAP), if applicable.

Discipline of Students in Pre-Kindergarten through Third Grade
Students in pre-kindergarten through third grade may not be expelled or assigned out of school suspension for more than five days in a school year without receiving the Multi-Tiered System of Supports, which is a systemic, continuous-improvement framework in which data-based problem solving and decision making is practiced across all levels of the educational system for supporting students at multiple levels of intervention. (**O.C.G.A. § 20-2-742**).

a. No student in preschool through third grade shall be expelled or suspended from school for more than five consecutive or cumulative days during a school year without first receiving a Multi-Tiered System of Supports such as response to intervention (a framework of identifying and addressing the academic and behavioral needs of students through a tiered system), unless such student possessed a weapon, (includes dangerous firearms and hazardous objects as defined in **O.C.G.A. § 20-2-751**), illegal drugs, or other dangerous instrument or such student's behavior endangers the physical safety of other students or school personnel. CCPS shall comply with all federal laws and requirements regarding obtaining parental consent during any advanced tier within the System of Supports prior to certain screenings or evaluations.
b. Prior to assigning any student in preschool through third grade out-of-school suspension for more than five consecutive or cumulative days during a school year, if such student has an Individualized Education Program (IEP) pursuant to the federal Individuals with Disabilities Education Act or a plan under Section 504 of the federal Rehabilitation Act of 1973, the school shall also convene an IEP or Section 504 meeting to review appropriate supports being provided as part of such Individualized Education Program or Section 504 plan.

Restraint and Seclusion
Clayton County Public Schools recognizes the need for a safe and orderly learning environment and uses proactive, positive approaches and strategies in managing inappropriate student behavior. The district adheres to the Georgia Department of Education's State Board Rule (160-5-1-.35) regarding seclusion and restraint for all students. The State Rule prohibits the use of seclusion, chemical, mechanical, and prone restraint.

Physical restraint is allowed in situations in which students' behavior presents an immediate danger to themselves or others and student is not responsive to less intensive behavioral interventions, including verbal directives or other de-escalation techniques. Physical restraint is removed as soon as the student is no longer an immediate danger to self or others or if the student is observed to be in severe distress.

The district utilizes the MindSet Safety Communication and Management system to support the management of student behavior. This system involves the use of de-escalation communication intervention strategies to diffuse tense situations. The MindSet system also includes physical restraint procedures and interventions when students' behaviors present an immediate danger to self or others. Select staff members at each school are trained in MindSet procedures, protocols, and techniques. The school will prioritize trained staff in implementing the interventions and restraint when needed.

Further information regarding the District's Policy regarding Seclusion or Restraint of Students is accessible at Policy JGF (2). Nothing in the policy shall be construed to eliminate or restrict the ability of an employee of a school system, school, or program to use his or her discretion in the use of physical restraint to protect students or others from imminent harm or bodily injury. Nothing in the policy shall be construed to impose ministerial duties on individual employees of a school system, school or program when acting to protect students or others from imminent harm or bodily injury.

Parents as Partners
Parents and guardians are an essential part of the implementation of the Multi-Tiered System of Supports for Behavior. They are encouraged to use positive behavioral expectations like those the school teaches. Students, parents, guardians, and school personnel all have a role in making schools safe and must cooperate with one another to achieve this goal. School staff will keep parents and guardians informed of their child's behavior and enlist them as partners in addressing areas of concern. Outreach can include but is not limited to phone calls and written communication. Parents, guardians, and school staff should exhibit, as role models, the behaviors we desire students to emulate. As active and involved partners in promoting a safe and supportive school environment, parents and guardians must be familiar with the Clayton County Public Schools Student Code of Conduct. Educators are responsible for informing parents and guardians about their child's behavior in addition to imparting the skills students need to succeed in school and society. Parental figures are encouraged to discuss with their child's teacher and other school staff issues that may affect student behavior and strategies that might be effective in working with the student. Consultation and communication between the school and the home are critical. Conferences attended by the principal or principal's designee, a guidance counselor, parents and guardians, teachers, and other members of the Circle of Support are an effective means of encouraging parental input and should be held with students when appropriate. Parental figures who want to discuss interventions or strategies in response to student behavior should contact the child's principal, school counselor, school social worker, school psychologist, or school behavior intervention specialist.

Parent Notification
School officials are responsible for sharing discipline information with students, parents, guardians, and staff. In the event a student engages in inappropriate behavior, the principal or principal's designee will report the behavior and potential consequences to the student's parent or guardian. Students who commit violations of criminal law may be subject to the consequences of the Clayton County Public Schools behavioral code and referred to law enforcement authorities.

Expectations of the Teacher
Teachers are expected to maintain order and discipline in the classroom and to address minor infractions. Teachers are to make appropriate referrals for assistance with developing interventions for a student's academic and behavioral challenges. When offenses are repetitious or of a severe nature, the violator is referred to the administrator's office. Teachers have the authority to remove students from classrooms per Georgia law and district procedures. Any teacher observing misbehavior on the part of any student at school or at a school-related function is asked to correct the situation immediately.

Expectations of the Student
Students learn best when teachers provide instruction in an orderly environment. Violence is not tolerated at school or at any school sponsored function. This includes extracurricular activities—an important part of the educational process. The following are expectations for students to preserve the academic process:

- No individual or situation will be permitted to interfere with the learning environment in the classroom.
- There will be no class, club, or other organized parties (or picnics) at any time during school hours unless specifically approved by the principal.

Expectations of Parents and Guardians
The overarching philosophy of Clayton County Public Schools is that discipline helps shape behavior that will result in the student's ability to excel academically. The academic process rests heavily on how well parents and guardians, school administrators, and teachers work together to provide a safety net and boundaries that produce academic success.

The disciplinary procedures outlined in the Clayton County Public Schools behavior code exist as required by law, state authority, and board policy. It is the responsibility of the student to read the code and of parents or guardians to discuss the behavior code with students and to inform students of the consequences and potential criminal penalties of violating this code. This includes underage sexual conduct and crimes for which a minor can be tried as an adult (**O.C.G.A. § 20-2-735**). As required by the General Assembly, the School District encourages parents to inform their students of the implications of this conduct.

Integration of Restorative Practices with MTSS and PBIS
Clayton County Public Schools promotes the use of disciplinary responses that assign the appropriate consequences to student behaviors, while providing opportunities for students to restore or repair the damage caused by their inappropriate actions.

Restorative justice is a philosophy based on a set of principles that guide the response to conflict and harm. These principles encourage the following outcomes:

- Accountability - Restorative justice strategies hold students accountable to those they have harmed and enable perpetrators to repair the harm caused to the extent possible.
- Community Safety - Restorative justice recognizes the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the well-being of its members.
- Competency Development - Restorative justice seeks to increase the social skills of those who have harmed others, address underlying factors that promote delinquent behavior, and build on strengths in each young person.
- The Balanced and Restorative Justice (BARJ) model is a concept developed, in part, by the US Department of Justice Office of Juvenile Justice.

Collectively, the MTSS and PBIS frameworks in addition to BARJ practices replace punitive, exclusionary, and isolationist discipline practices such as detention, suspension, and expulsion whenever possible. These alternatives to out-of-school suspension systematically foster the improvement of a school's climate. (Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools. A Guide for Educators, March 2014).

Examples of Restorative Practices include but are not limited to the examples below.

Classroom Circles	Compensation	Victim and Offender
Family Group	Teen Court	Mediation
Conferencing	Community	Acceptable Behavior
Sentencing Circle	Reparation	Contracts Restitution
Victim Support & Witness Service	Rehabilitation	Reintegration Conferences and Restorative Conferences

Disruptive Students
The Superintendent of Clayton County Public Schools fully supports the authority of principals and teachers in Clayton County Schools under **O.C.G.A. § 20-2-738**, including establishing and disseminating procedures. Teachers may remove students who repeatedly or substantially interfere with the teacher's ability to communicate effectively in the class or inhibit classmates' ability to learn, where the student's behavior is in violation of the student code of conduct, provided that the teacher has previously filed a report pursuant to **O.C.G.A. § 20-2- 737** (as described below) or determines that such behavior of the student poses an immediate threat to the safety of classmates or the teacher.

Any teacher, who has knowledge that a student has exhibited behavior that repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in the classroom or with students' ability to learn, is required to file a report to the principal's office. The report shall be filed with the principal or principal's designee within one school day of the most recent occurrence of such behavior, shall describe the student's behavior, and shall not exceed one page in length. The principal or designee shall send a copy of the report to parents (or guardians) within one school day of receiving it and the report shall include information on how they may contact the principal or designee. The principal or designee shall also provide written notification of disciplinary action taken to both the parent (or guardian) and the teacher within one school day (**O.C.G.A. § 20-2-737**).

Alternative Schools
The Clayton County School District retains the authority to assign disruptive students or students who frequently or severely violate the student code of conduct and students eligible to remain in the regular classroom (but are more likely to succeed in a nontraditional setting) to an alternative educational program pursuant to **O.C.G.A.§ 20-2-154.1**. Students may be placed in the Alternative School or Alternative Virtual Academy by a Tribunal. The Alternative School is available for students in grades six through twelve.

Attendance outside of Clayton County (in a private school setting, home school program, or another public school non-disciplinary setting), does not satisfy the requirements of the assignment to the Alternative School/Alternative Virtual Academy by the Clayton County Public Schools' Tribunal. To fulfill a Clayton County School District tribunal or tribunal waiver assignment to Alternative School/AVA, the assigned student must enroll and attend the District Alternative School/AVA or within an equivalent Alternative School. Should a student withdraw from the District after being assigned to Alternative School/AVA, the student will be required to complete the remaining Alternative School/AVA assignment upon re-enrollment in the District unless the student qualifies for an early exit from Alternative School, or served the timed assigned within an equivalent Alternative School outside of the District.

A student who is assigned to the Alternative School because of a tribunal decision or waiver may be allowed to return to the home school upon meeting the following Alternative School Exit Criteria:

A. Must pass five (5) out of six (6), or six (6) out of seven (7) classes which must include Behavior Support or Social Skills class.
B. Must complete at least seventy percent (70%) of the work with a seventy percent (70%) or higher grade.
C. Must have a ninety percent (90%) attendance.
D. Must have no more than two (2) discipline referrals per Grading Period for high school students, and no more than four (4) discipline referrals per Grading Period for middle school students.
E. Must have completed the time assigned by the Tribunal/Waiver unless the student qualifies for an early exit from the Alternative Educational Program (AEP). The final decision for early exit is subject to the approval of the Assistant Superintendent.

A student must meet the following criteria to be eligible for early exit from the Alternative School:

A. Pass all classes with a minimum grade of 70%, including a Behavior Support/Social Skills Class, at the end of a 9-week grading period at a minimum. The 9-week grades must be earned while the student is assigned to the Alternative School or Alternative Virtual Academy (AVA).
B. Have perfect attendance (no tardies or absences)
C. Have received zero discipline referrals during the period assigned to the Alternative School or AVA
D. Upon meeting the three criteria listed above, the student and parent or guardian (if student is under 18 years of age) must attend and participate in the Review Conference at the Alternative School prior to the student being deemed eligible for early exit. If the student and parent or guardian fail to attend the Review Conference, the meeting will be canceled, and the student will no longer be eligible for early exit. The student will be required to meet ALL the criteria for regular exit from the Alternative School or AVA including completing the length of time assigned prior to returning to the home school. Early exits from the Alternative School will occur in October and February of each school year as needed to ensure that students complete a minimum of nine weeks at the Alternative School/AVA. All early exits are subject to approval by the Assistant Superintendent.

Students assigned to the Alternative School due to the following offenses are not eligible for early exit:

- Possession of weapon or firearm (loaded or unloaded) while on school property or participating in Extending Learning Beyond the Classroom
- Possession with intent to buy, sell, or distribute illegal drugs.
- Possession, use, or under the influence of illegal drugs
- Physical violence against School Personnel without harm
- Physical violence against School Personnel which causes harm.
- Substantial School Disruption
- Substantial Disruptive Behavior
- Fight or Battery involving injury.
- Bullying - Third Offense
- Gang, gang related activity, or possession of gang paraphernalia.
- Terroristic or bomb threat

Reports to Law Enforcement
Students who commit violations of criminal law may be subject to the consequences of the behavior code and referred to local law enforcement authorities. The district will, to the extent permitted by law, cooperate with law enforcement and other investigating agencies in the interest of the welfare of all citizens.

Interrogations and Searches

The principal or designee of each school in the district is authorized to conduct reasonable interviews of students in order to properly investigate and address student misconduct. Students who are suspected of misconduct or of violating the Student Code of Conduct may be questioned by school staff. Students who may have witnessed misconduct on the part of other students, faculty, or staff may be asked to provide oral or written statements regarding the investigated event. Principals or designees may interview students without prior notice or permission of parents or guardians.

As permitted by applicable authority, the principal or designee of each school in the district may conduct reasonable inspection of students' school lockers, articles carried upon their persons, and vehicles in order to properly investigate and address student misconduct. Searches based on reasonable suspicion may proceed without hindrance or delay, and they should be conducted as directed by school administration. Searches will be based on a reasonable grounds to suspect that the search will provide evidence that the student violated a District policy or rule.. Lockers, desks, district issued laptops/chrome books, classrooms, and storage areas are the property of the district. Students shall not consider these areas to be private.

Chronic Disciplinary Problem Students

- Chronic Disciplinary Problem Student refers to a student who exhibits a pattern of behavioral characteristics that interrupts the education of classmates and is likely to recur.
- After a student has been identified as a Chronic Disciplinary Problem Student, the principal will notify the student's parent or guardian by telephone call and certified mail, statutory overnight delivery with return receipt requested, or first-class mail of the disciplinary problems. The parent or guardian will also receive an invitation to observe the student in a classroom situation.
- At least one parent or guardian will be invited to attend a conference to devise a disciplinary and behavioral correction plan. The principal or designee and the parent or guardian are expected to be present at the conference.
- The principal may also invite other appropriate staff members if advisable to do so. If the parent or guardian fails to attend the conference, it will be the responsibility of the school personnel to devise a disciplinary and behavioral correction plan for the student. Copies of that plan will be provided to both the parental figure and the student.
- Before any Chronic Disciplinary Problem Student is permitted to return from an expulsion or suspension, the school to which the student is to be readmitted shall request by telephone call and certified mail, statutory overnight delivery with return receipt requested, or first-class mail that at least one parent or guardian schedule and attend conference with the principal or designee to devise a new or revised disciplinary and behavioral correction plan. Failure of the parent or guardian to attend shall not preclude the student from being readmitted to the school. A teacher, counselor, or other person may attend the conference at the discretion of the principal. The principal shall ensure that a notation of the conference is placed in the student's permanent file (**O.C.G.A. § 20-2-766**).
- The district may, by petition to the juvenile court, proceed against the parent or guardian of a Chronic Disciplinary Problem Student who fails to attend a conference requested by a principal. If the court finds that the parent or guardian willingly and unreasonably failed to attend such a conference, the court may order the parental figure to attend a conference, participate in programs or treatment the court deems appropriate, or both. After notice and opportunity for hearing, the court may impose a fine, not to exceed $500.00, on a parent or guardian who willfully disobeys such an order (**O.C.G.A. § 20-2-766.1**.) The petition to the juvenile court shall be filed by the appropriate school social worker if requested by the principal or designee.

Intervention and Progressive Discipline

The district expects that parents, guardians, teachers, and school administrators will work together to improve and enhance student behavior and academic performance in addition to communicating concerns about, and in response to, student behavior that detracts from the learning environment. The district will employ behavior support processes designed to consider, as appropriate in light of the severity of the behavioral problem, support services that may be available through the school, District, other public entities, or community organizations that may help the student address behavioral problems. These may include, but are not limited to, Student Support Teams and the Response to Intervention process. Through its behavior code, the District employees a progressive discipline process designed to create the expectation that the degree of discipline will be in proportion to the severity of the behavior; that the previous discipline history of the student and other relevant factors will be taken into account; and that all due process procedures required by federal and state law will be followed.

The overarching philosophy of Clayton County Public Schools is that discipline helps to shape behavior that will result in the student's ability to excel academically. The academic process rests heavily on how well parents, guardians, school administrators, and teachers work together to provide a safety net and boundaries that produce academic success.

Enrollment of Students

Pursuant to **O.C.G.A. § 20-2-751.2**, a student from a public school district in Georgia, a private school in Georgia, or a public school outside of Georgia who attempts to enroll or who is enrolled in any Clayton County School during the time in which that student is subject to a disciplinary order of suspension, order of expulsion, or has been permanently expelled from school may be refused admission or withdrawn from Clayton County Schools for the duration remaining in that other School District's or school's disciplinary order upon receiving a certified copy of such order, if the offense which led to such suspension or expulsion in the other School District or school was an offense for which suspension or expulsion could be imposed in Clayton County Schools. The final decision will be based upon the approval of the Superintendent or designee. A student with a disability receiving services under IDEA who is under a preexisting permanent expulsion order from another school district will be offered FAPE through the Department of Exceptional Students through an individualized plan.

School administrators should notify all teachers and other school personnel of any student assigned to them who has been convicted of or has been judged to have committed an offense that is a designated felony under **O.C.G.A. § 15-11-62**. Such teachers and other certified professional personnel as the administrator deem appropriate may review information in the student's file. Such information shall be kept confidential. The school's multidisciplinary team—the Circle of Support—will devise a behavior support plan or behavior correction action plan for the student.

Clayton County Public Schools may refuse to readmit or enroll any student suspended or expelled for conviction of, judged to have committed, indicted for, or having information filed for the commission of any felony or delinquent act under Code Sections 15-11-602 and 15-11-707 considered a felony if committed by an adult. If refused readmission or enrollment, the student or the student's parent or legal guardian has the right to request a hearing pursuant to Code Section 20-2-754 (**O.C.G.A. 20-2-768**). The request for a hearing should be filed with the Department of Student Discipline, Prevention, and Intervention (Office of Tribunals).

A hearing officer, tribunal, panel, superintendent, or local board of education is authorized to place a student denied enrollment in Clayton County Public Schools under Code Section 20-2-768 in an alternative educational system as appropriate and in the best interest of the student and other students within the school system. It is preferable to reassign disruptive students to an alternative educational program rather than suspending or expelling such students from school (20-2-154.1.)

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Magnet Programs/ Special Permission School Placement

Clayton County School District offers resident and non-resident students an opportunity to attend a school choice/program via application, fee-based and lottery processes ("special permission students"). This includes the Virtual Learning Program, House Bill 251, Senate Bill 10, Student Transfers, Magnet Programs, FTE Fee-based Students, etc. All students must adhere to the Clayton County Public Schools' Code of Conduct and are subject to disciplinary consequences under the District's Code of Conduct. Further, special permission students are subject to behavioral, attendance and grade expectations, as outlined by their applicable program, special permission students must adhere to the rules and regulations as outlined in the Clayton County Public Schools Parent and Student Handbook. In addition to the Code of Conduct, and any applicable rules outlined by the Student's applicable program, the following expectations apply to Special Permission Students:

- Students must adhere to the rules and regulations as outlined in the Clayton County Public Schools Parent and Student Handbook.
- Students cannot receive a NI/U for conduct in their academic or theme-based courses.
- Two or more level 1 infractions can result in probation/dismissal.
- Students who receive NI/U or level 1 infractions will receive an Individual Behavior Plan to support the student during the probation period.
- Level 2-4 infractions can result in immediate dismissal from the program. (Ex. Fighting, weapons, drugs, gang activity, blatant disrespect to personnel, etc.) Dismissal from the program/placement may result in immediate reenrollment in student's home zoned school for resident students or District withdrawal for non-resident fee-based students.
- Bullying: If the accusation of bullying is proven after an investigation from administration, it may result in automatic dismissal from the program.

Unsafe School Statement

Major disciplinary offenses including, but not limited to drug and weapons offenses, can lead to schools being named as an Unsafe School according to the provisions of State Board Rule 160-4-8-.16.

Driver's License
In addition to penalties specified in this Student Code of Conduct for attendance and selected conduct, students seventeen (17) years of age and younger may find their eligibility for a Georgia instructional/learner's permit or driver's license impacted by their school attendance and/or conduct.

The department shall not issue an instruction permit or driver's license to a person who is younger than 18 years of age unless at the time such minor submits an application for an instruction permit or driver's license the applicant presents acceptable proof that he or she has received a high school diploma, a general educational development (GED) diploma, a special diploma, or a certificate of high school completion or has terminated his or her secondary education and is enrolled in a postsecondary school, is pursuing a general educational development (GED) diploma, or the records of the department indicate that said applicant:

- Is enrolled in and not under expulsion from a public school; or
- Is enrolled in a home education program that satisfies the reporting requirements of all state laws governing such program.

The department shall notify such minor of his or her ineligibility for an instruction permit or driver's license at the time of such application.

Allegations of Inappropriate Behavior
The School System adheres to the requirements found in **O.C.G.A. § 20-2-751.7** and the Professional Standards Commission's state mandated process for students to follow reporting instances of alleged inappropriate sexual behavior by a school employee. (See Policy JCD, Sexual Harassment) Any student (or parent or friend of a student) who has been the victim of an act of abuse, sexual abuse, sexual misconduct, or other inappropriate behavior by a teacher, administrator, or other school system employee is urged to make an oral report of the act to any teacher, counselor, or administrator at the school.

Any teacher, counselor, or administrator receiving such a report shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. If the principal is the person accused of the abuse, sexual abuse, sexual misconduct, or other inappropriate behavior, the oral and written reports should be made to the Superintendent or the Superintendent's designee. (please see Title IX reporting resources:
https://www.clayton.k12.ga.us/departments/equity-and-compliance/title-ix)

Any school principal or principal's designee receiving a report of abuse as defined in **O.C.G.A. § 19-7-5**, or any other behavior required to be reported under this law, shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been victimized. The report should be made by telephone and followed by a written report, if requested, to a child welfare agency providing protective services as designated by the Department of Human Resources. If a student has allegedly been abused or subjected to inappropriate behavior by a school employee, a report of such allegation will also be made as soon as practical by the principal or principal's designee to the Superintendent's designee.

Mandatory Reporting of Student Offenses
Any school employee who has reasonable cause to believe that a student at that school has committed one of the following listed acts on school property or at any school function shall immediately report the act and the name of the student to the principal or the principal's designee:

- Code Section 16-5-21, relating to aggravated assault if a firearm is involved.
- Code Section 16-5-24, relating to aggravated battery.
- Chapter 6 of Title 16, relating to sexual offenses.
- Code Section 16-11-127, relating to carrying a weapon or long gun in an unauthorized location.
- Code Section 16-11-127.1, relating to carrying weapons at school functions or on school property or within school safety zones.
- Code Section 16-11-132, relating to the illegal possession of a handgun by a person under 18 years of age.
- Code Section 16-13-30, relating to possession and other activities regarding marijuana and controlled substances.

The principal or designee who receives a report and has reasonable cause to believe that the report is valid shall make an oral report thereof immediately by telephone or otherwise to the appropriate school system superintendent and to the appropriate police authority and district attorney.

Student Organizations
The names of student clubs and organizations, the mission or purpose of such clubs or organizations, the names of the club's or organization's contacts or faculty advisors, and a description of past or planned activities will be available in student handbooks, school provided information and on the website for each school. This information is updated periodically throughout the year.

Students with Disabilities or 504 Students
Nothing in this Rule shall be interpreted to infringe on any right provided to students by the federal Individuals with Disabilities Act, Section 504 of the federal Rehabilitation Act, or the federal Americans with Disabilities Act. When discipline is proposed to be administered to a student who has been identified as disabled or who is receiving special education services from the District, the District will follow all applicable state and federal authorities.

Jurisdictions and Definitions

The following code provisions apply to offenses that students commit while on school property, engaging in virtual classes or extending learning beyond the classroom, attending a school-sponsored event, or using school technology resources. Please note the definitions that follow:

- **Alternative Educational Program (AEP)** – An educational environment intended to meet the education needs of a student who is suspended from his or her regular classroom and also of a student who is eligible to remain in his or her regular classroom but is more likely to succeed in a nontraditional setting such as that provided in an alternative education program.
- **Detention (**After School and Saturday Detention) - Restriction of students to the school site at times outside of regular school hours. School principals have the authority to require students to remain after school. Teachers have the authority to detain a student after school; however, teachers should advise the principal and notify parents or guardians. In the case of students whose immediate detention would pose transportation problems, twenty-four hours' notice may be given before the detention takes place.
- **Disciplinary Tribunal** - A disciplinary hearing to determine the guilt or innocence of a student accused of violating this behavior code when the opportunity for a student disciplinary hearing is required by law or authority. See Administrative Rule JCEB, Suspension and Hearing Procedures. If the student is determined to be guilty of the alleged offense, the Tribunal will determine the consequences for the student in accordance with the Student Code of Conduct.
- **Expulsion** - Suspension or expulsion of a student from school beyond the current school semester.
- **Felony** – A crime punishable by a sentence of one year or more in prison.
- **In-School Suspension (ISS)** - Restriction of students to a specified location so as to remove them from participation in regularly scheduled school activities.
- **Long-Term Suspension** - The suspension of a student from school for more than ten (10) school days, but not beyond the current school semester.
- **Opportunity Room "OR"**- an alternative to suspension program designed to reduce the amount of interrupted instruction by serving as a haven for learning where students may report when their behavior is reflective of levels 1-2 offenses or behaviors that interfere with teaching and learning.
- **Permanent Expulsion** - Expulsion from all School District schools for the remainder of the student's eligibility to attend school pursuant to Georgia law. Students so expelled will not be allowed to enroll in the School District's Alternative Education Program (AEP).
- **School Property** includes but is not limited to the following locations:
- The land and improvements which constitute the school.
- Any other property or building, including virtual classes or extending learning beyond the classroom, school bus stops, wherever located, where any school function or activity is conducted.
- Any bus or other vehicle used in connection with school functions and activities including, but not limited to, school buses, buses leased by the School District, and privately-owned vehicles used for transportation to and from school activities.
- Personal belongings, automobiles, or other vehicles located on school property.
- En route to and from school or school sponsored events (prior to imposing discipline regarding these incidents, schools should consult with the Department of Student Discipline, Prevention and Intervention's Tribunal Office).
- **School Sponsored Events** - Events that are sponsored by a public school and that occur away from the property of a public school over which the public school has direct control or authority (160-4-8-.16)**School Technology Resources** include but are not limited to:
- Virtual classes or extending learning beyond the classroom,
- Electronic media systems such as computers, electronic networks, messaging, and Website publishing, and
- The associated hardware and software programs used for purposes such as, but not limited to developing, retrieving, storing, disseminating, and accessing instructional, educational, and administrative information.
- **Short-Term Suspension** - The suspension of a student from school for ten (10) school days or less.
- **Truant** - Refers to any child subject to compulsory attendance who during the school calendar year has missed more than ten (10) days of school due to unexcused absences according to **O.C.G.A § 15-11-381**. School days missed because of an out of school suspension shall not count as an unexcused day for determining student truancy.
- **Valid Written Excuse Documentation** - A written explanation provided to the school within three days of a student's absence, signed by the student's parent or guardian: or other documentation supporting the reason for the student's absence.
- **Youth Empowerment Services "YES!" Program** – YES! is a resource-rich virtual alternative to suspension program that is designed to decrease disciplinary infractions and increase learning behaviors while promoting a safe learning environment where teaching and learning are the priority. YES! empowers scholars to thrive and overcome social, behavioral, and academic challenges.

Clayton County Public Schools Student Code of Conduct and Discipline Levels

CCPS PROGRESSIVE DISCIPLINE MATRIX

Level 1- Classroom Interventions & Support

This level is appropriate when supports and interventions are implemented, but the behavior continues to negatively influence the learning of the student or others.

- Parent conference
- Referral to School Counselor
- Referral to School Social Worker (SSW)
- Referral to Community Resource Class (e.g., Alternatives to Suspension Programs)
- Restorative Practices
- Assignment to Opportunity Room "OR"

Level 2 – Intensive Interventions & Support

This level is appropriate when supports and interventions are implemented, but the behavior continues to negatively influence the learning of the student or others.

- Parent conference
- Referral to School Counselor
- Referral to SSW
- Referral to Community Resource Class (e.g., Alternatives to Suspension Programs)
- Restorative Practices
- Assignment to Opportunity Room "OR"
  - ISS 1-5 days and access to virtual learning or extending learning beyond the classroom to the extent possible.
  - OSS 1-5 days and access to virtual learning or extending learning beyond the classroom to the extent possible.

Level 3 - Short Term Suspension

This level is appropriate given the seriousness of the offense and the impact on the school and/or when documented interventions (in levels 1 and 2) have been implemented, but the behavior escalates

- Referral to School counselor
- Referral to School Social Worker
- Referral to Community Resource Class (e.g., Alternatives to Suspension Programs)
- Restorative Practices
- ISS 1-10 days and access to virtual learning or extending learning beyond the classroom to the extent possible.
- OSS 1-10 days and access to virtual learning or extending learning beyond the classroom to the extent possible.
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Level 4 - Referral for Tribunal (long-term suspension, expulsion, or assignment in an Alternative School)

This level is appropriate when behavior violates State-mandated offenses that require long-term suspension, expulsion, or assignment to an Alternative School; or certain offenses are violated three or more times within a current school year or within the student's indicated discipline history; or interventions are in place, but the behavior escalates.

Students assigned permanent expulsion are not allowed to enroll in the District's Alternative Education Program.

- Referral to Youth Empowerment Services "YES! if student meets the criteria (contact your school for the criteria)
- Request for Tribunal with recommendation of long term suspension, expulsion, permanent expulsion or assignment to Alternative Education Program.
- Students assigned permanent expulsion are not allowed to enroll in the District's Alternative Education Programs.

Any violation of the O.C.G.A criminal code will be referred to the Clayton County Public Schools Police

***** The Administrator will provide information to the student/parent on how to access instruction virtually during suspension to the extent possible *****

BEHAVIOR CODE OFFENSES

The Student Code of Conduct applies to **all** students in every learning environment, including the traditional face-to-face environment, virtual classes, and extending learning beyond the classroom. The decision to charge a student for violation of this Code of Conduct will be made by the administration of the local school. If the local school administrators are uncertain as to the interpretation of the Code of Conduct, they are to contact the Department of Student Discipline, Prevention and Intervention's Tribunal Office.

A student shall not violate any of the following rules of the School District:

1. **Academic Dishonesty Offenses**
    a. Plagiarism or cheating on assignments, tests, major exams, projects, or statewide assessments is prohibited. If the Georgia Department of Education or Clayton County Public Schools determines that a student did use or intended to use a device to share, retain, or access information, the student's test will be invalidated. An invalidated test means the student will not earn a score on the exam.
    Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history, and prior interventions implemented.

2. **Alcohol Offenses**
    a. Possession, use, or under the influence of alcohol: Possession, consumption, transmitting, storing, or under the influence of alcoholic beverages or related products (non-alcoholic beers, wine coolers, and near beer). Legal intoxication is not required for a violation of this code.
    b. Possession of a substance reported to be alcohol: False representation or identification of a substance to be alcohol.
    Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history, and prior interventions implemented.

3. **Attendance Offenses**
    All consequences should follow the Clayton County Comprehensive Attendance and Truancy Protocol. Any student who is subject to compulsory attendance and is deemed truant as defined in this policy is subject to progressive disciplinary consequences. At a minimum, students and their parents or guardians shall be required to meet with school administrators and/or other designated personnel to develop and implement an attendance improvement plan. Parking privileges also may be revoked for attendance violations. When a child is absent, parents, guardians, or other persons who have control of a child enrolled in the School District must comply with District and local school guidelines and submit valid written excuses for absences. Any child subject to compulsory attendance during the school calendar year who has missed more than ten days of school due to unexcused absences according to O.C.G.A 15-11-381, is considered truant. Consequences may also include disposition for unruly children.

    Georgia law requires that after any student accrues five (5) days of unexcused absences in a given school year, the parent, guardian, or other person who has control or charge of that child shall be in violation of O.C.G.A. § 20-2-690.1, which states the following: Any parent, guardian, or other person residing in this state who has control or charge of a child or children and who violates this code section shall be guilty of a misdemeanor and upon conviction thereof, shall be subject to a fine of not less than $25.00 and not greater than $100.00, or imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's School District notifies the parent, guardian or other person who has control or charge of a child of five unexcused days of absence for a school shall constitute a separate offense. Schools shall notify parents when a student accumulates five (5) unexcused absences.
    a. Skipping class or required activity: Failure to attend class or activity or being tardy without a valid excuse.
    b. Leaving campus without permission: Leaving school grounds during the regularly scheduled school day without permission of a parent and school principal or designee.
    Consequences:
    Level 1
        - Referral to the Assistant Superintendent for other placement options
        - Referral to the Clayton County Juvenile Court/Clayton County
        - Referral to the Clayton County Juvenile Court/Clayton County Collaborative Child Study Team (QUAD CST) according to Clayton County Attendance Protocol

4. **Bullying or Cyberbullying Offenses**

"Bullying" (per O.C.G.A. § 20-2-751.4) means:

a. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so.
b. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
c. Any intentional written, verbal, or physical act that a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
    - Causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1.
    - Has the effect of interfering with a student's education.
    - Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
    - Has the effect of disrupting the orderly operation of the school.

The term applies to acts that occur on school property, on school vehicles, at designated school bus stops, or at school-related functions or activities or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system.

"Cyberbullying" (per O.C.G.A. § 20-2-751.4) means:
An act of cyberbullying which occurs using electronic communication, whether or not such electronic act originated on school property or with school equipment, if the electronic communication:

- is directed specifically at students or school personnel,
- is maliciously intended for the purpose of threatening the safety of those specified or disrupting the orderly operation of the school, and
- creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose.

Electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic, or photo optical system.

Consequences: Levels 1- 4

Upon a finding by the disciplinary hearing officer, panel, or tribunal of school officials that a student in grades six (6) through twelve (12) has committed the offense of bullying for the third time in a school year, such student shall be assigned to an alternative school.

5. **Bus Offenses**

The Clayton County Board of Education expects students to conduct themselves in an exemplary manner on the school bus, or any other mode of transportation used to transport students to and from any Clayton County Public Schools owned properties or to and from extra-curricular, interscholastic activities or other school-related activities. Students shall follow all student behavior policies, and regulations while on school provided transportation, including but not limited to, the prohibitions on physical violence, bullying, assault, battery, disrespectful conduct, or other unruly behavior. In the event a student's bus privileges are suspended, it shall be the responsibility of the parent or the student to provide transportation to and from school, and to and from extra-curricular and interscholastic activities. If a student has been found to have engaged in battery, acts of physical violence, bullying or physical threats on the school bus, in addition to other consequences, the student's parent/guardian shall be required to meet with the principal/designee to execute a bus behavior contract or student may be removed from receiving bus services.

Violations of the following bus rules are offenses under this section:

a. All body parts shall remain inside the bus at all times.
b. Nothing shall be thrown into, out of, inside, or at the bus.
c. Students shall not make unnecessary noise and must remain seated at all times unless directed by the driver.
d. Students are required to remain quiet at all railroad crossings.
e. Emergency doors and windows are to be used only at the direction of the driver.
f. Students shall not board or exit a bus at a bus stop other than the one assigned to their residence without submitting a written request from their parent or guardian to the principal or designee for approval.
g. Students shall be prohibited from using any electronic devices during the operation of a school bus, including but not limited to cell phones, pagers, audible radios, tape, or compact disc players without headphones, mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the driver's operation of the school bus or interfere with the school bus communication equipment. OCGA § 20-2-751.5

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented.

6. **Communication Device Offenses** (unauthorized possession/use)

The visible possession or use of communication devices such as cell phones is prohibited during school hours, within the school building, or on a school bus, except as permitted by school administration for instructional purposes. All devices must be "OFF" during the school day or while on school buses.

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented

7. **Chronic, Repeated Discipline Offenses**

A chronic disciplinary problem student is a student who exhibits a pattern of behavioral characteristics that interfere with the learning process of students around him or her and which are likely to recur after a student has been identified as a chronic disciplinary problem student.

Consequences: Level 4 Depending on the criteria listed and the approval by the Department of Student Discipline, Prevention and Intervention Office of Tribunals.

The principal will notify the student's parent or guardian of the disciplinary problems by telephone call and by either certified mail or statutory overnight delivery with return receipt requested and invite such parent or guardian to observe the student in a classroom situation.
At least one parent or guardian will be invited to attend a conference to devise a disciplinary and behavioral correction plan. The principal or designee and the parent or guardian are expected to be present at the conference. The principal may also invite other appropriate staff members if advisable to do so.

If the parent or guardian fails to attend the conference, it will be the responsibility of the school personnel attending to create a disciplinary and behavioral correction plan for the student and provide copies of that plan to both the parent and the student.

8. **Disrespectful Behavior Offenses**

a. Insubordination: Failure to comply with reasonable directions or commands of authorized school personnel or designees.
b. Refusal to identify oneself: Refusal to identify oneself upon request of any school district employee or designee.
c. Dress code violation: Repeat violations of the school or district dress code
d. Failure to attend detention or ISS: Failure to attend detention or In-School Suspension
e. Verbal altercation: engagement in a verbal altercation with any person
f. Profanity directed toward school personnel / official /other person: use of any type of profane, vulgar, obscene, or ethnically offensive language (written or oral) or gestures toward school personnel or official.
g. Profanity directed toward a student: use of any type of profane, vulgar, obscene, or ethnically offensive language (written or oral) or gestures toward a student.
h. Inappropriate Display of Affection
i. Possession or distribution of obscene or offensive materials: Possession, display, or distribution of profane, vulgar, pornographic, obscene, or ethnically offensive materials (includes communication via electronic devices)
j. Failure to follow established health, and/or safety rules while on the school property or participating in a virtual class or extending learning beyond the classroom.
k. False reports or accusations: knowingly and willfully making reports or statements (written or verbal) falsely accusing others of wrong actions, falsifying school records, or forging signatures. Also falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student. O.C.G.A §20-2-751.5 (a)(17)

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented

9. **Disruptive Behavior Offenses**

a. On campus without permission: Students shall not be on campus of a school in which they are not enrolled or from which they are currently suspended or expelled.
b. In restricted area without permission: Students may not be present in an unauthorized area of school property.
c. Restricting others use of school facilities or activities: Students shall not occupy or block (or attempt to occupy or block) the entrance or exit of any school building, gymnasium, school grounds, properties, or part(s) thereof with the intent to deprive others of its use.

Consequences: Levels 1-3

10. **Drug Offenses**

Prohibited substances defined as "Drug" for purposes of this offense category include the following. While illegal drugs are included within this definition, its application is not limited to substances that are prohibited by Georgia Controlled Substances Act:

- *Narcotics, hallucinogens, amphetamines, barbiturates, marijuana, stimulants, prescription medication (not prescribed to student) or any other substance listed under the Georgia Controlled Substances Act.
- *Vapes, edibles (any food or drink), or any other consumable substance containing any illegal drug, controlled substance, intoxicant or medication prohibited under this section. This includes substances containing and/or derived from cannabis, cannabinoids, synthetic cannabinoids, THC and marijuana. Concentration does not impact prohibited status under this Code of Conduct. Over-the-counter medications include (but are not limited to) nicotine replacement therapies, nicotine gum and candy, nicotine lozenges, nicotine patches, nicotine inhalers, nicotine nasal sprays and the like.

Legal intoxication is not required for violation of this code.

a. Possession with intent to buy, sell or distribute drugs: Possession with intent to buy, sell, or distribute drugs or distribute a substance falsely identified as such, or that is believed by the purchaser and/or seller to be a drug.
b. Possession, use, or under the influence of drugs: Possession, consumption, transmitting, storing, or under any degree of influence of drugs.
c. Possession of drug related paraphernalia or equipment: Possession, transportation, storage, buying, selling, or otherwise distributing any drug related paraphernalia.
d. Under the influence of inhalants or other substances: Students shall not sniff or be under the influence of inhalants or other substances (exclusive of alcohol or drugs).
e. Possession of Prescription or over-the-counter medication (OTC): Possession of all over-the-counter medication (and prescription medication prescribed for the student that does not comply with school and District rules) while on school property. This includes possession with the attempt to buy, sell, or distribute, or the attempt thereof.

Consequences: Levels 1-4 Depending on the evidence

11. False Emergency Offenses

a. False call to emergency services: knowingly make or cause a false call to emergency services.
b. False fire alarms: knowingly cause a fire alarm to be activated under false pretenses.

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented

12. Gambling

Gambling: Participation in any type of gambling activity as defined by state law or that involves placing bets, money, or other items
Consequences: Levels 1-3

13. **Gang Related Offenses**

A “gang" is defined as any group or association of three or more persons, whether formal or informal, which encourages, solicits, promotes, urges, counsels, furthers, advocates, condones, assists, causes, advises, procures, or abets any illegal or disruptive activity or behavior of any kind, whether on or off school campuses or school property. A student is in violation of this section, if the student engages in one or more of the following:

a. Identifying oneself as a gang member: identification as a gang member by display of tattoos, wearing or possessing gang related clothing, or paraphernalia, holding himself/herself as a gang member or the tagging or painting property with gang related symbols.
b. Solicitation of gang members: Recruitment or solicitation of membership in any gang or gang related organization.
c. Participation in other gang related activity

Consequences: Levels 1-4 Depending on the severity of the incident and evidence.

14. **Harassment Offenses**

Harassment may be intentional, substantial, and unreasonable, verbal, physical or written contact or conduct that is initiated, maintained, or repeated. No student shall engage in harassment, intimidation or abuse of students or others based on actual or perceived race, creed, color, national origin, religion, sex, age, disability, sexual orientation, gender, gender identity, or a physical characteristic.
Consequences: Levels 1-4 Depending on the severity of the incident and evidence.

15. **Off -Campus Offenses**

Any off campus conduct that is:

- Punishable as a felony or would be punishable as a felony if committed by an adult; AND
- Conduct which makes the student's continued presence at school either:
    a. Potential danger to persons or property at the school; OR
    b. Disruptive to the educational process. (O.C.G.A. 20.2.751)

Consequences: Levels 1-4 Depending on the criteria above and the approval by Student Services, Office of Student Discipline

16. Other Offenses

Other Behaviors that are not specifically addressed in this code of conduct: Acts or participation in any activity that is illegal or contrary to the good order and discipline of the school.

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented.

17. **Parties to an Offense**

Party to an offense: Behavior to encourage, counsel, promote, assist, cause, advise, procure, or abet any student(s) to violate any section of this code of conduct. This includes, but is not limited to, promoting or inciting others to physical violence; disrupting the orderly operation of the schools by recording or taking pictures of fights in school buildings; and/or posting recordings or photographs of school disturbances, including fights on social media.

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented

18. **Physical Offenses**

a. Possession or use of Harmful Substance: possession or use of any device, chemical, irritant, or substance in a manner inconsistent with its intended or prescribed use or in a manner designed to cause harm, shock, physical irritation, or allergic reaction.
b. Horseplay/Wrestling: engagement in rough or boisterous activities
c. Fighting: physical confrontation between two or more students that involves mutual participation.
d. Battery of a Student or other Person who is not a school employee: Battery is defined as making intentional physical contact or behaving in such a way as to cause physical injury to another person. **Consequences:** Levels 1-4 (for items 18a, 18b, 18c and 18d) Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented
e. Physical violence against School Personnel **without harm**: in accordance with O.C.G.A. 20-2-751.6., any student alleged to have committed an act of physical violence (defined as intentionally making physical contact of an insulting or provoking nature with school personnel) shall be suspended pending the hearing by the disciplinary hearing officer, panel, or tribunal. If found guilty, the decision of the disciplinary hearing officer, panel, or tribunal shall include a recommendation as to whether a student may return to public school and, if return is recommended, a recommended time for the student's return to public school.
f. Physical violence against School Personnel which **causes harm**: in accordance with O.C.G.A. 20-2-751.6, any student alleged to have committed an act of physical violence which causes harm (defined as intentionally making physical contact which causes physical harm to school personnel, unless such physical contacts or harm was in defense of himself/herself) shall be suspended pending the hearing by the disciplinary hearing officer, panel, or tribunal. If found guilty by the disciplinary hearing officer, panel or tribunal, the student shall be expelled from the public school system. The expulsion shall be for the remainder of the student's eligibility to attend public school pursuant to O.C.G.A. § 20-2-150, however:
    - The local school board at its discretion may permit the student to attend an alternative education program for the period of the student's expulsion.
    - If the student who commits an act of physical violence is in kindergarten through grade eight, then the local school board at its discretion and on the recommendation of the disciplinary hearing officer, panel, or tribunal may permit such a student to re-enroll in the regular public school program for grades nine through twelve.
    - If the local school board does not operate an alternative education program for students in kindergarten through grade six, the local school board at its discretion may permit a student in kindergarten through grade six who has committed an act of physical violence to re-enroll in the public school system.
    - In addition, a referral to Juvenile court will be made by the appropriate School Social Worker. **Consequences:** Levels 3 and 4 (for items, 18e and 18f)

19. **Property Related Offenses (O.C.G.A § 20-2-751.5; O.C.G.A. § 160-8-41)**

a. Destruction / Vandalism / Theft to Private Property/Robbery/Burglary: Acts or attempts to mark, deface, damage, vandalize, or steal private property (including setting or attempting to set a fire to property).
b. Destruction / Vandalism / Theft to School Property/Robbery/Burglary: Acts or attempts to mark, deface, damage, vandalize, or steal school property (including setting or attempting to set a fire to property)
c. Possession of Stolen Property: Possession of private or school property on school grounds.
d. Robbery with the use of weapon: Taking or attempting to take, anything of value that is owned by another person/student or the school, under confrontational circumstances by **force or threat of force** or violence and/or by putting the person in fear. Weapons include but are not limited to guns, knives, clubs, razor blades, etc.

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented.

20. **Virtual Learning or Extending Learning Beyond the Classroom Offenses**

Students shall not engage in any speech or conduct in a virtual learning or extending learning beyond the class which materially and substantially disrupts the teaching and learning process, the educational environment, or endangers the health, safety, reputation, property or well-being of other students, teachers, or other employees of the School District.

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented.

21. **School Disruption**

Students will not engage in acts that cause or may cause a material and substantial disruption of the school and/or threaten the safety or well-being of other students. Prohibited acts include, but are not limited to, walkouts, sit-downs, rioting/chaos, picketing, trespassing, inciting disturbances, pranks, terroristic threats, gang-related activities, threats to the school, bomb threats, pulling fire alarm, calling 911, and actual violence during period of disruption, etc.

a. Minor Localized Disruption: Students will not commit any behavior that disrupts class instruction, distracts students and/or teachers, or creates a dangerous or fearful situation for students and/or staff. Includes an act or acts that cause disorder in a localized area (such as hallway, restroom, classroom). Behavior that interrupts any school activity or function.

Consequences: Levels 1-3.

a. Major School Disruption: Acts that cause substantial disruption of learning opportunities or reckless conduct that threatens the safety of others (includes school evacuations, lockdowns, riots, sit-downs, picketing, and disruptions that cause interruptions in the school's function).
b. **Consequences:** Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented

22. **Sexual Offenses**

a. Consensual participation in any form of Sexual Activity
b. Sexting: The sending and/or receiving of sexually explicit messages or pictures.
c. Indecent exposure: Behavior that includes exposing one's intimate body parts (as defined in this section) in public.
d. Sexual Misconduct: Verbal, written, visual or physical conduct of a sexual nature. Behavior which includes, but is not limited to, unwelcome sexual advances or gestures; requests for sexual favors; sexually offensive slurs; electronic messages such as email, text messages; sexually offensive drawings or poster directed towards another person, nonconsensual sexual contact whether there is a pattern of behavior or a single significant incident.
e. Sexual Battery: Sexual battery is defined as a student intentionally making physical contact with the intimate parts of the body of another person without the consent of that person. "Intimate parts" means the primary genital area, anus, groin, inner thighs, or buttocks of a male or female and the breasts of a female (O.C.G.A. 16-6-22.1).
f. Sexual Molestation: Sexual Molestation is defined as any immoral or indecent act to or in the presence of another person, without that person's consent, with the intent to arouse or satisfy the sexual desires of either the student or the other person. This includes forcing another person to make physical contact with the student's intimate body parts.
g. Sexual Harassment: Sexual Harassment means conduct based on sex that satisfies one or more of the following:
   - An employee conditioning the provision of an aid, benefit, or service on the student's participation in unwelcome sexual conduct (often called quid pro quo).
   - Unwelcome conduct based on sex that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access to a school's program or activities; or
   - Sexual assault, dating violence, domestic violence, or stalking. (See Policy JCAC)

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history, and prior interventions implemented.

23. **Technology Offenses**

a. Unauthorized access or attempted access to school technology: Acts or attempts to purposely seek security problems to gain access to school technology resources.
b. Altering or attempted altering of school technology: Acts or attempts to disrupt the school technology resources by destroying, altering, or otherwise modifying technology (including Hacking).
c. Unauthorized soliciting using school technology: Acts or attempts to solicit business, advertise, or engage in any other selling activities in support of non-school related fund-raising or private business enterprises.
d. Compromising of school technology: Acts or attempts to engage in any activity that overuses, wastes, or compromises school technology resources.
e. Copying of programs, software, or other technology: Copying of computer programs, software, or other technology provided by the School District for personal use (includes downloading unauthorized files).
f. Inappropriate display of material using school technology: Use of school technology resources to distribute or display material that does not serve an instructional or educational purpose or is profane, vulgar, lewd, obscene, offensive, indecent, sexually explicit, pornographic, threatening; advocates illegal, dangerous or violent acts; is knowingly false, reckless, or defamatory to others; is otherwise harmful to minors as defined by the Children's Internet Protection Act.

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history, and prior interventions implemented.

24. **Threatening Behavior Offenses (Assault)**

A Safety Checklist (threat) is required for all instances of threatening behavior.

a. Terroristic Threat: Communication (verbal or written) of a serious expression to harm or use violence against a group of individuals and/or school property.
b. Verbal Assault/Threatening Another Student or Non- school employee: Verbal, written, or physical (gesture) communication intended to place a student or other person in fear of bodily harm.
c. Physically Threatening **Another Student** or Non-school employee: Behavior (or attempt) to commit physical harm or injury to the person of another; a physical act which places another in reasonable apprehension of immediately receiving a physical injury, or behavior which could cause physical injury to another.
d. Verbal Assault/Threatening **School Personnel** or School official: communication of verbal, written, or gesture intended to place any school employee or school official in fear of bodily harm. In accordance with O.C.G.A. § 20-2-753., local boards of education shall appoint a disciplinary hearing officer, panel, or tribunal of school officials to hold a disciplinary hearing following any instance of an alleged assault or battery by a student upon any teacher or other school official or employee if such teacher, other school official, or employee so requests.
e. Physically Threatening School Personnel or School official: Behavior (or attempt) to commit physical harm or injury to any school employee or school official; an act which places another in reasonable apprehension of immediately receiving a physical injury, or behavior which could cause physical injury to any school personnel or official. In accordance with O.C.G.A. § 20-2-753, local boards of education shall appoint a disciplinary hearing officer, panel, or tribunal of school officials to hold a disciplinary hearing following any instance of an alleged assault or battery by a student upon any teacher or other school official or employee if such teacher or other school official or employee so request.

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history, and prior interventions implemented.

25. **Tobacco Offenses**

Possession of tobacco, tobacco related products, or tobacco related substitutes: Possession, use, or distribution of tobacco, tobacco products, or tobacco substitutes (includes hookahs, electronic cigarettes, or look-alikes).

Consequences: Levels 1-3 and referral to the ASPIRE Program. (A Smoking Prevention Interactive Experience) at http://www.mdanderson.org/aspire. ASPIRE Program is for **middle** and **high school** students only. A Certificate of Completion must be printed and presented to the referring administrator.

26. **Vaping, Juuling, Electronic Smoking Device**

A student shall not possess, distribute, or use vapes, juuls, vape pens, advanced personal vaporizers, and related products while on school property. Electronic smoking devices include any device used to deliver nicotine or any other substance that may be used by a person to stimulate smoking through inhalation of vapor or aerosol from the device. Note, prohibited devices under this section may also fall under Section 10 (Drug Offenses) of this Code of Conduct to the extent that they contain substances defined within that Section.

Consequences: First to Second Offense in a school year - **Levels 1-2** and a referral to the web-based ASPIRE (A smoking Prevention Interactive Experience) program at www.mdanderson.org/aspire for middle and high school students only. A Certificate of Completion must be printed and presented to the referring administrator. **Third offense** in a school year - **Levels 1-3** and a referral to the School Partnering Advance Wellness, Resilience and Knowledge (SPARK) to address the use of nicotine and other substances.
Fourth offense and above in a school year- **Level 4** and a referral to the School Partnering Advance Wellness, Resilience and Knowledge (SPARK) to address the use of nicotine and other substances.

27. **Weapons, Firearms, Hazardous Objects**

A student shall not possess, handle, transmit, or cause to be transmitted, use, or threaten to use; sell, attempt to sell, or conspire to sell a weapon, either concealed, or open to view, while on school property. All weapons shall be confiscated and given to law enforcement agencies as appropriate. The disposition of confiscated weapons shall be determined by the Superintendent or his/her designated school official, in conjunction with law enforcement.

a. Possession of a dangerous weapon or firearm (loaded or unloaded): Firearms include a handgun, rifle, shotgun, or other weapon that will or can be converted to expel a projectile by the action of an explosive or electrical charge. Dangerous weapon means any weapon commonly known as a rocket launcher, bazooka, or recoilless rifle, which fires explosive or non-explosive rockets designed to injure or kill personnel or destroy heavy armor, or similar weapon used for such purposes.

This term shall also mean a weapon commonly known as a mortar, which fires high explosives from a metallic cylinder, and which is commonly used by the armed forces as an anti-personnel weapon or similar weapon used for such purposes. This term shall also mean a weapon commonly known as a hand- grenade or other similar weapon that is designed to explode and injure personnel.

In accordance with O.C.G.A. § 20-2-751.1., consequences require 10 day out-of-School Suspension and a request for Tribunal (with a recommendation of expulsion for a minimum of one calendar year). The local board of education, superintendent, administrator, hearing officer, tribunal, or panel has the authority to modify the expulsion requirements on a case-by-case basis. *The hearing officer, tribunal, panel, superintendent, or board of education shall be authorized to place a student determined to have brought a weapon to school in an alternative educational setting.

Consequences: Levels 3 and 4.

b. Possession of a Hazardous object, pellet, BB gun, antique firearm or other felony weapon: Hazardous object means any dirk, bowie knife, switchblade knife, ballistic knife or any other knife or instrument having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles (made from metal, thermoplastic, wood or similar material), blackjack, any bat, club, or other bludgeon-type weapon, any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely (also known as nun-chukka, nun-chuck, nun-chaku), shuriken or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled (also known as a throwing star or oriental dart, or any instrument of the like kind) any nonlethal air gun, and any stun gun or taser. The hearing officer, tribunal, panel, superintendent, or board of education shall be authorized to place a student determined to have brought a weapon to school in an alternative educational setting.

   Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented.

c. Possession of a non-felony weapon or look-a-like weapon: Any knife or instrument having a blade of less than two inches, any look-alike firearm, mace, pepper gas or like substances (mere possession of pepper gas or like substance is not a violation of this code of conduct unless the administration determined that the student brought it to school with the intent to harm another); any firearm muffler, or silencer, chains, ice picks, plastic disposable razor, or slingshot, or any tool or instrument which can reasonably be used as a weapon or is intended to be used as a weapon.

   Consequences: Levels 1-3

d. Possession of a dangerous instrument: Any item that is thrown, used as a projectile, or used to penetrate or cause bruises/contusions to skin or other body parts of a person (i.e., pencil, chair, stapler).

   Consequences: Levels 1-3

e. Possession of explosives and ammunition: This includes smoke bombs, fireworks, bullets, and other similar items. This does not include firecrackers.

   Consequences: Levels 1-3 Depending on the severity of the incident, evidence, previous discipline history, and prior interventions implemented.

f. Possession and/or use of lighting matches, firecrackers, poppers, or cigarette lighters.

   Consequences: Levels 1-2

g. Possession and/or use of unauthorized instruments such as syringes and needles.

   Consequences: Levels 1-3

ACADEMICS

Academic Integrity

Students are expected to submit work for evaluation that has been completed solely by that student, unless group assignments have been so designated. Academic integrity is expected at all times. If a student is found cheating on a graded assignment, the student will not receive credit for that assignment and may face disciplinary action. The following actions are violations of academic integrity:

- Using unauthorized materials in a test situation
- Receiving unauthorized information on a test
- Knowingly giving information from a test situation to another student
- Sharing definite answers to questions to someone who has not taken the test.
- Turning in work for credit that is not the student's own, including work completed by another individual, or generated by a computer or software program
- Plagiarizing
- Using electronic devices to provide answers during testing.

Diploma Requirements

- Students in all Clayton County Public High Schools will follow the guidelines established by the Georgia State Board of Education Rule 160-4-2-.48 IHF (6) according to the year in which they enrolled into the ninth grade.
- Students who enroll from another state must meet the State Board of Education (SBOE) and the district graduation requirements.
- Students who have met graduation requirements, as established by the Georgia Department of Education, shall receive a high school diploma. [See Clayton County Public Schools Regulation IHF (6)-R (1) and Clayton County Public Schools Board Policy IHF (6).]

Alternate Diploma

Every Student Succeeds Act (ESSA) received approval to amend the graduation rule in November 2019. The amendment relates to a State designated Alternate Diploma option for students with significant cognitive disabilities assessed using an alternate assessment (GAA 2.0). An Alternate Diploma is the document awarded to students with the most significant cognitive disabilities who were assessed using the alternate assessment aligned to alternate academic achievement standards. While this diploma is standards based and aligned with the state requirements for the regular high school diploma, it is not a regular high school diploma. Therefore, an alternate diploma does not terminate Free and Appropriate Public Education (FAPE) for students with an Individualized Education Program (IEP).

The Alternate Diploma is available for students who entered ninth grade beginning with the 2020-2021 School Year. Students with the most significant cognitive disabilities enrolled in high school prior to the 2020-2021 school year who take the GAA in middle and high school and complete other requirements (23 credit hours and postsecondary school or work) will still receive the regular diploma; however, students who will take GAA and entered high school in 2020-21 or later will receive an alternate diploma upon graduation or reaching twenty-two years (22) of age with the same or similar criteria.

Exam Exemptions

High School

Clayton County Public Schools permits the following exam exemptions in the first semester (**Term 2-winter**) and second semester (**Term 4-spring**) for high school grade levels following the guidelines below:

- Students passing a course that does not require an End of Course (EOC) test shall have the option of exempting the final examination.
- Students with no office referral in the class and who have a passing average in a course that does not require an EOC test shall have the option of exempting a class final examination.
- Students who earned an average grade of "A" for the first semester (**Term 2-winter**) or second semester (**Term 4 - spring**) in a class shall have the option of exemption from the final Examination of a course that does not require an EOC test.
- Students with perfect attendance for the year and a passing average in the class shall have the option of exempting a class examination, other than a required EOC test.

Number of exemptions allowed by grade level. **Year-long Courses**	Number of exemptions allowed by grade level. **Semester-long Courses**
9th grade - 2 exam exemptions	9th grade - 1 exam exemption
10th grade - 3 exam exemptions	10th grade - 1 exam exemptions
11th grade - 4 exam exemptions	11th grade - 2 exam exemptions
12th grade - all exams may be exempted	12th grade - all exams may be exempted

In addition, seniors who have not met their obligations are not allowed to exempt any final exams and may not participate in graduation activities. Obligations include but are not limited to lost or damaged laptops, textbooks, calculators, library materials, unpaid fees, and uniforms not returned.

Definitions and Explanations

Consideration for exam exemption shall be on a class-by-class basis. Perfect attendance in a class is defined as the following:

• No Absences • No late check-in • No early check-out

There are no exceptions granted for any reason, no matter how critically important the reason for absenteeism. A first semester (**Term 2-winter**) or second semester (**Term 4 – spring**) senior who meets the criteria for exemption but chooses to take the semester examination is worthy of commendation. If that student's examination grade increases the final grade, the examination shall be counted. However, if that student's examination grade lowers the final average, the examination grade shall not be counted.

Responsibility for Textbooks and Instructional Materials

The full responsibility for textbooks and instructional materials, which are loaned by the school to students, rests with the students and their parents and guardians. Consequently, students and parents shall be made aware of the Board policy and regulations during the first week of school. New students and their parents and guardians shall be introduced to the policy at the time the students enroll.

Each student shall return all issued textbooks and non-consumable instructional materials at the time the student withdraws from the school, at the end of all classes, or at the end of the school year. Those books the district has identified as consumable are exempt and become the student's property. Students should take consumable books with them when transferring to another CCPS school. Students who lose, destroy, or otherwise damage textbooks shall be required to reimburse Clayton County Public Schools for the replacement cost of the items or purchase a replacement copy of the book with the same ISBN and in the same condition issued to the student.

Textbooks and Instructional Materials

Unless designated as consumable, textbooks and other instructional materials are the property of Clayton County Public Schools. Textbooks are provided for the use of students enrolled in district schools and centers and are expected to be returned in the condition in which there were issued less reasonable wear and tear. Students who lose or damage instructional materials including but not limited to books, laptop computers, or other instructional materials will be charged the replacement cost of the lost or damaged item.

Items that are designated as consumable are provided for use by students but are not returned at the time of withdrawal or at the end of the year. Students are issued one set of texts and are expected to retain these instructional resources throughout the school year. **Students transferring from one CCPS school to another are expected to bring their consumable instructional materials with them to their new school.**

Students may write their names on the inside cover of their textbooks in the designated area only; students must not write in their books. Students are responsible for textbooks that are not returned or that have been damaged. Students will not be denied access to textbooks; however, they are expected to make their best effort to pay for or replace missing or damaged books. All fines should be paid no later than the last instructional day of the school year.

Students are required to pay the replacement cost for lost or damaged textbooks and instructional materials. (A $5.00 fee will be assessed for the intentional unauthorized removal of a barcode. Students should report problems with barcodes not adhering to book covers immediately once identified.) The replacement costs of books and other materials are available in the district's Textbook Management application. Payments must be made online using School Cash platform at https://claytoncountyps.schoolcashonline.com/. Students who transfer from one CCPS school to another are still held accountable for paying accrued costs of lost or damaged textbooks. Families who cannot afford to reimburse schools for lost or damaged textbooks should reach out to the school's official textbook contact who will discuss their options.

Lost or Damaged Textbooks

Schools will ensure losses are recorded and fines are assessed in the district's Textbook Management application. If a student fails to pay for lost textbooks, teachers will not issue additional books to them. However the student is permitted to use books in the classroom and may be given the information necessary to access textbook material from the Internet at home.

Parents Review of Materials

Parents and guardians may learn more about their child's courses of study by submitting a written request to the principal to review instructional materials intended for use in the classroom. Parents and guardians may request to review materials during the first two weeks of each grading period. To learn more, please see Regulation IFAA-R (2): Instructional Materials Selection and Adoption - Review of Instructional Materials

Georgia Milestones Assessment System

The Georgia Milestones Assessment System is a comprehensive summative assessment program and represents a single system of summative assessments that span all three levels of the state's educational system–elementary, middle, and high school. Georgia Milestones measures how well students have learned the skills outlined in the state-adopted content standards in English Language Arts, mathematics, science, and social studies. Georgia Milestones consists of end-of-grade measures in English Language Arts and mathematics in grades 3-8, end-of-grade measures in science in grades 5 and 8, end-of-grade measures in social studies in grade 8, and end-of-course measures for specified high school courses. The high school Physical Science EOG, administered in lieu of the 8th grade science EOG, shall be administered only to 8th grade students enrolled in the high school Physical Science course.

- The HS Physical Science EOG shall not count as the final exam or in students' final grade.
- The HS Physical Science EOG shall not be administered to any other middle school students or to high school students enrolled in Physical Science.

Georgia Milestones	ELA	Mathematics	Science	Social Studies
End-of-Grade (EOG)	**Grades 3 – 8**	**Grades 3 – 8**	**Grades 5 & 8** ***High School Physical Science (Grade 8 Only)***	**Grade 8**
End-of-Course (EOC)	**American Literature and Composition**	**Algebra Concepts and Connections**	**Biology**	**U.S. History**

The Georgia Milestones Assessment System
Georgia Milestones is administered primarily on a computer and includes the following features:

- Technology-enhanced items in all grades and courses,
- Open-ended (constructed response) items in English language arts in all grades and courses,
- A writing component (in response to passages read by students) at every grade level and course within the English Language Arts assessment,
- A reported Lexile score based on the English Language Arts assessment in all grades and courses, and
- Estimated norm-referenced performance ranges for all grades and courses.

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx

Gifted Students
In compliance with Georgia Department of Education Rule 160-4-2-.38 (IDDD), evaluation data results for all students referred to the Gifted identification process are gathered in four areas: Mental Ability, Achievement, Creativity, and Motivation. Additional follow-up evaluation in any given area may be requested by eligibility teams based on special circumstances and specific individual needs. Gifted identification procedures begin as early as kindergarten and continue through grade 12. To identify all students in need of instructional modifications and/or special services, a comprehensive Talent Search is conducted annually and includes the following: Automatic Referrals, Structured Observations, and Individual Referrals. The Gifted Eligibility process can be conducted virtually or face to face. Parents and guardians with questions concerning the gifted eligibility process should contact the school's gifted lead teacher.

Dual Enrollment
No later than the first day of February each year, each eligible high school shall provide information about the Programs, which shall include forms provided by the Georgia Department of Education, to all its eligible high school students. An eligible high school shall also provide counseling services to such students and their parents or guardians before the student enrolls in the Programs. Prior to participating in the program, the student and the student's parent or guardian shall sign the form provided by the eligible high school or by an eligible postsecondary institution stating that they have received the counseling specified in this subsection and that they understand the responsibilities that shall be assumed in participating in the Programs.

Information and materials regarding the Programs shall be provided to each eighth-grade public school student at the time the student is developing his or her individual graduation plan as required by O.C.G.A. § 20-2-327. In order to participate in the Programs, each eligible high school shall be required to execute a participation agreement as prescribed by the Georgia Student Finance Commission.

A participating eligible high school shall grant secondary credit to an eligible high school student enrolled in a dual credit course or self-pay dual credit course in an eligible postsecondary institution if such student successfully completes such course. The secondary credit granted shall be for a comparable required course; career, technical, and agricultural education course; or elective course. Upon completion of an eligible postsecondary institution's dual credit course or self-pay dual credit course, the eligible high school student shall be responsible for requesting that the eligible postsecondary institution notify such student's eligible high school regarding his or her grade in such course.

Secondary credits granted for eligible postsecondary institution dual credit or self-pay dual credit courses shall be counted by the eligible high school toward graduation requirements and subject area requirements of the eligible high school. Evidence of successful completion of each dual credit or self-pay dual credit course and secondary credits granted shall be included in the eligible high school student's secondary school records and transcripts. Grades earned at an eligible postsecondary institution shall be included on the high school transcript and shall be used, by the eligible high school, to compute a student's grade point average. Secondary credits granted at an eligible postsecondary institution shall be converted and transcribed on the eligible high school student's transcript.

Eligible postsecondary institution semester hour credit shall be converted to secondary credit as follows:
1 to 2 semester hours = .5 secondary credit
3 or more semester hours = 1 secondary credit
1 to 3 quarter hour credits = .5 secondary credit
4 or more quarter hour credits = 1 secondary credit.
A participating eligible high school shall be required to award a high school diploma to any eligible high school student who is enrolled at or through an eligible postsecondary institution under the Programs as long as the credit earned at or through such postsecondary institution satisfies course requirements needed for the eligible high school student to complete high school graduation.

Dual Enrollment Requirements for the Traditional High School Diploma
An eligible high school student shall meet the following requirements, pursuant to O.C.G.A § 20-2-161.3, in order to be awarded a high school diploma:

1. Receives a score of admission acceptable on the readiness assessment required by the eligible postsecondary institution.
2. Earns a secondary credit in State Board identified high school courses that culminate in a state administered end-of-course assessment in each of the following subject areas: English/language arts, Mathematics, Science and Social Studies. (Eligible high school students must participate in the appropriate end-of-course assessment. However, State Board of Education Rule 160-3-1-.07 TESTING PROGRAMS - STUDENT ASSESSMENT (2)(j)1 establishes certain exemptions from end-of-course assessments.)
3. Earns one secondary credit in health and physical education.
4. Completes approved postsecondary courses that satisfy high school graduation requirements.
5. Earns the requisite credits required by State Board of Education Rule 160-4-2-.48 High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years.

Dual Enrollment Requirements for the Accelerated Career Diploma An eligible high school student shall meet the following requirements, pursuant to O.C.G.A § 20-2-149.2, in order to be awarded a high school diploma:

- Receives a score of admission acceptable on the readiness assessment required by the eligible postsecondary institution.
- Earns two secondary credits in state required ninth and tenth grade level high school courses or their equivalent, two English courses, two mathematics courses, two science courses, and two social studies courses; and any state required tests associated with any such course.
    a. Student pursuing a high school diploma according to the provisions of the Accelerated Career Diploma must successfully complete and pass the following courses and participate in the specified end-of-course assessments: Algebra I or Coordinate Algebra, American Literature and Composition, and Biology
    b. Students entering the 9th grade in the 2022-2023 school year and beyond who pursue a high school diploma according to the provisions of Accelerated Career Diploma must also successfully complete and pass both American Government and Personal Finance & Economics.
- Earns one secondary credit in health and physical education.
- Completes one of the following postsecondary requirements:
    a. An associate degree program; or
    b. A technical college diploma program and all postsecondary academic education and technical education and training prerequisites for any state, national, or industry occupational certifications or licenses required to work in the field; or
    c. At least two technical college certificate of credit programs in one specific career pathway and all postsecondary academic education and technical education and training prerequisites for any state, national, or industry occupational certifications or licenses required to work in the field as determined by the Technical College System of Georgia.
- A student who meets the above Accelerated Career Diploma requirements (I) through (iv) shall be deemed to have met all graduation requirements of the State Board of Education and shall not be subject to any courses or assessments otherwise required for purposes of graduation.

As of July 1, 2023, each student participating in the Dual Enrollment program provided for in O.C.G.A. § 20-2-161.3 who is eligible for HOPE grant pursuant to O.C.G.A. § 20-3-519.5 shall be allowed to access HOPE grant funds for eligible Career Technical and Agricultural Education (CTAE) courses, as defined in O.C.G.A. § 20-2-161.3, irrespective of whether such student has reached any maximum credit hour cap provided for in O.C.G.A. § 20-2-161.3.

Georgia Department of Education Senior Seal Programs
Senior students are given a variety of opportunities to earn recognition in these departments: Social Studies, Advanced Placement, World Languages, and Career, Technical, and Agriculture Education (CTAE). These recognitions come in the form of a seal on their diploma and an honor cord worn at graduation to demonstrate their extra effort and work throughout their high school career.

Fine Arts Diploma Seal
Clayton County Public-school Qualification

a. Georgia Fine Arts Pathway: A Fine Arts Pathway consists of a minimum of three total credits in ONE of the fine arts subject areas: dance, music, theater, and visual arts.
b. Creative Industry Skill Focus Course
c. CTAE/English Language Art/Social Studie redit that provides a creative industry skill focus and two fine arts related extracurricular activities or
d. Four fine arts credits and two fine arts related extracurricular activities OR
e. Dual Enrollment Fine Arts Courses (three credits and must be approved by the Georgia Department of Education using the correct code fodr CCRPI at an accredited college/university and two fine arts related extracurricular activities*
f. Community Arts Partnerships: Students share their talents and industry knowledge by providing at least 20 hours of arts related community service and present a CAPSTONE presentation on their experiences.
g. Written Reflection: Students are required to write a 3–4-page reflection paper based on their community service activities. in O.C.G.A. § 20-2-161.
h. Portfolio: This consists of a visual demonstration of required lessons the student learned during high school. The portfolio must show the student's work within their fine arts pathway. Each student will be responsible for developing a portfolio that is both attractive and informative.
i. A list of approved Creative Industry course and approved extracurricular activities are listed in the complete paperwork that is provided by each school's counselor. More information on courses and the capstone project is available here.

International Skills Diploma Seal
Clayton County Public Schools Qualifications

1. World Languages Pathway: a World Languages pathway consists of any THREE courses in ONE language (ex. chFrench 1, 2 and 3) or (Spanish for Native Speakers 1, Spanish IV and AP Spanish Language) and/or ESOL courses.
2. International Focus courses: four credits in courses such as International Economics, US History, Geography, Sociology, etc. A full list of courses is available from the paperwork provided to counselors and World Languages department chairs in August.
3. Four extracurricular activities and experiences with global or cultural themes (international clubs, local activities, travel abroad)
4. Twenty hours of community service with a global or cultural theme
5. Capstone Presentation or Capstone Portfolio: student-driven project based on the knowledge and experiences gained in the courses and activities which is delivered to a school or district-based committee of teachers, parents, administrators, or other stakeholders.

Interested students should contact their counselors or the World Languages department chair. More information on courses and the capstone project is available **here.**

Seal of Biliteracy
Clayton County Public School Qualifications

1. Qualifying students must have a 3.0 GPA in English Language Arts (ELA) and English to Speakers of Other Languages (ESOL) courses.
2. Demonstrate proficiency in one or more languages other than English.
3. Proficiency Tests
   a. Tier 1 (Spanish, French, and Latin): Students may demonstrate proficiency by scoring a 4 or 5 on the AP Exam
   b. Tier 2 (Vietnamese, Haitian-Creole, Wolof, Tagalog, Khmer, Tamil, etc.): Students may demonstrate proficiency by completing the ALTA Speaking and Listening and Writing test with a score of 1+

Interested students should contact their counselors, lead ESOL teacher or the World Languages department chair. More information on the Seal of Biliteracy can be found **here.**

Career Ready Diploma Seals (CTAE)

- Employability/Soft Skills Seal
- Students shall complete an Employability Skills/Soft Skills program approved by CCPS.
- Distinguished Employability/Soft Skills Seal
- Students shall complete the requirements for the Employability/Soft Skills Seal and earn at least one unit in a state-approved Work Based Learning (WBL) program.

Pathway Skills Seal
Students shall complete a Career, Technical and Agricultural Education (CTAE) pathway in at least one of the 17 career clusters **AND** complete one (1) of the following criteria:

- Pass an End of Pathway Assessment (EOPA) or Industry Recognized Credentialing exam (if applicable)
- Complete a pathway in an industry-certified program.
- Earn at least one unit in a state-approved Work-Based Learning program in the concentrated pathway area.
- Complete all components of the Career-Related Capstone project in the concentrated CTAE pathway area, as outlined by the Georgia Department of Education
- Earn a minimum score of 36 on the Armed Services Vocational Aptitude Battery (ASVAB) test.
- Via dual enrollment completion of two Technical Certificates of Credit (TCC) in one pathway, earning a Technical College Diploma or earning an associate degree (Senate Bill 2 requirements)

Distinguished Pathway Skills Seal
Students shall complete a CTAE pathway in one of Georgia's 17 Career Clusters **AND** complete two (2) of the following requirements:

- Pass an End of Pathway Assessment (EOPA) or Industry Recognized Credentialing (if it applies).
- Complete a pathway in an industry-certified program.
- Earn at least one unit in a state-approved Work-Based Learning program in the concentrated pathway area.
- Complete all components of the Career-Related Capstone project in a pathway as outlined by the GADOE.
- Earn a minimum score of 36 on the ASVAB test.

Leadership Skills Seal
Student shall acquire the Leadership Skill Seal by meeting the following criteria:

- Complete one year of membership in a state-recognized Career and Technical Student organization (CTSO) or complete two years of Junior Reserve Officers' Training Corps (JROTC) (two credits on a traditional schedule or four credits on a 4x4 block schedule)
- Prepare a portfolio to include as a minimum, a cover letter, resume, three letters of recommendation **AND** complete one (1) of the following:
  - Present to business and industry, civic organizations, legislators and/or local, state, or national board of education members on behalf of local CTAE, CTSOs or JROTC
  - Receive a regional, state or national honor and/or recognition.
  - Participate in at least 40 hours of documented community service, and/or community service campaigns (i.e. March of Dimes)
  - Earn a minimum of 36 on the ASVAB.

Distinguished Leadership Skills Seal
Students may earn the Distinguished Leadership Skills Seal by completing the following requirements:

- Complete two years of membership in a state-recognized Career and Technical Student organization (CTSO) or complete three years of JROTC (three credits on a traditional schedule or six credits on a 4x4 block schedule).
- Present to business and industry, civic organizations, legislators, or local, state, or national board of education members on behalf of local CTAE, CTSOs or JROTC.
- Hold or previously held a leadership office at the local, regional, state or national level in a state recognized CTSO during high school or a JROTC Command or Staff position within the unit or JROTC co-curricular activity and earn a rank of E7 or above.
- Participate in at least 80 hours of documented community service, or community service campaigns (i.e. March of Dimes).
- Students interested in pursuing this recognition must speak with their counselor or their CTAE teacher for more information. More information on the requirements and partnerships can be found **here.**

Civic Engagement Seal
Clayton County Public Schools Qualifications
Students may earn the Civic Engagement Seal by completing the following criteria:

- Complete three units of social studies credit, including at least one in United States History, one in World History, one-half unit of American Government and one-half unit of Economics.
- Complete the American Government Basic Skills test and pass with a 70%.
- Complete 50 hours of voluntary participation in community service or extracurricular activities during the high school career—**fifteen (15) hours must be obtained by participating in civic engagement activities.**
- Present a capstone portfolio on the knowledge gained in social studies and/or civics/government related courses.
- Students interested in pursuing this recognition must speak with their counselor. More information on the requirements for the seal can be found **here.**

Advanced Placement College Board Capstone Seal
The AP Capstone is a diploma program from the College Board based on two-year AP courses—AP Seminar and AP Research. These courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. All CCPS high schools offer Capstone courses. Currently there are two active programs at Forest Park High School and Morrow High School. College Board Qualifications for the AP Capstone Diploma and Certificate are listed below:

- Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma.
- Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams shall receive the AP Seminar and Research Certificate.

Administrative Regulation - Grading Systems Code: IHA-R (1) Grading Systems
Principals shall communicate and monitor the implementation of the district's grade reporting procedures. Communication logs must be maintained by teachers and accessible to principals to ensure parents have received advanced notification of student academic achievement. All documentation must be entered into the Student Information System contact log. In addition to maintaining communication logs, teachers are required to notify parents and guardians via a phone conference or face-to-face meetings prior to assigning final report card grades that are less than 70.

Georgia Standards
The Georgia Standards were designed to ensure all students progress to the college and career-ready level by the end of high school. They align with the national and global learning expectations. Furthermore, they represent a significant advance in standards for Mathematics and English Language Arts. These standards are grounded in evidence concerning high school graduates' readiness for college and careers and build on the finest state and international standards. The standards provide a clear and focused progression of learning from kindergarten to high school graduation that gives teachers, administrators, parents, and students the information necessary for success. Essentially, standards matter. When standards are set at the college and career-ready levels, a clear bar is established and conveys shared expectations across the system. The expectation is students are prepared for college and careers by the end of high school. Ideally, high expectations drive the entire system between states, districts, and classrooms towards excellence and increase positive outcomes and opportunities for all students. More information can be found at **https://www.georgiastandards.org/Pages/default.aspx**

Grade Reports
Grade reports are issued every nine weeks and progress reports are issued every four and one-half weeks. We encourage parents and guardians to schedule a conference whenever these reports contain information explaining academic deficiencies and areas for growth. Parents and guardians should contact their child's teacher if there are any questions concerning grades recorded or information contained on the child's report card. Parents may monitor their child's grades on the Infinite Campus Parent Portal at **https://sis.clayton.k12.ga.us/campus/portal/clayton.jsp**.

Determining Classwork Grades
Classwork must be rigorous and standards-based to demonstrate students' progress toward content mastery. Expectations for grading may be communicated to students and parents or guardians in the course syllabus. Students' grades should reflect their level of mastery of content standards. Therefore, teachers shall use standards-based grading techniques (e.g. noting the standard associated with an assignment, use of rubrics, criterion-standards-based checklists, etc.) on relevant assignments to determine and inform students and parents of the level of mastery of the standards. Teachers should avoid assigning grades to activities that are nonacademic-related (e.g. behavior, attendance, time spent on supplementary programs, such as Accelerated Reader). All grades shall be based upon well-defined criteria that align to curriculum standards.

Make-Up Work Policy

All students are provided an opportunity to make-up missed assignments regardless of the reason for the absences. **It is the student's and the parent's responsibility to make arrangements and complete all work within three school days of the student's return to school. Students will present the make-up work to the teacher for grading.** Grading for the make-up work should be shared with the student within a reasonable period of time, i.e. 3-5 days. It is the parent's and the student's responsibility to initiate the make-up work for missed assignments, tests, and classwork. Students must assume responsibility for obtaining the required information and making necessary arrangements with the teacher. Parents should assist their child with requests for make-up work, missed assignments, and tests.

Students may arrange times with the teacher for making up work for the mutual convenience of student and teacher. Make-up of tests and quizzes should be done before or after school except as otherwise arranged by the teacher. Teachers may assign different work or a different test than that originally assigned to other students. It is critical that parents remain involved in this process to ensure academic success for the student. Long-term assignments with preset dates are due on the assigned dates regardless of a student's previous absence.

To learn more about grading practices, review District Regulation IHA-R (1): Grading Systems.

Cheating and Plagiarism

Cheating and plagiarism are very serious academic offenses. Principals will establish procedures for addressing these offenses. Any student who plagiarizes or cheats on an assignment or test will be referred to the principal, assistant principal, or principal designee along with the supporting evidence. Use of Intelligence (AI) to generate student coursework presented as student's original work constitutes impermissible plagiarism/ cheating.

Incomplete (I)

An "I" refers to a student's failure to take the required End-of-Course (EOC) test or incomplete work in non-EOC courses as a result of extended illness or some circumstance that warrants an extension of time. Incomplete grades due to a missing required EOC must be resolved by the last day of the next school semester; however, the principal has the discretion to extend the deadline based upon individual circumstances. The value of an (I) will equal a zero (0) and will be calculated accordingly so that students and parents see students' current average in real time.

Grade Reporting

Progress reports are issued every four and a half weeks within each nine-week grading period. Report cards are issued every nine weeks at the elementary and middle school levels. Report cards are issued every eighteen weeks at the high school level. Report card grades will include both letter and numeric grades for all K-12 students.

Required Use of Georgia Milestones as End of Course Assessments

The Georgia Milestones EOC shall be used as the final exam in the courses assessed by a Georgia Milestones EOC. Georgia Milestones EOC reports shall provide students, parents, and educators with individual scores on each EOC taken; student scores must be recorded on, in, or with the individual student report card. (Refer to: SBOE Rule 160-4-2-.13). Students enrolled in any of the core courses identified by the SBOE are required to participate in the Georgia Milestones EOC assessment at the end of each course.

If a student is rostered in an EOC course and does not sit for the required EOC Exam, an Incomplete (I) is issued for not sitting for the exam, and the student will receive a zero (0) as the final EOC Exam grade. The value of an Incomplete (I) will equal zero (0). The zero (0) for an EOC will count as 10% of their final course grade. The final grade will be calculated and posted to the student's transcript. There should be sufficient documentation to indicate the student was notified of testing opportunities and did not participate. The EOC is Georgia's assessment utilized for federal high school accountability. As a result, systems must provide for the participation of all students in completion of an EOC course. (See the GADOE Student Assessment Handbook).

Parent Notification

Teachers should contact parents once a student's grade falls below 75. Teachers should hold individual conferences and/or
Individualized Education Program (IEP) meetings, where applicable, in person or by telephone with parents and legal guardians to discuss a plan for student remediation. The teacher will provide students with additional opportunities to demonstrate mastery of the content.

Accuracy of Grade Reporting

Teachers are required to accurately maintain student performance, grades and attendance. Student grades must be entered weekly in the district's grade book program. Teachers shall document evidence of notifying parents or guardians if a student's progress report or report card grade is less than 70.

ELEMENTARY SCHOOL GRADE WEIGHTS			
ELEMENTARY Core Content and Electives		**ELEMENTARY Fine Arts/CTAE**	
CLASSWORK	50%	PARTICIPATION/CLASSWORK	50%
TESTS/QUIZES	30%	PROJECTS/PERFORMANCE	40%
PROJECTS	15%	ASSESSMENTS	10%
HOMEWORK	5%		

MIDDLE SCHOOL GRADE WEIGHTS			
MIDDLE Core Content and Electives		**MIDDLE Fine Arts/CTAE**	
CLASSWORK	45%	PARTICIPATION/CLASSWORK	45%
TESTS/QUIZES	30%	PROJECTS/CONCERTS	30%
PROJECTS	15%	TESTS	10%
HOMEWORK	10%	QUIZES	5%
		HOMEWORK	10%

HIGH SCHOOL GRADE WEIGHTS			
HIGH Core Content and Electives		**HIGH Fine Arts/CTAE**	
CLASSWORK	35%	PARTICIPATION/CLASSWORK	45%
TESTS/QUIZES	30%	PROJECTS/CONCERTS	30%
PROJECTS	10%	TESTS	10%
HOMEWORK	15%	QUIZZES	5%
FINAL EXAM/EOC	10%	HOMEWORK	10%

***EOC weight: 10% for current students enrolled in high school courses.**

***Non-EOC courses' final exam weight is 10%.**

Alternative grade weights may be approved by the Superintendent or the Superintendent's Designee

Classwork, tests, quizzes, projects, and homework must be rigorous, and standards based as well as give opportunities for students to demonstrate progress toward content mastery. Standards-based activities are included in classwork and assessments. Homework is an opportunity for extended practice and application of the content standards. Homework should be assigned at least once a week, as appropriate based on grade level. Expectations for grading must be clearly communicated to students and parents.

Report Card Grades Charts

Grade Conversion for Grades K-2

Letter Grade	Definition	Grade Range Based on Graded Assignments	Description
E	Excellent	90-100	Exceeding content expectations
S	Satisfactory	80-89	Meeting content expectations
N	Needs Improvement	70-79	Inadequate progress towards meeting content expectations
U	Unsatisfactory	69 and below	Did not meet content expectations
NC	No Credit		Enrolled 10 days or less
I	Incomplete		Work requirements not completed

Grade Conversion for Grades 3-5

Letter Grade	Definition	Grade Range Based on Graded Assignments	Description
A	Excellent	90-100	Exceeding content expectations
B	Good	80-89	Meeting content expectations
C	Progressing	71-79	Working towards meeting content expectations
D	Poor	70	Inadequate progress towards meeting content expectations
F	Failing	69 and below	Did not meet content expectations
NC	No Credit		Enrolled 10 days or less
I	Incomplete		Work requirements not completed

Report Card Grades for Grades 6-12 Numeric grades are assigned for all subjects.

Letter Grade	Definition	Grade Range Based on Graded Assignments	Description
A	Excellent	90-100	Exceeding content expectations
B	Good	80-89	Meeting content expectations
C	Progressing	71-79	Working towards meeting content expectations
D	Poor	70	Inadequate progress towards meeting content expectations
F	Failing	69 and below	Did not meet content expectations
NC	No Credit		Enrolled 10 days or less
I	Incomplete		Work requirements not completed

Dual Enrollment Grades for Grades 9-12 Numeric grades are assigned for all subjects.

A	Excellent	95
B	Good	85
C	Progressing	75
D	Poor	70
F	Failing	65

Senior Exit Portfolio

The CCPS Senior Exit Portfolio is required for all 12th grade students enrolled in the 12th grade British Literature and Composition Course. Throughout the senior year, students will collect assignments, performance tasks, writings, assessments, and college and career preparation documents to complete their Senior Exit Portfolio. The CCPS Senior Portfolio integrates tasks that require knowledge gained from English, Social Studies, Science, Math, and Career Technical Agricultural Education (CTAE) courses. Teachers are required to facilitate adherence to the periodic due dates to ensure that students meet the final requirement of a portfolio that represents their best work and learning experiences. Teachers will use a digital resource to assist students in the management and maintenance of the portfolio throughout the year. The CCPS Senior Exit Portfolio comprises the following: Biography, Personal Goals, College or Career Package, Education Philosophy, and Independent Study. At the end of the school year, students are required to deliver a formal presentation of the portfolio using presentation software.

Student Safety, Science, and STEM Guidelines

Science and STEM courses are hands-on laboratory classes. Students will participate in many laboratory activities, which require the use of potentially hazardous materials and equipment. A positive attitude toward safety is imperative. Students should not fear experiments using reagents or equipment but instead respect them for the potential hazards associated with them. Safety in the science and STEM classrooms is the highest priority for students, teachers, and parents. Students have a responsibility to follow all safety instructions presented by the teacher and to abide by classroom and laboratory rules of conduct. The older the student, the greater the responsibility for contributing to the safe facilitation of classroom activities. Students should conduct themselves in such a manner as to reduce the probability of accidents or incidents.

Every student and parent or guardian must acknowledge receipt of the Student Science Safety Rules and Regulations. Students and parents or guardians must also acknowledge that failure to follow the science laboratory rules and regulations for Clayton County Public schools will subject the student to possible disciplinary action. In addition, it is the expectation that parents or guardians are aware of the measures taken to make the science and STEM laboratories safe and will instruct the student to uphold the agreement to follow the rules and procedures in the laboratory. Please note, teachers may have additional rules and regulations to ensure student safety during specific lab experiences and students are required to adhere to those expectations.

STUDENTS SHOULD IMPLEMENT AND UNDERSTAND THE FOLLOWING GUIDELINES BEFORE WORKING IN ANY LABORATORY SETTING:

- Obey all safety rules and regulations.
- Sign Safety Rules and Regulations Acknowledgement form.
- Know the location and use of all safety equipment in the laboratory.
- Clean the work area immediately after use.
- Obey good housekeeping practices.
- Report all accidents and injuries.

Student Science Safety Rules and Regulations

- Know the emergency exits and evacuation routes listed on the classroom evacuation route map.
- Know the location of safety and first aid equipment.
- Wear safety goggles whenever you use heat, chemicals, solutions, glassware, or other dangerous materials.
- Do not touch materials or equipment until instructed to do so by your teacher.
- Do not engage in horseplay or other acts of carelessness.
- Dispose of waste properly as directed by the instructor and/or adult supervisor.
- Do not place trash or debris in the sink.
- Put broken glassware in glassware disposal or proper container designated by the instructor and/or adult supervisor.
- Dispose of waste properly
- Do not put matches in the sink.
- Put broken glassware in proper containers.
- Never eat, drink, or chew gum in the laboratory.
- Never drink from the laboratory glassware.
- Notify the teacher when you observe hazardous conditions in the classroom.
- Examine equipment for malfunction, cracks, or other defects before beginning.
- Report all accidents to your teacher immediately.
- Know the possible hazards of a lab experiment before conducting it.
- Never reach over a flame or a heat source. Keep hair and clothing away from flames.
- The following should be adhered to by the course instructor and/or adult supervisor in the event of a chemical spill:
    - Minor Chemical Spill
        - Alert people in the immediate area of the spill.
        - Wear protective equipment, including safety goggles, gloves, and long-sleeve lab coats.
        - Avoid breathing vapors. Respiratory protection should not be required for a minor spill.
        - Confine spill to small area.
        - Use appropriate kit to neutralize and absorb inorganic acids and bases. Collect residue, place it in container, and dispose of it as chemical waste.
        - For other chemicals, use the provided General Spill Kit.
        - Collect residue, place in a designated container and dispose of it as chemical waste.
        - Clean spill area with water.
        - Major Chemical Spill (Dial 911)
        - Attend to injured or contaminated persons and remove them from exposure.
        - Alert people in the laboratory to evacuate following building protocols.
        - If spilled material is flammable, turn off ignition and heat sources.
        - Call Chemical Spill Emergency Response number (911).
        - Close doors to the affected area.
        - Have a person knowledgeable of the incident and laboratory assist emergency personnel.
        - Examine equipment for malfunction, cracks or other defects before using it for laboratory instruction.
        - Use flammable chemicals only after ensuring that there are no flames anywhere in the lab.
        - Perform only authorized and approved experiments.
        - Follow instructions both verbal and written from your teacher.
        - If you do not understand a procedure, ask your teacher to explain.
        - Prepare for an experiment by reading the directions before coming to the lab.
        - Set up equipment away from table edges to avoid dropping it on the floor.
        - Read all labels twice before using.
        - Never return reagents to the stock bottle.
        - Never mix chemicals together unless the instructions indicate for you to do so.
        - Never taste and/or ingest chemicals and solutions.
        - Never taste chemicals.
        - Always add acid to water when diluting acids.
        - After completing a lab experiment and/or activity, always clean your lab equipment and workspace with cleaning materials provided by the instructor and/or adult supervisor.
        - Always clean your lab equipment and workspace after you finish a lab experiment or activity.
        - Wash hands with soap and water after spills and at the end of each laboratory period.
        - Tie up long hair and loose hair prior to the start of the laboratory activity.
        - Remove jewelry prior to the start of the laboratory activity.
        - Do not wear loose or torn clothing during the lab due to the potential for ignition, absorption of chemicals, and potential of possible entanglement.
        - If chemicals splash on skin or body, remove contaminated clothing and rinse the exposed area thoroughly with water for 15 minutes. Obtain medical attention, if needed. Report the incident to the instructor and/or adult supervisor immediately.
        - If there is an emergency involving fire on clothing, smother the flame using the provided fire blanket or drench with water if the safety shower is immediately available.
        - If a student experiences minor cuts and puncture wounds, they should 1) wash the injury with soap and water for several minutes, 2) report the incident to instructor and/or adult supervisor, and 3) obtain medical attention from the school nurse.
        - Minor Fire
        - Alert people in the laboratory and activate the alarm.
        - Smother fire or use correct fire extinguisher.
        - Aim extinguisher at base of fire.
        - Always maintain access to the exit.
        - Avoid smoke or fumes.

        - Major Fire
        - Alert people in the area to evacuate following the building protocols.
        - Activate the nearest fire alarm or call Fire Emergency Response Number (911).
        - Close doors to confine fire.
        - Evacuate to a safe area or exit building using stairwells; do not use elevators.
        - Have a person knowledgeable of the incident and laboratory assist emergency personnel.

Safe Science at Home (science fair, virtual learning, home projects)

To ensure that science experiments at home are safe and positive learning experiences, students and parents should read, discuss, and agree to the science safety rules and procedures agreement for science at home (i.e. science fair, virtual learning, home projects).

- Do not conduct experiments alone. Never conduct an experiment without an adult physically present.
- Students over 18 who live alone should schedule a video call with someone who can monitor them while they are working.
- Experiments should not be performed in the presence of young children under the age of 5.
- If you have pets, ensure they secured away from the hands-on activity for the duration.
- Read and understand the lab procedure before beginning. Do not deviate from or do anything that is not part of the approved experimental procedure.
- Follow all instructions given by your instructor or adult supervisor.
- Safely handle all chemicals following the protocols provided by the instructor and/or adult supervisor. Ensure you are aware of the chemical hazards before handling the material. Only perform experiments described in the manual or by the instructor.
- Prepare for the experiment by reading the written procedure in advance to familiarize yourself with lab procedures and hazards prior to conducting the experiment. Direct all questions and concerns with the instructor and/or adult supervisor prior to beginning the experiment.
- Protect your work surface against any materials which could stain or damage countertops or furniture. All experiments should be performed on surfaces that can be easily cleaned or wiped up.
- Before beginning any experiment, ensure you are wearing personal protective equipment as directed and provided by the course instructor and/or adult supervisor.
- Open toe shoes are not permitted while performing the hands-on activity. Prior to beginning the hands-on activity students must ensure they wear closed-toe shoes covering the entire foot. Sandals, flip flops, mules, and canvas shoes are not permitted. Clothing should not be loose and floppy, especially sleeves. Arms and legs should be fully covered.
- Tie back long hair and loose clothing prior to starting the hands-on activity.
- Remove dangling, extended, and loose jewelry prior to starting the hands-on activity.
- Have all of the materials and your lab manual within arm's reach PRIOR to starting so you are not moving around your home more than necessary.
- Learn the locations and operation of emergency equipment and evacuation routes prior to beginning the hands-on activity. This might include any fire extinguisher, fire blanket, sinks (for eye and hand wash), and first aid supplies. Know what to do in case of emergency.
- Act in a responsible manner at all times. No horseplay should occur in the experimentation area.
- Never taste, eat or drink a chemical. Check odors only if instructed to do so, by gently wafting some of the vapor towards your nose with your hand.
- Be sure your work area is well-ventilated and free of clutter, with plenty of room to work.
- Do not perform any experiments near open flames, unless instructed to do so.
- Turn off your heat source whenever you are not using it. Never let it operate unattended.
- Read the warning labels very carefully. Read them 3 times: before you pick it up, when you pick it up, and just before you use it.
- Many mistakes, some dangerous mistakes, result from mixing the wrong chemicals. Review safety data sheets (SDSs) prior to chemical handling. SDSs are available upon request. Students must reach out to the science instructor to access the SDS.Smoking, eating, drinking, and storing food in the experimental work area are forbidden.
- Report all accidents, injuries, and close calls to both your instructor and adult supervisor immediately.
- Dispose of chemicals properly. Nothing goes down the drain. Containers should be available for waste chemicals.
- Broken glass goes in special puncture resistant receptacles.
- Never return unused reagents to the reagent bottle. Be careful to take only what you actually need. Do not contaminate the reagents.
- If you can clean up a spill without injuring yourself or anyone else, and it is not an emergency and not likely to become an emergency, clean it up. Otherwise, evacuate and let trained personnel clean it up.
- If the experiment deals with something to which you are allergic, consult with both your instructor and adult supervisor prior to starting the hands-on activity.
- Never take chemicals, supplies, or equipment home without the knowledge and consent of the instructor.
- If chemicals splash on your skin or body, remove contaminated clothing and rinse the exposed area thoroughly with water for 15 minutes. Obtain medical attention, if needed. Report incident to the instructor and/or adult supervisor, immediately.
- Treat burns immediately by putting the burned area under cold water for at least 15 minutes.
- Always clean your experiment area when you are finished. Put away all equipment and reagents.
- Wash your hands at the end of each work session.
- Science kits and all contents should be stored above head or in a locked storage area so that small children or pets can't reach them.

If you have any questions or confusion around the experiment or the procedures, contact your instructor immediately. DO NOT proceed until you seek clarification from your instructor. Students shall not engage in any lab investigations or activities at home that require eye protections or personal protective equipment extensive personal protective equipment (i.e. laboratory goggles, aprons, heat resistant gloves, etc.) and require chemical, physical, or combined chemical-physical activities involving caustic or explosive materials, extreme hot liquids or solids, hazardous chemicals, injurious radiations, pathogens or other hazards.

MAGNET PROGRAMS

Every student in a CCPS magnet program is required to meet specific academic and behavior guidelines. Many magnet programs have individual dress code requirements. Please visit your school's website for more information. Upon entering the program, parents and students sign a commitment form acknowledging the following guidelines that must be maintained to remain in the program. Please visit the Magnet Programs website (https://sites.google.com/clayton.k12.ga.us/schoolchoice) for information regarding academic requirements.

Elementary Schools
Kay R. Pace School of the Arts
Kilpatrick Elementary School Spanish Dual Language Magnet Program
Unidos Dual Language School (Spanish)

Academic:

- Maintain a "70" or better in grades K-2 and a "C" or better in grades 3-5 in all classes.
- Be eligible for promotion to the next grade at the end of the regular school year.

At the end of the first semester, the student may be placed on probation if the required standards are not met. At the end of the next semester, the student may be dismissed from the program if the required standards still have not been met.

Attendance:

- No more than 8 unexcused tardies to school.
- No more than 8 unexcused absences to school.

Failure to meet this expectation will result in the student placement on probation for the remainder of the current school year. The student and parent will be required to provide an excuse for all subsequent tardies or absences. Students who fail to meet this expectation will be dismissed from the program.

Conduct:

- Adherence to the Student Code of Conduct as outlined in the Clayton County Public Schools Parent and Student Handbook is mandatory
- Students cannot receive a NI/U for conduct in their academic or theme-based courses.
- Five (5) or more Level 1 infraction referrals can result in probation for the remainder of the school year.
- One Level 2-4 infraction can result in dismissal from the magnet program.
- Bullying: If the accusation of bullying is proven after an investigation from administration, it is an automatic dismissal from the program.

Probation is a period of time where students are identified as being at risk of not completing the program. Students are closely monitored and provided additional support as needed. Once a student is placed on probation for any of the aforementioned reasons, the following procedures are followed:

- Administrator meets with the student to discuss program requirements.
- Students and parents will be provided a signed copy of the probationary letter and a copy of the letter is placed in the student's file and Infinite Campus.
- Administrator, counselor, and teachers will notify parents throughout the probationary period if there are any identified concerns regarding the student's progress.
- At the end of the semester, the administrator will review the academic and attendance data on each student to determine current standing.
- Probationary students and parents are informed of their status (cleared or dismissed).
- If a student is dismissed from the school/program during the school year, the student will be withdrawn from the program for the remainder of the current school year and returned back to their home school of attendance. The student will not be eligible to reapply to the dismissing school.

Middle Schools
Elite Scholars Academy (Middle School)
M.D. Roberts Middle School Fine Arts Magnet Program
Morrow Middle Spanish Dual Language Magnet Program
Rex Mill Middle School STEM Program

Academic:

- A student is placed on academic probation when two or more classes are not passed in any one nine-week grading period.
- To exit academic probation, a student must meet with the school counselor biweekly (once every 2 weeks) and maintain passing grades in all 6 classes.
- An Individual Academic Plan will be created to support the student during probation.

Attendance:

- No more than 8 unexcused tardies to school.
- No more than 8 unexcused absences to school.

Failure to meet this expectation will result in the student being placed on probation for the remainder of the current school year. The student/ parent will be required to provide an excuse for all subsequent tardies or absences according to Georgia Board of Education Rule 160-5-1-.10, JB.. More information about attendance can be found in the Clayton County Public Schools Policy JBD and Regulation JBD-R(1). Students who fail to meet this expectation will be dismissed from the program.

Conduct:

- Students must adhere to the rules and regulations as outlined in the Clayton County Public Schools Parent and Student Handbook.
- Students cannot receive a NI/U for conduct in their academic or theme-based courses.
- Two or more level 1 infractions can result in probation/dismissal.
- Students who receive NI/U or level 1 infractions will receive an Individual Behavior Plan to support the student during the probation period.
- Level 2-4 infractions can result in immediate dismissal from the program. (Ex. Fighting, weapons, drugs, gang activity, blatant disrespect to personnel, etc.)
- Bullying: If the accusation of bullying is proven after an investigation from administration, it is an automatic dismissal from the program.

Probation is a period of time where students are identified as being at risk of not completing the program. Students are closely monitored and provided additional support as needed. Once a student is placed on probation for any of the aforementioned reasons, the following procedures are followed:

- Administrator or counselor meets with the student to discuss program requirements.
- Students and parents will be provided a signed copy of the probationary letter and a copy of the letter is placed in the student's file and Infinite Campus.
- Students who are placed on probation will receive an Individual Academic Plan or Individual Behavior Plan. Individualized plans will be created during a teacher/parent/student conference. The signed individualized plans will be placed in Infinite Campus.
- Administrator, counselor, and teachers will notify a parent or guardian throughout the probationary period if there are any identified concerns regarding the student's progress.
- At the end of the semester, the administrator will review the academic, attendance, and conduct data on each student to determine current standing.
- Probationary students and parents are informed of their status (cleared or dismissed). Parents of students who are dismissed will receive a signed letter from the principal and Assistant Superintendent.
- Students who are dismissed from the program will be withdrawn and will return to their home school of attendance for the next school year.

High Schools
Charles R. Drew High School Medical Sciences Magnet Program
Elite Scholars Academy (High School)
Jonesboro High School Political Leadership Magnet Program
M.E. Stilwell School of the Arts
Morrow High School Mathematics, Science, and Technology Magnet Program
Mundy's Mill High School Film Academy
North Clayton High School Early College through Aviation

Academic Requirements:

- Students enrolled in magnet programs must pass all classes with a 71% or better.
- Maintain at least a 2.5 GPA
- The expectation is that all students will participate in all mandatory magnet activities as determined by the teacher. Missing one or more mandatory events may result in being placed on academic probation.
- A student is placed on academic probation if one or more classes are not passed in a nine-week grading period. These students will be placed on an individual academic plan to receive remediation services.

Students who do not comply with requirements outlined in the individual academic plan, and or are not eligible for promotion to the next grade level may be dismissed from the program.

Attendance:

- No more than 8 unexcused tardies to school
- No more than 8 unexcused absences to school

Failure to meet this expectation will result in the student being placed on probation for the remainder of the current school year. The student/parent will be required to provide an excuse for all subsequent tardies or absences according to Georgia Board of Education Rule 160-5-1-.10, JB. More information about attendance can be found in the Clayton County Public Schools Policy JBD and Regulation JBD-R(1). Students who fail to meet this expectation may be dismissed from the program.

Conduct:

- Students must adhere to the rules and regulations as outlined in the Clayton County Public Schools Parent and Student Handbook.
- Students violating the district's code of conduct may be placed on probation.
- Two or more level 1 infractions can result in being probation/dismissal
- Level 2-4 infractions can result in immediate dismissal from the program (Ex. Fighting, weapons, drugs, gang activity, blatant disrespect to personnel, etc.)
-

Students who receive a level 1 infraction will be placed on an individual behavior plan, which may be prior to probation. **Please note that once a student goes on probation, the student must maintain all program standards to successfully clear the probationary status.**

VIRTUAL LEARNING PROGRAM K-12

Virtual Learning Program (VLP) Elementary (Kindergarten - 5th grades)
The CCPS VLP is a program created for students to achieve academic excellence from home. Elementary School students must have a learning coach that is 18 years or older to support them with navigating through various online instructional platforms. The goal of the VLP is to create a learning experience that helps foster students' academic achievement by allowing them to take ownership of their learning through 21st-century technology. Virtual instructors will engage students in an innovative learning environment that is flexible and accessible for all scholars enrolled in the program. The virtual learning environment will promote confidence, accountability, innovation, and independence. The VLP instructional option will allow all students to be immersed in technology to help them develop habits of creativity, collaboration, and problem-solving skills.

Additional Information:

- Individual Accommodations Plans (IAPs) for students with 504 accommodations will be reviewed to assess provision of accommodations and services in the virtual setting.
- English Speakers of Other Languages (ESOL) scholars must have sufficient language proficiency to access the VLP setting (a 3.0, developing or higher language proficiency score.)
- Research-based interventions through the Multi-Tiered System of Support (MTSS) process are adapted to support virtual implementation.
- Individual Education Plans (IEPs) will be reviewed to assess provision of accommodations and services in the virtual setting. An IEP meeting will be conducted to review services and implementation needs.
- Students must have an overall grade point average of 70% or higher to be accepted into the program

Virtual Learning Program Middle School (6th-8th grades)
The CCPS VLP is a program created for students to achieve academic excellence from home. Middle School students must have a reliable learning coach that is 18 years or older to support them with navigating through various online instructional platforms. The goal of the VLP is to create a learning experience that helps shape the student's mind to think differently about education. Students enrolled in the VLP will be immersed in a list of elective courses that include the Information Technology Pathways that support the development of habits of creativity, collaboration, and problem-solving skills. Students enrolled in the VLP are allowed to participate in extracurricular activities occurring after school at their zoned school. The Virtual Learning Program provides new opportunities for Clayton County Public Schools students to learn in a flexible environment that promotes confidence, accountability, innovation, and independent learning.

Additional Information:

- Individual Accommodations Plans (IAPs) for students with 504 accommodations will be reviewed to assess provision of accommodations and services in the virtual setting.
- English Speakers of Other Languages (ESOL) scholars must have sufficient language proficiency to access the VLP setting (a 3.0, Developing or higher language proficiency score.)
- Research-based interventions through the Multi-Tiered System of Support (MTSS) process are adapted to support virtual implementation.
- Individual Education Plans (IEPs) will be reviewed to assess provision of accommodations and services in the virtual setting. An IEP meeting will be conducted to review services and implementation needs.
- Students must have an overall grade point average of 70% or higher to be accepted into the program

Virtual Learning Program High School (9th-12th grades)
The CCPS VLP is a program created for students to achieve academic excellence from home. The VLP high school program is centered around the student's needs to help them excel and prepare for post-secondary education and careers. High School Students in the VLP will have access to Advanced Placement classes (AP), Honor Classes, and a list of elective courses that include the Information Technology Pathways. Students will also have Work Based Learning, Internships & Apprenticeship Opportunities. Students will also have the opportunity for dual enrollment and early graduation. Students enrolled in the VLP are allowed to participate in extracurricular activities occurring after school at their zoned school.

Additional Information:

- Individual Accommodations Plans (IAPs) for students with 504 accommodations will be reviewed to assess provision of accommodations and services in the virtual setting.
- English Speakers of Other Languages (ESOL) scholars must have a 3.0 (Developing) or higher language proficiency score.
- Research-based interventions through the Multi-Tiered System of Support (MTSS) process are adapted to support virtual implementation.
- Individual Education Plans (IEPs) will be reviewed to assess provision of accommodations and services in the virtual setting. An IEP meeting will be conducted to review services and implementation needs.
- Students must have appropriate grade level credits (units) to be accepted into the CCPS Virtual Learning Program.
- Students must have an overall grade point average of 70% or higher to be accepted into the program

For information about the CCPS Virtual Learning Program, please visit the CCPS School Choice Guide

STUDENT ATHLETICS

Clayton County Public Schools supports and encourages student athletics. The value of athletics in schools is significant and cannot be overlooked. Student athletic participation is a privilege and not a right. A student may not be allowed to participate for reasons such as a failure to meet academic and/or behavior standards. Athletics have a profound impact on individuals, schools, and communities. Athletics are powerful because they can bridge gaps, bring people who otherwise might not interact together, and provide opportunities not available elsewhere. The personal traits one develops as a student athlete are teamwork, perseverance, responsibility, physical endurance, commitment, time management, and personal and emotional health.

Prior to any activity and participation in athletics, students must meet these requirements:

- Completion of a physical exam
- Insurance waiver with policy information
- Concussion Awareness form
- Sudden Cardiac Arrest form
- Heat & Illness Awareness form

Please note the following information regarding physicals:

1. Student athletes must have a current physical on file prior to participation. Transfer students must have a current physical on file prior to participation. If the student is a transfer and brings a physical with them, it must meet CCPS required criteria

See https://www.clayton.k12.ga.us/departments/athletics for additional information regarding CCPS athletic participation, eligibility, forms and requirements.

STUDENT DRESS CODE

STUDENT DRESS CODE -UNIFORM DRESS CODE AND STANDARD DRESS EXPECTATIONS
The district will implement uniform dress for elementary and middle school students and standard dress expectations for high school students in accordance with Board Policy JCDB and Regulation JCDB-R(1). The following information on dress codes is provided to assist parents and students with shopping choices for the school year. All students are expected to follow the dress code and standard dress expectations for schools. Students and their parents have the primary responsibility for adherence to the Clayton County Board policies, regulations and procedures. School personnel are responsible for maintaining proper and appropriate conditions conducive to learning. Teachers and all other school personnel shall reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. Any student who arrives at school out of uniform dress code or standard dress will be expected to correct any violation. Failure to do so shall be treated as insubordination and the student shall be subject to appropriate administrative action under school procedures, including:

- Parent contact by administrator or designee
- Verbal warning and correction of dress code violation
- Written warning, violation logged into Infinite Campus via contact log
- Referral to School Counselor
- Referral to School Social Worker

Reasonable Accommodations
The principal is authorized to grant exemptions to the standard uniform dress code or the standard dress expectation for religious reasons, health reasons, or extraordinary circumstances. Students with disabilities may be granted reasonable accommodations. Such requests shall be produced in writing and submitted to the principal for approval. Students granted an exemption must dress in the appropriate manner approved by the principal.

Elementary and Middle School Uniform Dress Code

Tops or Shirts

- Tops should have either a polo style collar or a button down collar.
- Colors for tops may be school colors or neutral, black or white.
- Shirts should cover the waistline.
- Shirts should be tucked inside pants, shorts, or skirts.

Pants, shorts, and skirts

- Bottoms should be khaki style or dress pants in the following colors: tan, blue, or black.
- Skinny pants, tights, or leggings that substitute as pants are not acceptable;
- Pants, shorts, and skirts should be completely buckled, belted, buttoned or fastened and without tears;
- Pants shall be worn so that the waistband is worn at the waist and not below the waist.

Outer Garments
The uniform dress code for elementary and middle school students shall not prohibit students from wearing coats, jackets, sweaters, or other appropriate outer garments when necessary due to weather conditions or for other legitimate reasons. Outer garments shall be the appropriate size for the student, shall not be overly baggy, and shall not violate any other provisions of this protocol. **Long overcoats or sweaters that might serve to conceal contraband shall be removed immediately upon arrival at the school or function.**

Other Items

- Belts are required with no sagging of pants.
- Jeans are not included in uniform dress.
- Flip-flops, shower shoes, skate shoes, and house slippers are not permitted.
- No headgear of any kind is allowed. This includes hoods on clothing worn in the building. (Exceptions will be considered in the case of head-wear or scarves worn as a part of a student's religious practice or for documented medical reasons)

Design, Emblem, or Lettering

- Any design, emblem or lettering which refers to or promotes drugs, alcohol, profanity, immodesty or racial, ethnic or sexual discrimination is not allowed.
- No graphic, pictures, or writing on clothing shall be permitted except as part of an insignia.
- Any design, emblem or lettering should be no larger than 4 inches by 4 inches.

Dress Up or Professional Dress Days
School administrators have the discretion to allow students to "Dress Up" or wear "Professional Dress" on designated days. Administrators will provide advance notice of those days. Students not wishing to wear "Dress Up or Professional Dress" on those days must adhere to the Uniform Dress Code. Dress Up and Professional Dress clothing must still be appropriate for school and aligned with the identified standard for acceptable dress.

Dress Down Days
School administrators have the discretion to allow students to "Dress Down" on designated days. Administrators will provide advance notice to students and parents of those days. Students not wishing to "Dress Down" on those designated days must adhere to the Uniform Dress Code. Dress Down clothing must be appropriate for school and aligned with the identified standard for acceptable dress.

High School Dress and Grooming Standard
With the exception of those participating in a School Choice or a Magnet program, high school students will not be required to wear an assigned uniform; however, they must dress appropriately and adhere to the dress code guidelines described below.

Unacceptable Attire
Students are not allowed to wear clothing, jewelry (including body piercing jewelry and "grills"), buttons, haircuts, tattoos, or other attire or markings which are offensive, suggestive, disruptive, or indecent. Unacceptable attire include the following:

- Clothing associated with gangs
- Clothing encouraging the use of tobacco, drugs, alcohol, or violence
- Clothing associated with discrimination on the basis of age, color, handicap, national origin, sexual orientation, marital status, race, religion, or sex
- Clothing exposing the upper chest cleavage, torso, buttocks, or upper thighs such as see through garments, mini-skirts, mini-dresses, halters, backless dresses, tube tops or tank tops with out over shirts, spaghetti strap garments without over shirts, bare midriff outfits, or shirts tied at the midriff
- Clothing that is intentionally altered or ill-fitted garments are not acceptable. Ill-fitted garments include, but are not limited to, garments that are too small or too large, unduly oversized or undersized, or skin-tight
- Transparent, mesh, or see through clothing
- Clothing must be completely buckled, belted, buttoned, or fastened; no sagging
- Cut, frayed or torn clothing with holes or patched holes
- Sleeveless shirts for boys
- No towels, wash cloths, or handkerchiefs are to be carried to school or used at school with exception of physical education class
- Clothing or outer garments traditionally designed as undergarments such as boxer shorts, bloomers, tights, hosiery, and sleepwear
- Clothing or footwear that is construed by the principal or designee as hazardous or dangerous to the health of the students or others
- Hats, hoods, headgear, or any head covering, except when approved by the principal

Outer Garments
The dress and grooming standard for high school students shall not prohibit students from wearing coats, jackets, sweaters, or other appropriate outer garments when necessary due to weather conditions or for other legitimate reasons and shall be the appropriate size for the student, shall not be overly baggy, not violate any other provisions of this protocol. **Long overcoats or sweaters that might serve to conceal contraband shall be removed immediately upon arrival at the school or function.**

Other Items

- Belts are required with no sagging of pants.
- Jeans that are ripped below the pocket and expose any part of the skin below the pocket are not permitted.
- Flip-flops, shower shoes, skate shoes, and house slippers are not permitted.
- No headgear of any kind is allowed. This includes hoods on clothing worn in the building. (Exceptions will be considered in the case of head-wear or scarves worn as a part of a student's religious practice or for documented medical reasons)

Design, Emblem, or Lettering

- Any design, emblem or lettering which refers to or promotes drugs, alcohol, profanity, immodesty or racial, ethnic or sexual discrimination is not allowed.
- No graphic, pictures, or writing on clothing shall be permitted except as part of an insignia.
- Any design, emblem or lettering should be no larger than 4 inches by 4 inches.

STUDENT SERVICES

CLAYTON COUNTY PUBLIC SCHOOLS
ACHIEVE TEAM
ATTENDANCE MATTERS!
ALL DAY, EVERY DAY!

"BUILDING A BETTER TOMORROW, TODAY!"
ATTEND TODAY, ACHIEVE TOMORROW

ATTENDANCE PROCEDURES FLOW CHART

"UNDER 16 YEARS OF AGE"

STUDENT/PARENT/GUARDIAN
SIGNS ATTENDANCE NOTIFICATION LETTER IN STUDENT HANDBOOKS

3 EXCUSED AND UNEXCUSED ABSENCES
NOTIFICATION SENT AUTOMATED VIA EMAIL (FROM CENTRAL OFFICE)

5 UNEXCUSED ABSENCES
5 DAY LETTER SENT AUTOMATED VIA EMAIL (FROM CENTRAL OFFICE)
STANDING ORDER (SENT AUTOMATED VIA EMAIL)
STUDENT ATTENDANCE COMMITTEE (SAC) MEETINGS CONDUCTED BY SCHOOL
TRUANCY ACTION PLAN (TAP) - SCHOOL SOCIAL WORKER (SSW)
ATTENDANCE NEEDS ASESSMENT - SCHOOL SOCIAL WORKER (SSW)

PARENT NO SHOW: STUDENT ATTENDANCE COMMITTEE (SAC) TEAM DEVELOPS A PLAN TO ADDRESS ATTENDANCE ISSUES AND MAILS A COPY TO THE PARENT

PARENT ATTENDS MEETING: TEAM DEVELOPS A PLAN TO ADDRESS ATTENDANCE ISSUES AND PROVIDES A COPY TO THE PARENT.

5-8 EXCUSED OR UNEXCUSED ABSENCES
SCHOOL-LEVEL AND COURT INTERVENTIONS

10-DAY UNEXCUSED ABSENCES
NOTIFICATION LETTER SENT AUTOMATED VIA EMAIL (FROM CENTRAL OFFICE)
SSW REFERRAL MADE BY SCHOOL LEVEL INTERVENTIONS
ATTENDANCE EDUCATION AWARENESS MEETING
SSW WILL MEET WITH PRINCIPAL (OR PRINCIPAL DESIGNEE) BI-WEEKLY
CONCERNING STUDENT WITH 10 OR MORE ABSENCES

11 OR MORE UNEXCUSED ABSENCES
JUVENILE COURT INTERVENTION
JUVENILE COURT COMPLAINT

CONTINUED CHRONIC ABSENTEEISM COULD RESULT IN RETENTION.

ATTENDANCE

Per the "Every Student Succeeds Act (ESSA), student attendance (elementary, middle, and high school) is measured by the percentage of all students absent less than 10% of days enrolled. Research shows that students who miss school are at risk for falling behind.

Clayton County Public Schools is committed to working cooperatively with parents and students to improve daily and on-time attendance. For a student to be marked present for a full school day, a student must attend one half or more of the school day. The student is marked absent if the requirements for a full school day are not met. The district enforces attendance requirements in alignment with the Georgia State Board of Education Rule 160-5-1-.10 (JB), Student Attendance.

Considered Present

A student will be considered present under the following circumstances:

1. Students serving as pages of the Georgia General Assembly as set forth in O.C.G.A. §20-2-692.
2. Students in foster care who attend court proceedings related to their foster care.
3. Principals may permit an individual student to schedule a visit, without penalty, in connection with the student's post-secondary educational plans. Principals are authorized to obtain such documentation as may be deemed appropriate for the purpose of verification of the visit. Principals shall keep a record consistent with the requirements for other instances of interrupted instructional time. Such a visit shall be regarded and treated as "school business," and any student authorized to make such a visit shall be counted "present" at school for that day.
4. Up to two days per school year for a student who successfully participates in the Student Teen Election Participant program.
5. Students present for at least one-half of the school day. The parent/guardian or other person may be required to bring appropriate documentation for early checkout at the time the student is released from school.
6. Student attends a school-assigned activity required by the child's educational programming (IEP, 504, etc.) at another CCPS site location as assigned by Clayton County Public Schools.
7. Student participates in an activity or program sponsored by 4-H. Student shall be credited as present by the school in which enrolled in the same manner as an educational field trip, and such participation in an activity or program sponsored by 4-H shall not be counted as an absence, either excused or unexcused, for any day, portion of a day, or days missed from school as set forth in O.C.G.A. § 20-2-692.3.

Excused Absences

A student's absence from school or class will be considered excused when it is due to any of the following circumstances and the student provides the requested, proper verification:

1. When personally ill and when attendance in school would endanger their health or the health of others.
2. When in their immediate family there is a serious illness or death which would reasonably necessitate absence from school.
3. When on special and recognized religious holidays observed by their faith.
4. When mandated by a court order or by order of a government agency including pre-induction physical examinations for service in armed forces.
5. When prevented from such attendance due to conditions rendering school attendance impossible or hazardous to their health or safety.
2. When granted an excused absence, not to exceed one day, to register to vote or to vote in a public election: or
3. When in accordance with O.C.G.A. §20-2-692.1, a student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for (or is on leave from) overseas deployment to a combat zone or combat support position, shall be granted excused absences, up to a maximum of five (5) school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent's or legal guardian's deployment or during such parent's or legal guardian's leave.
4. When a student whose parent or legal guardian is currently serving or previously served on active duty in the armed forces of the United States, in the Reserves of the armed forces of the United States on extended active duty, or in the National Guard on extended active duty, to attend military affairs sponsored events, provided the student provides documentation prior to absence from: (I) A provider of care at or sponsored by a medical facility of the United States Department of Veterans Affairs; or (ii) An event sponsored by a corporation exempt from taxation under Section 501(c)(19) of the Internal Revenue Code. Excused absences are allowed up to a maximum of five school days per school year, not to exceed two school years, for the day or days missed from school for this purpose.
5. Any other absence not explicitly defined herein but deemed by the local school board to have merit based on circumstances, which may include non-school sponsored activities if make up work is completed satisfactorily.

Unexcused Absences

A student's absence from school or class for any reason other than those listed above will be considered an unexcused absence. School days missed because of an out of school suspension shall not count as unexcused days for the purpose of determining student truancy. Students shall not miss any class or other required school function without permission from the principal or his designee. Students shall not be permitted to leave school without permission from Parent/Guardian or another person. Students shall not encourage, urge, or counsel other students to violate this rule.

Failure to adhere to these expectations could count as an absence for the student.

Attendance for the Virtual Studies Temporary Engagement Program (VSTEP)
The Virtual Studies Temporary Educational Program (VSTEP) is designated for Clayton County Public School students that have been isolated or quarantined due to a public health concern or who have experienced a traumatic event. Some examples of traumatic events are the death of a parent, sibling and/or other immediate family member, a homeless student, if the student has experienced a fire or any other traumatic event that may cause the student to be removed from in-person learning for greater than five (5) days.

When a student is identified as having a traumatic event, the designated School Social Worker should be consulted to determine if the student meets the guidelines for a Life Event. If the student meets the requirements, the School Social Worker will consult with the School Counselor regarding the student being placed in the VSTEP. The School Social Worker will also consult with the front office/ attendance secretary regarding the proper attendance code to use while the student is in VSTEP. While the student is in VSTEP the student will appear in Infinite Campus as present but learning virtually. Students assigned to VSTEP can only be in the program for 20 consecutive school days per school year.

This shall not interfere with students' rights under federal law, including but not limited to Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act

Absences and After-School Activities
As a rule, students absent from school are not allowed to participate in after-school activities such as athletic contests and club meetings. On rare occasions, there are extenuating circumstances in which a teacher, parent, or guardian may appeal to the principal to make an exception to the rule. The final decision in each case is left to the discretion of the principal.

Absence Notification
Parents and guardians are required to notify the school when their child is absent. The absence is recorded as excused with an acceptable written notification from the parent or guardian explaining the reasons for the absence if received by designated school personnel within three school days of the student's return. A doctor's note is also accepted. Emails are acceptable as official notice. However, the email must be accompanied by a copy of the parent's identification and sent from the registered email in Infinite Campus. Notifications from Class Dojo or other classroom communication tools are not acceptable as official notices. The absence must comply with the reasons listed in the discussed absence section. The note must be signed and dated by a parent or guardian. A doctor's note is required if there are excessive absences (three or more consecutive days). If a parent or guardian has provided ten (10) or more days of written excuses, a doctor's note is required for subsequent absences. This level of absences sets in place a set of procedures that address the reasons for the student's absences which may ultimately impact the student's academic achievement.

The school staff makes a conscious effort to notify parents and guardians when a child is absent from school. However, this is not possible if the school does not have updated phone numbers. If your child has an appointment, please check the student in as soon as possible to get the most benefit from the academic day.

Parents, if your phone number or address changes during the school year, please notify the school immediately. Ensuring the school has up-to-date contact information is imperative for immediate contact in the event of an emergency.

Attendance and School Climate Committee
Each local school shall develop an attendance and School Climate Protocol committee to provide intervention and an opportunity for parent involvement for truant students. The school principal shall determine the make-up of the committee. Suggested members may include school guidance counselor, school social worker, the student's teacher(s), and a school administrator. The committee will meet with parent(s)/guardian(s) or other person(s) to assess the student's failure to attend school and develop a progressive intervention plan to prevent additional absences. This plan may include monitoring, Counseling, mentoring and tutoring for students as well as additional family support service.

Parent Notification and Involvement
Each school shall monitor student attendance, accurately record all student absences and provide meaningful communications to the parent(s)/guardian(s) or other person(s) regarding individual student attendance.

Each school is required to notify the parent(s)/guardian(s) or other person(s) who has control or charge of the student when such student has five (5) unexcused absences. The notice shall outline the penalty and consequences of such absences and that each subsequent absence shall constitute a separate offense. After two (2) reasonable attempts to notify the parent(s)/guardian(s) or other person(s) who has charge of the student, the school shall send a written notice via certified mail with return receipt requested or first-class mail.

Prior to any action to commence judicial proceedings to impose a penalty on a parent(s)/guardian(s) or other person(s) residing in this state who has control or charge of the school aged child for failing to comply with compulsory attendance, the school shall send notice to such parent(s)/guardian(s) or other person(s) by certified mail, return receipt requested.

Each parent(s)/guardian(s) or other person(s) having control or charge of a student enrolled in the district will be provided a written summary of possible consequences and penalties for failing to comply with compulsory attendance. By September 1 of each year or within 30 school days of a student's enrollment in the district, the parent(s)/guardian(s) or other person(s) shall sign a statement indicating receipt of such written statement of possible consequences and penalties. After two reasonable attempts to obtain such signature, the district shall send a copy of the statement via certified mail, return receipt requested, or first-class mail, to such parent(s)/guardian(s) or other person(s). In addition, students aged ten or older by September 1 shall sign a statement indicating receipt of written statement of possible consequences for non-compliance to the compulsory attendance laws.

School Social Work Services
School Social Work Services are available for students and parents or guardians. School social workers focus on identifying and removing the barriers to student success. School social workers provide assistance when a student experiences difficulty in attending school, obeying school rules, or achieving grade level standards. The School Social Work Department works in conjunction with other support staff, faculty, and community-based organizations to identify needed resources that can support academic success.

Through counseling, crisis intervention, and prevention programs, School Social Workers help students overcome the difficulties in their lives and provide them a greater chance at succeeding in school. School Social Workers are trained to think of innovative solutions to complex problems. Their interventions often make a difference for students at risk for academic failure. A School Social Worker referral is initiated by school personnel, community agency, a student (self-referral), or other adults familiar with the student. Parents or guardians may request services at the school site or by calling the School Social Work Department.

Court Related Collaboration
Clayton County Public Schools in collaboration with Clayton County Juvenile Court and other local agencies offer the following services:

Finding Alternatives for Safety and Treatment (FAST Panel)
The FAST Panel is a multidisciplinary team that meets at the Juvenile Court to staff the cases of all children detained within the previous 48 hours. Members from the CCPS Student Services Team attend and report on the student's grades, attendance, discipline and other helpful information. This unique approach of assessing each child's individual needs before the first appearance in court is identified as a national model of early intervention once a child is accused of a delinquent offense. Panel members interview parents or guardians of the children and explore issues that led to the delinquent behavior. The panel then makes a recommendation to the Judicial Officer at the time of the hearing as to whether the child should return to detention pending a further hearing or if the child is released per set guidelines.

School Based Probation Program (SBPP)
The School Based Probation Program was established to intervene with students on probation with Clayton County Juvenile Court. The goal of SBPP is to increase academic performance, reduce discipline referrals, and encourage student attendance to promote student success. The Juvenile Court Probation Officers, in conjunction with the School Social Workers, meet monthly to monitor probationers' (students on probation) grades, attendance, and discipline. The presence of the Juvenile Court Probation Officers along with the services offered by the School Social Workers address prevention and recidivism.

The collaboration between Clayton County Public Schools and Clayton County Juvenile Court increases student achievement, deters youth from the school to prison pipeline, and accomplishes the core mission of keeping youth in school, out of court, and on to a positive and healthy future.

School Health Program
The School Health Program is available to address health and safety needs of students and to provide services or interventions that promote student attendance and academic success. The program provides a Healthcare Technician at the school during regular school hours. A Supervising Healthcare Professional (Registered Nurse) is available to the Healthcare Technician for consultation and supervision. Clayton County Public Schools follows state law regarding student health services, which include O.C.G.A. § 20-2-779 regarding the care of students with diabetes. The School Health Program provides the services listed below:

- Evaluation of sudden illness while in school
- Basic First Aid
- Medication Administration (Medication Authorization required)
- Vision and Hearing Screenings
- Health Education
- Referral for illness and injury not suitable for treatment in the school
- Asthma management (Individual Health Plan—Asthma and Medication Authorization required)
- Diabetic management and glucose monitoring (Individual Health Plan—Diabetes and Medication Authorization required)
- Seizure management (Individual Health Plan—Seizures and Medication Authorization required)
- Allergic Reaction management (Individual Health Plan—Allergic Reaction and Medication Authorization required)

School Health Program Form
A School Health Program Form must be completed and signed by the parent or guardian of each child. The healthcare technician or designee must have permission and pertinent health information for the student. Parental consent is required in case treatment must be sought from doctors, hospitals, or outside health professionals. Clayton County Public Schools assumes no financial responsibility for actions taken to preserve and protect the health and well-being of students. It is necessary for each student enrolled to have a current, completed School Health Form on file in the health clinic. If an emergency arises that requires treatment for a student, every effort will be made to contact the parent or guardian immediately. In the event of a life-threatening situation, 911 will be called. Parents are encouraged to update student health records and parent contact information as soon as anything changes.

Medication Authorization Form

The Healthcare Technician, Supervising Healthcare Professional, or designated school personnel is only allowed to dispense medication with a completed Medication Authorization Form (prescribed medications) or Non-Prescription Medication Authorization Form (over-the-counter medications).

- Parents/Guardians are responsible for transporting all medications.
- All medications shall be in a labeled container. Medication sent in an unlabeled container or plastic bags will not be administered.
- Prescription medication must be in the original pharmacy labeled container.
- Over-the-counter medication must be in the original sealed manufacturer's container. The student's name must be labeled on the package.
- Expired medication will not be administered. Expired medication must be picked up by the parent or guardian.
- All medications are stored in the clinic in a locked cabinet. Exceptions are asthma medications, epinephrine auto injectors (Epi-Pens), Diastat AcuDial (diazepam rectal gel) and diabetic medications as authorized. Students allowed to carry medications in school are under the supervision of school personnel provided the student is authorized for self-administration by their physician.
- For further resources regarding administration of medication, reference District Policy JGCD and Regulation JGCD-R (1).

Health and Safety Emergency, Illness

To provide a healthy and safe environment for students, parents and guardians are asked to follow the guidelines below:

- Students should not come to school with a fever of 100.4 degrees Fahrenheit or greater. The student should be fever free for 24 hours without the aid of fever reducing medication before returning to school.
- Students with two (2) or more episodes of vomiting will be excluded from school. The student may return when vomiting has subsided for 24 hours.
- Students with two (2) or more episodes of diarrhea (loose watery stools) will be excluded from school. The student may return once the reason for change in bowel condition has been resolved and no diarrhea is present for 24 hours.
- Parents should respond to an emergency notification in a timely manner. Otherwise, the school will contact the appropriate authority which may include EMS, DFCS, the police, etc.
- School officials such as the teacher, Healthcare Technician, Supervising Healthcare Professional, or counselor should be notified if a student has a chronic medical condition or disability that may require special care or emergency treatment.
- Parents and guardians are required to provide additional documentation (Individualized Health Plan) from a healthcare provider to verify the chronic medical condition and to provide special care instructions.
- Communicable disease cases will be assessed and verified by the RN who will consult with the Clayton County Health District Epidemiologist for further guidance.

Medical Conditions Requiring Temporary Absence

There are some contagious diseases that require confirmation of and clearance documentation from your healthcare provider. A statement of examination from either the Clayton County Health Department or a private healthcare provider is required for a student to return to school regarding the illnesses listed below:

- Conjunctivitis (Pink Eye) - Students are excluded during an active or acute stage. Students may return to school 24 hours after medication begins.
- Tinea Corporis and Tinea Capitis (Ringworm) - Students may attend school while undergoing treatment with lesion covered. Exclusion is recommended from gymnasium activities, swimming pools and any activities likely to lead to the exposure of others until lesions are gone. For Tinea Capitis (Ringworm of the scalp), oral medication is required for treatment.
- Pediculosis (Head Lice) – Students are excluded from school until treatment is complete. The parent must present a medicated shampoo or lotion box top or empty bottle with the receipt of purchase for verification of treatment. Chronic cases are referred to DFCS as appropriate. When a case of head lice is identified, head lice check on students in the same classroom will be conducted as deemed appropriate by school health personnel.
- Scabies – Students can return to school 24 hours after adequate treatment begins.
- Scarlet Fever and Strep – Students may return to school 24 hours after adequate treatment begins and the student is fever free without the aid of fever reducing medication.

Immunization Requirements for School

Immunizations may be obtained at the Clayton County Health Department or your healthcare provider. Exemption on the basis of medical reasons or religious beliefs may be recognized in accordance with State law and Health Department rules, subject to the requirements of **OCGA 20-2-771**.

Children of Military Families and Out of State Immunizations

Schools shall give 30 days from the date of enrollment (or within such time as is reasonably determined under the rules promulgated by the Interstate Commission) for students to obtain any immunization required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.

School-Based Health Centers at Lee Street, Huie, Forest Park Middle and North Clayton High Schools

School-Based Health Centers (SBHC) provide on-site care for acute and chronic illnesses of school-aged children. Arrangements exist between the school district and our medical providers that promote the health and educational success of students. The SBHC staff will provide pediatric care for students while working in a collaborative relationship with the healthcare technician at the school. The objectives of this collaboration are listed below.

- Improved access to health care services
- Prevention and early intervention
- Establishment of a medical home and primary care physician
- Provision of health education to students and parents
- Provision of behavioral health services

Hospital Homebound Services (HHB)

Hospital Homebound (HHB) services are designed to provide continuity of education between the school, home, and healthcare facility for students enrolled in CCPS whose medical conditions (physical or psychiatric) prevent them from attending school for a minimum of ten consecutive or intermittent days during the school year. Eligibility for HHB must be certified by the licensed physician or psychiatrist who is currently treating the student for the diagnosis presented. The student's guidance counselor is the first point of contact for HHB referrals and HHB forms. It is the responsibility of the parent or guardian to request HHB services as soon as possible. HHB services are temporary and are not intended to supplant regular school services. While the goal of HHB is to sustain continuity of instruction and to facilitate the student's transition back to school, homebound instruction is not a guarantee that the student will always progress in the academic program.

Hospital Homebound Eligibility

Student eligibility for HHB is based on the following criteria:

- The student is enrolled in a CCPS school prior to being referred for HHB services.
- The parent or guardian must complete and sign the HHB Student Referral and Parental Guidelines concerning HHB policies, procedures, and parental cooperation. The signed Student Referral Form authorizes the release of medical information for educational purposes. In some instances, an Authorization for the Release of Medical Information form may also be required. If the student is designated as an emancipated minor or is 18 years of age or older, that student is eligible to sign the parental agreement concerning HHB policies and procedures, parental cooperation, and release of medical information relating to the request for HHB services.
- The attending physician or psychiatrist must anticipate that the student will be absent for a minimum of ten (10) consecutive school days per year (or the equivalent on a modified calendar) or indicate that the student has a chronic health condition that will result in a missing school for a minimum of ten (10) days per year or the equivalent on a modified calendar.
- The attending physician or psychiatrist must anticipate that a student with a chronic health condition requesting Intermittent HHB service will be absent for at least three consecutive school days for each occurrence before deemed eligible for HHB services.
- HHB must receive a Medical Certification Form or Medical Certification Form for Students with Psychiatric Diagnoses that has been completed and signed by the licensed physician or psychiatrist currently treating the student for the diagnosis presented. A statement from a treating specialist may also be required. The medical certification form shall contain a statement that includes the following information:
- The student is anticipated to be absent for a minimum of ten consecutive school days per year due to the documented medical condition or equivalent on a modified calendar (or five consecutive school days on a high school block schedule); or
- The student with chronic and long-term illnesses will be absent for at least ten school days or equivalent on a modified calendar (or five school days on a high school block schedule) which need not be consecutive; and
- The student is able to participate in and benefit from an instructional program; and
- The student can receive instruction without endangering the health and safety of the instructor or other students with whom the instructor may come in contact; and
- There is supporting documentation that describes the disabling condition or diagnosis with any medical implications for instructional services.
- The medical referral form for a student with chronic or recurring conditions and long-term illnesses shall be obtained and updated on a schedule defined within the ESP and submitted to HHB. Students with absences due to psychiatric or emotional disorders, as defined in the latest edition of the Diagnostic and Statistical Manual (DSM), are eligible for HHB services for a length of time as determined by the ESP provided that students satisfy the eligibility requirements as set forth in Subsection (2)(a).
- Students with absences due to pregnancy or pregnancy related medical conditions, childbirth and recovery from the childbirth are eligible for virtual HHB instructional support for a length of time as determined by the ESP provided that the eligibility requirements are satisfied as set forth in Subsection (2)(a). [Title IX, 34 C.F.R. § 106.40(b)(4).]
- Students with absences due to a communicable disease, as specified in Rule 160-1-3-.03 Communicable Diseases, are eligible for virtual HHB services for a length of time as determined by the ESP provided that the eligibility requirements are met.

The required HHB forms include the Hospital-Homebound Student Referral and Parental Guidelines and the Medical Certification Form or the Medical Certification Form for Psychiatric Diagnoses. Additional HHB information and HHB forms are available at: https://www.clayton.k12.ga.us/departments/student_services/hospital_homebound/documents

ADMINISTRATIVE SERVICES

STUDENT SAFETY

Clayton County Department of Safety and Security (School Police)

Vision and Mission Statements

Vision: It is the vision of the Clayton County School Police to safeguard the lives and well-being of our students, teachers, and administrators. Ethical behavior being a cornerstone of public trust, we will provide committed, dedicated, fair, objective, and unyielding service that will be in the best interest of those that we serve.

Mission: To provide high quality public safety that will help to promote and foster a safe and secure learning and working environment through excellence in policing for our staff, students, and visitors.

Function of Safety and Security

The Department of Safety and Security has the responsibility for providing a safe and secure learning environment for all students, teachers, and visitors in Clayton County Public Schools. We fulfill this function by consistently maintaining vigilance in overseeing the assets within our schools and buildings. We are also committed to ensuring an expeditious response to emergencies while working with local law enforcement agencies and other emergency responders to maintain a constant state of readiness for the children and the district.

School Resource Officers

Certified law enforcement officers serve as School Resource Officers (SROs) in CCPS middle and high schools, and respond to incidents, emergencies, and other events where a law enforcement presence is required. The presence of law enforcement within the school community provides a consistent approach to school and community public safety. Through the school-based community-policing model, officers participate in proactive crisis planning and management, school safety strategic planning, crime prevention techniques and intervention, as well as basic law enforcement. The district's SROs effectively protect and serve the school community and contribute to the overall safety during regular school hours and at scheduled school events that occur beyond active school hours. This is accomplished by assisting the school staff with ensuring a safe and secure campus while educating students about law-related topics and serving as a positive role model. The SROs roles are as follows:

- Assume primary responsibility for handling calls for service from the school(s) and coordinate the response of other police resources if necessary.
- Address crime and disturbances relative to criminal acts and behaviors occurring in or around the school(s).
- Make arrests and issue citations on campus when necessary.
- Respond to critical incidents and inclement weather crises.
- Provide leads and information to the appropriate investigative units regarding suspicious activity.
- Take action against unauthorized individuals on school property.
- Serve as liaisons between the district and the community regarding the dissemination of information to students and school personnel about law enforcement matters.
- Development and expansion of crime prevention efforts, community justice initiatives for students (Pretrial Intervention Programs) and conflict resolution measures to be proactive instead of reactive.
- Serve as a resource for classroom presentations that complement the educational curriculum by emphasizing the fundamental principles and skills needed for responsible citizenship, as well as by teaching topics related to policing, community service and crime prevention practices.

Campus Security Officers

Campus Security Officers (CSOs) are not law enforcement officers. They are security personnel who serve in CCPS middle and high schools along with and in support of the SROs. Some CSOs serve at elementary schools and assist the school administration by responding to incidents, emergencies, and other events that require an immediate response. CSOs secure the premises and personnel by patrolling property; monitoring surveillance equipment; inspecting buildings, equipment, and access points; and permitting entry. CSOs also sound alarms. District CSOs prevent losses and damage by reporting irregularities and inform violators of policy and procedures. The CSOs roles are as follows:

- Assist the SROs with maintaining a safe and secure campus.
- Serve as a positive role model.
- Serve as a consultant & partner with school administrators.
- Deploy strategies that emphasize crime prevention and problem solving.
- Monitor the surveillance cameras and report trespassers.
- Provide a rapid response to issues and problems on campus.
- Promote police and youth interaction while developing trust and opening the lines of communication.

Crossing Guards

Clayton County Public Schools contracts with an outside provider to support the crossing guard services. The Crossing Guards (CGs) work under the authority of the Department of Safety and Security and are allowed to direct traffic and conduct other associated duties under the laws of the State of Georgia. Children may choose to walk and bike to school, yet they are vulnerable to both their own physical and cognitive limitations and to hazardous road situations. Therefore, the primary responsibility of Crossing Guards (CGs) is to provide safe crossing of the roadways. The duties of the CGs are as follow:

- Play a significant role in the lives of children who walk or bicycle to school by helping them safely cross the street at key locations.
- Help children develop the skills to cross and always navigate streets safely. They remind drivers of the presence of pedestrians in school safety zones.
- The presence of CGs alleviates stress from parents of small children who fear highly congested intersections pose a risk to their children.
- Serve as role models for our children by instilling and encouraging our children to follow safe practices while navigating the streets of Clayton County, whether during or after school hours.

Student Safety

- Parking lots are off limits for students during school hours unless they have written permission from an administrator.
- Students are not allowed to sell items in school, during school hours, or for any organization outside of school.
- State law dictates that any student determined to have brought a firearm or dangerous weapon to school will be recommended for expulsion from the Clayton County Public Schools System. The minimum expulsion shall be for a period of one calendar year **(O.C.G.A. §20-2-751.1).**
- It is punishable up to a felony for any person to carry, possess, or have under such person's control while at a school building, school function, on school property, in a school safety zone, or on a bus or other mode of transportation furnished by the school any weapon or explosive compound. This includes, but is not limited to, any pistol, revolver, knives, razors, spring stick, nun-chucks, other bludgeon weapons or fighting chains, etc., or like weapons of any kind including stun guns and laser guns. Any non-licensed holder violating this law, upon conviction, shall be punished by a fine of not more than $10,000, by imprisonment (for not less than two years, not more than 10 years), or both **(O.C.G.A. §16-11-127.1).**
- Sexual harassment or discrimination based on gender is a violation of federal law and is prohibited in the Clayton County Public Schools. Any student who has a discrimination or harassment complaint should contact a counselor or a school administrator or the District Title IX Coordinator.

See https://www.clayton.k12.ga.us/departments/equity-and-compliance/title-ix for detailed information and resources regarding the procedures for filing a formal complaint under Title IX.

- Any person transmitting a false public alarm (bomb threat) within an educational facility shall be punished by imprisonment for not less than one year or more than five years, by a fine of not more than $100,000, or both (**O.C.G.A.§16-10-28**).
- Any person remaining in any school safety zone when such person does not have a legitimate cause or need to be present and fails to check in at the designated location shall be guilty of a misdemeanor of a high and aggravated nature (**O.C.G.A. § 20-2-1180**).
- Any person that knowingly, intentionally, or recklessly disrupts or interferes with the operation of any public-school, public-school bus, or public-school bus stop shall be guilty of a misdemeanor of a high and aggravated nature (**O.C.G.A. § 20-2-1181**).

Safe School Searches

Clayton County Public Schools utilizes measures in the District School Safety Plan which encompasses strategic unannounced school searches of classrooms, student desks, lockers, school computers, cars and other locations on school property and school buses. The searches are deployed to fulfill the District's Strategic Goal #2, which states "provide and maintain a safe, orderly and secure learning environment." The District School Searches are conducted randomly yet in a systematic manner. The school district will utilize various screening devices to enhance security in schools and athletic events. The Administrators are briefed regarding the details prior to, during, and after the events. The increased visibility of law enforcement personnel provided interior and exterior visibility of uniformed personnel, maximizing our effort to secure the campus. Additionally, the searches are also in compliance with the Gun Free Schools Act and Department procedures. For searches of a student's person or personal property by school personnel in which students have a reasonable expectation of privacy, administrators will have reasonable suspicion at the inception of such search.

Advanced Weapons Detection Screening

Clayton County Public Schools understand that school safety & security is a difficult subject and trying to balance it with a conducive learning environment can be a difficult subject. CCPS has implemented the use of Weapon Detection Devices (WDD) by Evolv to provide a secure and seamless screening experience, making it possible for schools to keep students, faculty, staff, and visitors safe from concealed weapons and intruders.

Safe School Drills

School Safety Drills play an essential role in developing the skills students and staff need to protect themselves during an emergency. Clayton County Schools will conduct key drills to include but not limited to active shooter, fire, and severe weather.

Fire Drills and Severe Weather Warnings

- All rooms are evacuated when there is an announcement or a continuous, intermittent ringing of the fire alarm.
- A predetermined route is posted in each classroom, and students should move orderly, quickly, and directly to the designated areas. Each group is to assemble so that the teacher can check the roll. Any student in a restroom or outside the assigned classroom should report immediately to a teacher for accountability purposes. A bell will sound at such time students should return to the classroom.

School Visitor Policy

We welcome all visitors and families to Clayton County Public Schools, as necessitated in times of widespread transmission of infectious disease (including COVID-19), it may be necessary to restrict visitor access on school grounds to mitigate infection risk to students and staff. Authority to restrict access by non-students and employees to school grounds is vested within the discretion of the principal or designee.

- All visitors must sign in electronically or manually in the main office, and obtain authorization to visit any part of the school.
- All visitors must wear a visitor pass at all times and return it as they exit the building.
- All visitors should be escorted to their destinations.
- Any employee that is not assigned to the school is considered a visitor and will adhere to the Visitor Policy.
- Visitation will be limited by the administration based on need and pre-authorized for visiting purposes.
- Visitors are not allowed access to other locations within a school without authorization.
- See District Policy KM and Regulation KM-R(1) for additional procedures related to school visitors.

Addressing Visitors

School Personnel will use the following SQID procedures to address visitors:

- Stop anyone that does not have a visitor pass.
- Question visitors about passes and ask if guests have signed in.
- Identify individuals and question the purpose of the visit.
- Direct visitors to the front desk if not signed in. If guests have signed in, ask them to display the visitor's pass and escort them to their destination. If the visitor does not respond to these directives, call for assistance.

See Something, Say Something Mobile Application Tip Line

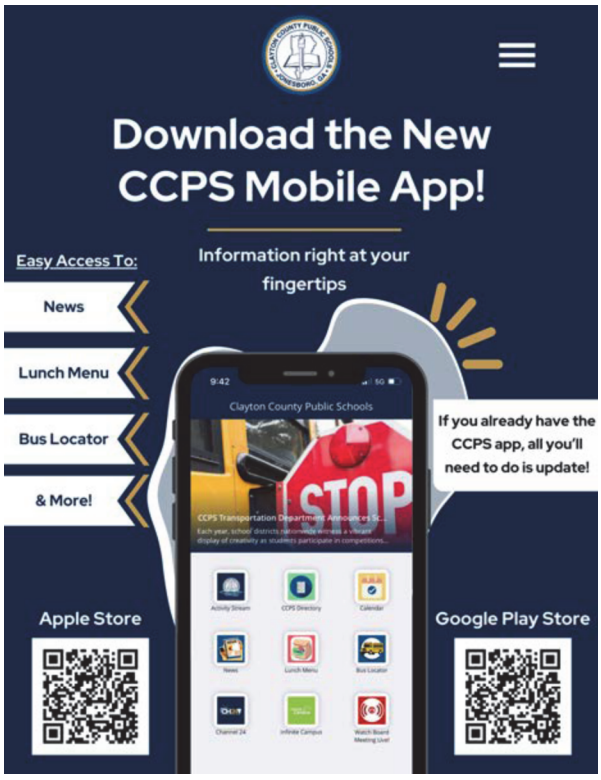
The Clayton County Public Schools Department of Safety and Security highly encourages everyone to use the "See Something, Say Something" Tip Line on the District mobile app. The Tip Line was created as a replacement for the iWatch app. The app allows students and employees to report potentially unsafe activities around schools and facilities. This is a user-friendly platform that is kept confidential for the students, employees, and visitors who submit information. There are dropdown categories for easy use. The categories are as follow:

- Bullying
- Drugs
- Fighting
- Personal Harm
- Theft
- Weapons
- Student / Employee Relations

The features of this confidential tip line allow the sender to notify their specific school SRO as well as a supervisor. In addition to those notifications, the division commanders and the Chief of Police are notified to ensure an expeditious response. More importantly, the sender can also attach and send photographs to depict areas of concern.

Crisis Alert Notification System

Clayton County Public Schools are deploying a Crisis Alert System that enables staff and administrators the ability to initiate an alert and disseminate critical information quickly, reliably, and around the school campus. Staff and administrators will be issued Alert Badges (or a device that attaches to their ID Cards) that provide the ability to call for assistance with medical emergencies and crisis situations. It functions in Real-Time Location with pinpoint accuracy that identifies the exact location of the incident. The system has Visual and Audible Communication Devices for immediate notifications of emergencies to all buildings on campus as well as exterior locations. Most importantly, it provides the district with an extra layer of Response over the Entire Campus through an independent Wi-Fi network infrastructure.



SCHOOL NUTRITION SERVICES

The Clayton County Public Schools Nutrition Program offers nutritious meals to students. Meals served in CCPS meet the nutrient standards set by the United States Department of Agriculture (USDA) for all grade levels. These high-quality foods are served by caring and committed staff members. For the 2024 - 2025 school year, CCPS will continue with the community eligibility provision (CEP) which enables all students to receive breakfast, lunch, and snack meals at **NO COST**. Parents do not have to complete a free or reduced meal price application.

Adult Meals

Adult and student's second meal prices are itemized below:

$3.00 breakfast	$2.25 breakfast entrée	$0.75 fruit, vegetable or milk
$4.75 lunch	$3.00 lunch entrée	

Summer Meals

Summer meals are offered at no cost to children under 18 years and students over 18 years with a state defined mental or physical disability in June and July. Locations include recreational centers, and designated summer school sites. Service restrictions may apply. Summer feeding sites are available on the Nutrition Website during the week of May 26, 2025: https://www.clayton.k12.ga.us/departments/school-nutrition.

Accommodating Students with Special Dietary Needs

The Healthy Hunger-Free Kids Act requires schools to follow strict meal patterns and dietary specifications. Reasonable modification to meals for students with diagnosed disabilities that restrict diet may be provided as outlined below:

- Submit a written medical statement that is signed by a state licensed health care professional authorized to write medical prescriptions under state law to the school's healthcare technician and nutrition manager.
- The recommended form - "Statement to Request Accommodations for Special Dietary Needs in the School Meals Program" may be accessed through the CCPS website> School Nutrition Department> Special Dietary Needs Info tab: https://www.clayton.k12.ga.us/departments/school-nutrition/special-dietary-needs-info

The submitted statement to request accommodations for special dietary need must include the following information:

- The student's name
- A description of the child's physical or mental impairment and how it restricts the child's diet
- An explanation of how to accommodate the disability
- List any dietary restrictions or special diet instructions for school meals
- List food(s) to be omitted from diet
- List food(s) to be substituted
- Any designated texture modification
- Any designated consistency modification
- Any special equipment or utensils needed
- Additional comments about the child's eating or feeding patterns
- Signature and contact information of state licensed healthcare professional

CCPS does not have peanut or nut free schools. Students may bring meals that contain nuts from home. Students with nut allergies may contact the school's nutrition manager to discuss alternate menu choices.

Students that are lactose intolerant have the option of lactose free milk with breakfast and lunch meals.
Menus are designed to accommodate a variety of diets including vegetarian and those restricting pork consumption.

Responsibilities of Parents and Guardians of Students Requiring Special Dietary Meals

6. Notify the healthcare technician and nutrition manager of any food allergy, disability, or special dietary need regarding the student.
7. Provide a medical statement completed by a state licensed health care professional authorized to write medical prescriptions under state law that includes all of the above listed elements.
8. Maintain an open line of communication with the healthcare technician, nutrition manager, nutrition department program coordinator, and participate in meetings or discussions regarding the student's meal plan.
9. Notify the healthcare technician and nutrition manager of any changes relating to the special dietary need or other needs.
10. If changes are needed, the parent or guardian is required to submit a new form.

Menu and Nutrient Analysis Accessibility

Menus and nutrition information are available on the School Nutrition Website,
https://linqconnect.com/public/menu/PFJSLR?buildingId=0ca1b43e-bb6a-e911-a2b4-ce0cfa7fc8bc
and may be accessed via the Clayton County Public Schools website. https://www.clayton.k12.ga.us/departments/school-nutrition

SCHOOL TRANSPORTATION INFORMATION

Bus Procedures for Students

- Report to the assigned bus stop at least five (5) minutes before the regular pickup time and remain at the stop until the bus arrives.
- Get on and off the bus at the assigned stop in an orderly manner.
- Stand twelve (12) feet away from the road while waiting at the bus stop.
- Do not play, push, or shove while waiting at the bus stop.
- Do not walk alongside the bus while it is moving.
- Wait until all vehicles have come to a complete stop and the bus driver signals that it is safe before crossing the street to load the bus.
- Cross approximately twelve (12) feet in front of the bus after the driver signals it is safe to do so.
- Do not run behind the bus once it has pulled away from the bus stop.
- Use the bus handrail when going up and down the steps.
- Remain seated in the assigned seat and face forward until the bus comes to a complete stop.
- Keep all belongings in your hands or in your lap.
- Keep hands and feet out of the aisle.
- Do not bring open food, animals, balloons, large instruments, glass items, weapons, or recreational equipment onto the bus.
- Have a written request approved by the school to get off at a different bus stop.
- Report any illness or injury immediately to the bus driver.
- Follow the directions of the bus driver at all times.
- Parents should convey messages directly to the school or teacher and refrain from asking transportation staff to deliver messages on their behalf.

Department of Exceptional Students (DES) Transportation for Students with Disabilities

- Parents, complete and return all forms to the driver as soon as possible.
- Contact your child's school if there are any changes to your home address and phone number.
- Students should be ready five (5) minutes before pickup time, as a courtesy the driver will wait two (2) minutes before departing the bus stop and proceeding on with the route.
- The driver is not authorized to change the pick-up or drop-off location for any students or release the student to anyone other than the parent, legal guardian, or documented designee.
- If a student is undeliverable, the student will be returned to the school. If we are unable to contact school personnel, the student will be placed in the care of Clayton County Safety & Security personnel.
- If your child does not ride the bus for five (5) consecutive days, transportation services will be suspended until the parent contacts the office to reinstate service.

Medication

Drivers are prohibited from accepting or delivering medication on students' behalf. All medication must be brought to the principal or designated staff in the original pharmaceutical container(s), clearly labeled as to the name of the student, the name of the medication, the appropriate dosage, and the time for each dose. All non-prescription medication must be brought to school in the original sealed manufacturer's container by the parent/guardian or responsible adult.

Parents of Students in Wheelchairs

- All wheelchairs (old or new) must be taken to their assigned school to be inspected and tagged by school personnel affiliated with DES.
- Parents purchasing new wheelchairs should consider a lap belt with auto quality latch system (metal buckle or plastic fastener preferred instead of Velcro).
- Parents should maintain, service, and repair wheelchairs to avoid interruptions in transportation services. It is extremely important that brakes are operable, and tires are inflated at all times.
- Parents should arrange transport for wheelchairs if the student is checked out of school early.
- Upon arrival at the bus stop, student(s) should already be in their wheelchair with all the appropriate belts fastened and ready to transport. If the student's wheelchair is equipped with a removable tray, it must be removed and secured during transport.
- Parents should notify the Driver if their child has additional equipment to be transported such as walkers, crutches, oxygen tanks, or other orthopedic devices. These items must be secured on the bus during transport.

Meeting the Bus

- Transportation's best practice is to require parents of students who are Pre-K through first grade be present at the stop daily to retrieve students. Parents can select a designee (neighbors, older sibling, other family members) to retrieve students from the stop. This request must be in writing and documented within the Transportation department.
- Parents may elect to have their child released without supervision. This request must be written and notarized. Parents can obtain the "Release Form" from front office personnel within the school or on the CCPS Transportation website.

Security Intervention - Disruption of Public School Bus

Video cameras are installed on all buses as a safety measure for students and staff. Under state law, **OCGA §20-2-1181** it is unlawful for any person to knowingly, intentionally, or recklessly interfere with the operation of a public-school bus. A person convicted under this law shall be guilty of a misdemeanor of a high and aggravated nature.

Vandalism

Do not scratch, cut, or write on seats, walls, floors, or otherwise deface the bus or any part thereof. Any student responsible for vandalism is expected to pay for all damages related to the incident before permission is granted to ride the bus again.

This shall not interfere with transportation rights under federal law, including IDEA. The Clayton County Public Schools Police Department shall be notified of violations that disrupt or interfere with school bus operations.

EXCEPTIONAL STUDENTS

Department of Exceptional Students
The Department of Exceptional Students (DES) provides services for students with disabilities and facilitates educational progress. The Individualized Education Program (IEP) for eligible students with disabilities specifies educational placement, programs, and support for students along a continuum of services. The initial evaluation for special education services is administered only with parent consent. After the evaluation, committee members that may include parents or guardians, teachers, counselors, administrators, and school psychologists, will determine the student's eligibility, and if appropriate, the provision of special education and related services. The Individuals with Disabilities Education Act, 34 C.F.R.§ 300 et seq. (IDEA) is the federal law concerning the education of students with disabilities and requires schools to provide parents of a child with a disability with notice containing a full explanation of the procedural safeguards available under the IDEA and US Department of Education regulations. A copy of this notice is given to parents annually. However, an additional copy is given to the parents under the following conditions:

- Upon initial referral or parent request for evaluation to determine if the student is a student with a disability
- Upon receipt of the first written formal complaint involving the student's school system
- Upon receipt of the first due process complaint involving the student's school system in a school year
- When a decision is made to take a disciplinary action that constitutes a change of placement
- Prior to accessing a student's or parent's public benefits or insurance for the first time
- Upon parent request

A copy of the parental rights is available at
https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Parent-Rights.aspx

Georgia Special Needs Scholarship
The Georgia Special Needs Scholarship (GSNS) Program is a school choice program available for special needs students attending Georgia public schools served under an Individualized Education Program (IEP) or Section 504. To qualify for the Georgia Special Needs Scholarship Program a student must meet State eligibility requirements. For updated information regarding the scholarship and eligibility requirements for the 2024-2025 school year see: https://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/Special-Needs-Scholarship-Program.aspx

Child Find
Clayton County Public Schools regularly engages in activities to identify, evaluate, and provide support to children—ages three to twenty-one—suspected of having disabilities. The district collaborates with Babies Cannot Wait and shares Child Find information through advertisements to identify preschool children with disabilities requiring special education services. Students at school age, from kindergarten through 12th grade, are supported and identified for evaluation through the Student Support Team (SST). This team utilizes data collection, instructional interventions, and analysis of student responses to intervention. Clayton County students educated in private school or homeschool settings may also benefit from Child Find provisions.

Free and Appropriate Public Education (FAPE)
The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 entitle all qualified students with disabilities to a free, appropriate public education (FAPE). A free and appropriate education may include special education, related services, and accommodations that meet the following criteria: provided at the public expense, under public supervision, direction, and without charge; services provided at preschool, elementary, and secondary levels; and meet standards of State Education Agency conforming to the student's IEP or IAP. FAPE is provided for eligible children three years of age (3) through twenty-one (21). Special Education services continue until the student graduates with a regular high school diploma, or the student reaches the 22nd birthday if the student is still eligible for special education services. In the event the 22nd birthday occurs during the regular school session and all action steps in the transition plan are not complete, the student can remain in school until the end of the semester in which the student turns 22. If the student turns 22 during the summer (before September 1st of the next year), the student will age out at the end of the school year preceding the student's 22nd birthday.

Related Services in the Virtual Environment
Clayton County Public Schools is dedicated to meeting the needs of students with disabilities. During times of distance and virtual learning, the district will continue to provide a free appropriate public education (FAPE). Students with disabilities will continue to receive services and support outlined in Individualized Education Programs (IEPs), however; these services may differ as outlined within a Distance Learning Plan that may be developed by student's IEP team.

Alternate Diploma
Every Student Succeeds Act (ESSA) received approval to amend the graduation rule in November 2019. The amendment relates to a State designated Alternate Diploma option for students with significant cognitive disabilities assessed using an alternate assessment (GAA 2.0).

An Alternate Diploma is the document awarded to students with the most significant cognitive disabilities who were assessed using the alternate assessment aligned to alternate academic achievement standards. While this diploma is standards based and aligned with the state requirements for the regular high school diploma, it is not a regular high school diploma. Therefore, an alternate diploma does not terminate Free and Appropriate Public Education (FAPE) for students with an Individualized Education Program (IEP).

The Alternate Diploma is available for students who entered ninth grade beginning with the 2020-2021 School Year. Students with the most significant cognitive disabilities enrolled in high school prior to the 2020-2021 school year who take the GAA in middle and high school and complete other requirements (23 credit hours and postsecondary school or work) will still receive the regular diploma; however, students who will take GAA and entered high school in 2020-21 or later will receive an alternate diploma upon graduation or reaching twenty-two years (22) of age with the same or similar criteria.

STUDENT BEHAVIOR HEALTH AND WELL-BEING

Student Behavioral Health and Well-Being

The Department of Student Behavioral Health and Wellbeing is responsible for the leadership and coordination of services and support to schools and students in the areas of psychological services, Section 504, Multi-tiered System of Support, and the Student Support Team (SST) process. In addition, we utilize the framework of a multi-tiered system of support (MTSS) to provide behavioral health support to all students. For information regarding all services within this department visit **CCPS_SBHW**

The Department is composed of twenty-four School Psychologists and one Lead School Psychologist who are District level members of the Circle of Support. The school psychologists support the learning process by teaming with educators, parents, and other mental health professionals to ensure every child learns in a safe, healthy, and supportive environment. School psychologists in Clayton County are knowledgeable of instructional methods to address diversity in the classroom and promote critical thinking and problem solving in all students. School psychologists also conduct comprehensive psychological evaluations that are informative and offer practical, appropriate interventions relevant to the needs of the student. School psychologists also provide the following services:

- Serve as a member of the school-based Circle of Support
- Support the Tier 3 Student Support Team (SST) and Section 504 Individual Accommodation Plan (IAP) team at every school.
- Support the implementation of Multi-Tiered Systems of Support for academics and behavior at all school sites.
- Coordinate and assist with crisis intervention services.
- Assist with conducting safety assessments for students who threaten to hurt themselves or others.
- Conduct training and assist with curriculum-based measurement as a progress-monitoring tool for all students.
- Provide group and individual counseling to students with academic and behavioral concerns.
- Provide professional learning activities on requested and mandated topics related to Multi-Tiered Systems of Support, Tier 3 Student Support Teams, and Section 504.
- Conduct teacher training on assessment tools to measure student progress.

School Psychologists work within a school setting to promote the psychological, cognitive, social, and behavioral health needs of students. They collaborate with educators and other professionals to create positive, healthy, and supportive learning environments that strengthen connections between home and school. School Psychologists develop programs to train school personnel regarding educational and learning strategies; discipline and behavior management; and proactive strategies for working with children who have special needs. Additionally, School Psychologists provide a continuum of services that include consultation with parents, teachers, and administrators; comprehensive psychological assessments; creating prevention and intervention strategies to address group or individual student needs within the classroom crisis management; and collaboration with stakeholders and community groups to promote healthy development in youth. Additional information is available at SBHW **School Psychology Services**

Section 504 Services

Section 504 of the Rehabilitation Act of 1973, (Section 504) is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and assure that students with disabilities have educational opportunities and benefits equal to those provided to nondisabled students. Clayton County Public Schools (CCPS) ensures that individuals with disabilities associated with the district either as students, school staff, or parents are not discriminated against because of a disability. The district abides by the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, as well as the revisions in the Americans with Disabilities Act Amendments of 2008 (Amendments Act) effective January 1, 2009. Such amendments impact the meaning of disability in Section 504. The Multi-Tiered Systems of Support (MTSS) framework and the Response-To-Intervention (RTI) process are the mechanisms in Clayton County Public Schools for consideration of Section 504 eligibility. Data-based decisions concerning the student's progress and access to education determine when to consider the appropriateness of a Section 504 referral.

504 Child Find Statement

Pursuant to Section 504 of the Rehabilitation Act of 1973, the District has a duty to identify, refer, evaluate, and provide a free and appropriate public education to eligible students with disabilities. For additional information about the rights of parents of eligible children or for answers to any questions regarding identification, evaluation, and placement into Section 504 programs, please contact the District's Section 504 Contact, Mrs. Cheri-Ann Taylor by phone at (770) 473-2700 or by email at cheriann.taylor@clayton.k12.ga.us. The district 504 Office is located at 1058 Fifth Avenue, Jonesboro, Georgia 30236. Additional information is available at SBHW Section 504

Student Support Team (SST)

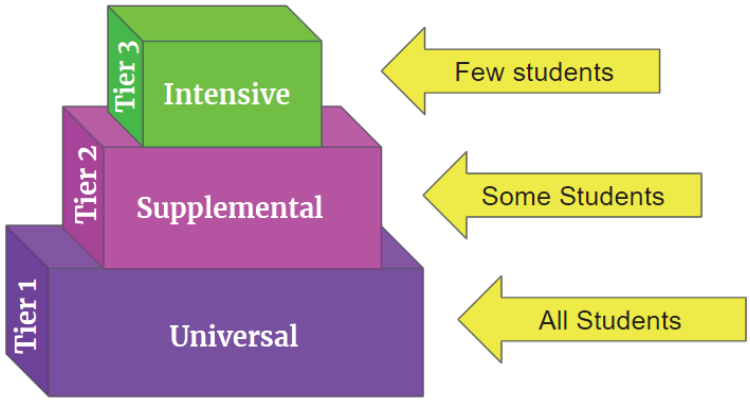
The Student Support Team (SST) is a building-level committee consisting of two or more persons whose responsibility is to identify and plan alternative instructional strategies for students experiencing academic, social or behavioral difficulties prior to or in lieu of referral to special education programs. The Student Support Team process utilizes a problem-solving approach to explore the nature of the concerns of the student's referred to the process. The problem-solving process involves the regular collection of student data and review of student progress. This requires the team to consider all aspects of intervention delivery as well as the factors that impact the success of the intervention. Requests for service from the Student Support Team may include curriculum modification, learning style assessment, behavior management techniques, achievement evaluation, home-school communication, or study skill assistance. Requests for special education services may also be made. Each building level team is composed of individuals such as administrators, classroom teachers, requesting teachers, special education teachers, counselors, school psychologists, special education resource persons, social workers or central office personnel. Additionally, parental involvement is a critical part of the Student Support Team process. Specific questions concerning the Student Support Team process should be directed to the principal or principal's designee at the assigned school. For additional information and to find the contact information for specific schools visit SBHW Student Support Team

Multi-Tiered System of Support (MTSS)

Multi-Tiered System of Support (MTSS) is an evidence-based framework used by schools and districts to establish ongoing continuous support to **all** students in every school. A Multi-level Prevention System is a framework consisting of three levels of prevention or intensity that include high-performance core instruction and evidence-based interventions and supports. The purpose of the multi-level prevention system is to provide support aligned to the specific student need that will maximize student achievement, reduce behavior challenges, and foster positive mental health. The three levels are: Tier 1: Primary Level, Tier 2: Secondary Level of Instruction, and Tier 3: Intensive Interventions.

MTSS…

- occurs within general education.
- applies to all students.
- outlines clearly defined roles, responsibilities, and accountability for all personnel.
- provides a comprehensible system for continuous improvement and is instrumental to school improvement plans.



Student Behavioral Health

The Schools Partnering to Advance wellness, Resilience and Knowledge (S.P.A.R.K.) framework offers a comprehensive approach to providing an environment that creates a space of wellness for all students and school staff. S.P.A.R.K. integrates tiered supports and services within schools according to school needs. For additional information contact **info.spark.wellbeing@clayton.k12.ga.us** or visit **SPARK_STUDENT_WELLBEING**

S.P.A.R.K. Principles

The following guiding principles form the foundation of the S.P.A.R.K. model:

- Mentally healthy children are more successful in school and life.
- Promoting mental, emotional, and behavioral health and overall well-being enhances educational, health, and long-term life outcomes, as well as social connections.
- Comprehensive school mental and behavioral health services support the mission and purpose of schools: learning.
- Comprehensive school mental health services are essential to creating and sustaining safe schools.
- Structuring resources for behavioral health and well-being allows for an emphasis on prevention and optimization of positive functioning.
- Providing a continuum of school mental and behavioral health services is critical to addressing the breadth of students' needs.
- The promotion of student mental and behavioral health and well-being must be a shared and primary value for the entire school community, as well as the community-at-large.

Clayton County Public Schools Suicide Prevention Protocol Prevention, Intervention and Postvention

In the state of Georgia, local education agencies (LEA) shall adopt a policy on student suicide prevention pursuant to O.C.G.A. § 20-2-779.1 (also referred to as the Jason Flatt Act - Georgia) and State Board Rule 160-4-8-.19 (Suicide Prevention Training Requirement for Certificated School System Personnel). As part of this rule, all certificated public-school employees are to receive annual training in suicide awareness and prevention.

Safety and Wellness Checklist

Student Wellness and Safety Checklist is an Interview conducted by the School Counselor, School Social Worker, School Psychologist or Behavior Intervention Specialist to determine level of intervention, support, and follow-up needed if a student demonstrates behaviors that may pose harm.

Protocol for Addressing Suicidal Ideations or Attempts

This protocol is designed for the protection of students in crisis and the school employees who serve them. If a school employee has reason to believe that a student is at risk for suicide or will harm himself or herself, that person should act in accordance with this procedure.

1. If the student has made an attempt that is life threatening or it is suspected the student may make an attempt the school official should immediately: call 911 for any medical emergency situation, contact Clayton County Public Schools Safety and Security Department, if needed, and contact custodial parent or guardian.
2. When a student exhibits suicidal behaviors/ideations (thoughts) or threatens to harm others, the following steps are required:
   - The school personnel notified will report the incident to the school administrator.
   - The school administrator will inform the school counselor, school social worker, school psychologist, or behavior intervention specialist.
   - The support staff notified will complete the Student Safety and Wellness Checklist and consult with additional support personnel as appropriate.
   - The support staff notified will contact the enrolling adult or emergency contact and ensure that the Parent Acknowledgment form is provided.
   - The student shall remain under adult supervision.
   - The school official shall request that the guardian pick up the student and engage in immediate care if the following occur:
     - Medium-High level of threat determined on the checklist conducted.
     - Immediate clinical follow-up has been recommended due to the checklist results.
   - The school team is required to report the incident to the Department of Children and Family Services using the proper channels, for incidents in which the threat level is determined medium-high or failure to provide intervention will lead to further harm and the parent is unwilling to engage in intervention or pick up the student.
   - The school officials may seek assistance from the offices of school counseling, school social work, school psychology, and the District police department, if the enrolling adult or emergency contact cannot be reached. A home visit may be conducted by Safety and Security.
   - The support staff who completed the Student Safety and Wellness checklist is responsible for updating the student information system, Infinite Campus. They are to upload the completed checklist and parent acknowledgement form.
   - Each student that completes a Wellness and Safety Checklist are provided with a No Harm Agreement and Safety Plan.
   - A referral for the Schools Partnering to Advance wellness, Resilience and Knowledge (SPARK) mental health program is required for all students who complete a Wellness and Safety Checklist.

See Policy JGJA and regulation JGJA-R(1) for additional information regarding district suicide prevention procedures and protocol.

HOMELESS CHILDREN AND YOUTH EDUCATION SERVICES

Clayton County Public Schools (CCPS) operates a program for homeless children and youth who are eligible for services under the McKinney-Vento Homeless Assistance Act. This program ensures the educational rights and protections for children and youth experiencing homelessness. It provides legal protections for children and youth to enroll, attend, and succeed in school and preschool programs. In accordance with District Policy JBC (1) and Regulation JBC (1) -R (1), Clayton County Public Schools affords homeless children equal access to the same free appropriate public education—including preschool education—as provided to other students. Homeless students have access to education and other services necessary to meet the academic standards to which all students are held. For assistance, contact your school counselor or school social worker.

For additional information regarding rights and accessibility
for homeless children and youth, visit our website:
https://www.clayton.k12.ga.us/departments/federal-programs/homeless-education-cit
or contact the Homeless Education Department.

GENERAL INFORMATION

Asbestos Notification
The Federal Asbestos Hazard Emergency Response Act (AHERA) allows an exclusion from the required inspection for asbestos-containing building material (ACBM) for new school buildings built after October 12, 1988, where an architect or project engineer responsible for the construction of the new school building or an accredited AHERA inspector signs a statement that no ACBM was specified as a building material in any construction document for the building, or to the best of the architect, engineer or inspector's knowledge, no ACBM was used as a building material in the building. The LEA shall submit a copy of the signed statement to the state and shall include the statement in the management plan for that school. This statement is submitted to the state, and a copy is on file in the school's management plan, which is in the school's administrative office and available for public inspection upon reasonable notice.

Detention Hall
Teachers may assign students to a teacher detention hall for minor classroom infractions or class tardies. Students assigned to the detention hall are given a written detention hall notice that gives the student and parent or guardian a minimum of 24 hours' notice of the detention. Students failing to serve a detention may receive additional detention or be referred to an administrator for further discipline.

English to Speakers of Other Languages Program (ESOL)
During the past decade, Clayton County Public Schools became increasingly diverse and multicultural. Students from other countries and/or who speak another primary language at home may need additional English language assistance to succeed in school. The ESOL program is designed to meet the needs of English learners (ELs). Students are screened for English language assistance and if they qualify for services, can receive additional instruction provided by ESOL teachers. These teachers are qualified to work with the diverse student population of ELs. The district's ESOL teachers provide instruction, participate in conferences, and assist school officials with various issues related to ELs.

High School On Campus Parking
The operation and parking of a vehicle on the high school campus is a privilege granted by the school. All students are expected to observe all traffic and parking regulations. The school reserves the right to suspend and revoke the campus parking privileges of any student in violation of parking rules and regulations or any student that has an outstanding debt obligation with the school.

- Parking decals must be displayed.
- Parking privileges may be suspended for students who arrive late, leave campus without permission, or operate vehicles unsafely.
- The parking fee of $40 per year (non-refundable) is paid at the beginning of the first semester.
- One day parking permits are available in the Main Office at a cost of $3 per day. These parking permits are required for all students parking on campus, who have not purchased a yearly parking permit.
- Students must park in designated areas.
- Students are not allowed to park in the spaces provided for faculty or bus loading areas.
- Students cannot remain seated in their cars after arriving at school nor are they allowed to return to their cars during the school day without written permission from an administrator.
- Students are required to sign a release form that authorizes a search of their cars. Students parking on campus do not have an expectation of privacy for vehicles.
- As soon as a student checks out of school or school is dismissed, said student must leave campus immediately. Loitering in the parking areas is not permitted.
- The parking lot should clear within 10 minutes of the dismissal bell. All students must leave campus immediately unless they are engaged in a school- sponsored activity or waiting on transportation.
- High school administrators and school resource officers reserve the right to search any student's vehicle parked in the parking lot for any reasonable cause.

Insurance
The school system does not carry insurance on students. This is the responsibility of parents and guardians. All students who wish to participate in the school's athletic program must maintain insurance through an independent party.

Lockers
Locker access is provided for students. The locker is school property, and as such, students do not have an expectation of privacy for items stored in lockers, which may be inspected by school officials at any time and without notice. Students cannot put personal locks on school lockers. The use of a locker is revoked if the privilege is abused. Lockers cannot be shared. All items found in the locker are the sole responsibility of the student assigned to the locker.

Middle and High School Extracurricular Activities
Opportunities for exploring, developing, and widening students' range of interests and helping students develop leadership and poise are offered through extracurricular activities. Participation in these activities enables students to learn how to plan and work with others. Students are encouraged to participate in at least one extracurricular activity. Many clubs and athletic groups throughout the district have a minimum grade point average requirement for joining and maintaining membership. Student athletes must comply with The Georgia High School Association (GHSA) eligibility requirements regarding attendance and grades, which can be accessed at: www.ghsa.net. Questions concerning GHSA eligibility should be directed to School administrators. A student must be counted present for the school day for participation in extracurricular activities. Suspended and expelled students, assigned to ISS or OSS, are not allowed to participate in any school-sponsored activities or functions during the school day until they return to their regular classes in good standing.

Moment of Silence (Reflection)
In compliance with Georgia law O.C.G.A. § 20-2-1050 and O.C.G.A. § 20-2-1051, all students will observe a brief period of silence at the opening of each school day.

Obligations
In accordance with O.C.G.A. § 20-2-1013, "All instructional materials and content, computer hardware, software, and technical equipment necessary to support such digital materials and content purchased by local units of administration with state Quality Basic Education Program funds or any other means of acquisition may remain the property of the local unit purchasing or acquiring them. Assistive technology devices that are acquired may remain the property of the student; however, this shall not be construed to violate any contracts or copyright laws. Each local unit of administration shall establish such policies as it deems necessary for the care and protection of its instructional materials and content, computer hardware, software, and technical equipment necessary to support such materials and content and library books and media materials as a condition to receiving all or part of the state contributed Quality Basic Education Program funds allotted to the local unit. Such policies include the following sanctions against a pupil who fails to pay for any lost or damaged instructional materials and content; computer hardware, software, and technical equipment necessary to support such materials and content; library book, or media material at the replacement cost:

- Refusal to issue, make available any additional instructional materials and content, any computer hardware, software, technical equipment necessary to support such materials and content; library books, or any media materials until restitution is made will result in the withholding of all grades, diplomas, or certificates of progress until restitution is made, or
- Withholding of all grade cards, diplomas, or certificates of progress until restitution is made.

No local unit of administration shall require any pupil or parent to purchase any instructional materials and content; computer hardware, software, and technical equipment necessary to support such materials and content; library book, or media material except in cases where the pupil damages, loses, or defaces such item either through willful intent or neglect.

All student debt obligations must be cleared before the end of the semester in which the debts were incurred. Obligations may include lost or damaged textbooks, computers, technological devices, calculators, library materials, unpaid fees, and uniforms not returned. Students will not be issued a replacement textbook for a lost book until the obligation has been cleared. A student may be issued a textbook to use in the classroom until the lost textbook is paid for. Students who owe obligations will not receive grade reports of any kind until all obligations have been cleared through the main office. In addition, seniors who have not met obligations are not allowed to exempt any final exams and participate in graduation activities.

Personal Property on Campus
Students are warned and advised not to bring valuables and expensive personal belongings to school. Dressing rooms, lockers, parking lots, and classrooms are not the safest places to leave valuables. It is best to take extra precautions rather than become a victim of a loss or theft. It is advisable for students to use a permanent marker to label items such as jackets, tennis shoes, book bags, and other personal belongings. Students should not leave personal items unattended. The school is not responsible or liable for missing or lost personal items.

Pledge of Allegiance
During the morning announcements, the opportunity is provided for students and teachers to recite the Pledge of Allegiance. Although reciting the pledge is a way of expressing patriotism and support of those rights guaranteed by our democracy, individuals who have religious convictions or other objections to reciting the pledge may refrain from doing so. The homeroom teacher should be notified in advance. Otherwise, individuals are expected to stand and participate in the pledge. Students are not disciplined for nonparticipation.

Recess

- All elementary schools shall offer 15 minutes of recess daily.
- Recess is not intended to replace Physical Education Classes, but instead offers opportunities for unstructured play.
- Please see Policy EEE Wellness Program and Policy IED Scheduling for Instruction for more specific information regarding recess and unstructured break time.

School Closings
In case of inclement weather and possible Clayton County Public Schools closure, the public is instructed to check the CCPS website at www.clayton.k12.ga.us, the school district mobile app, WSB Channel 2 News, or WSB-AM (750) radio for official announcements concerning school system closure. All official announcements are made via these media platforms.

School Council
The A+ Education Reform Act established School Councils in Georgia to "bring communities and schools closer together in a spirit of cooperation to solve difficult education problems, improve academic achievement, provide support for teachers and administrators, and bring parents into the school-based decision." The School Council provides advice, recommendations, and assistance to principals and the local board of education. O.C.G. A. § 20-2-86 requires the following criteria:

A parent must serve as the chairperson of the school council. The School Council shall consist of a minimum of seven council members who serve two-year terms. These members shall include the principal, two certified teachers (elected by teachers), two businesspersons (parents or guardians may serve as these members if specified in the council bylaws), and parents or guardians. Parents and guardians must make up most of the council membership. At a minimum, four meetings are held annually. The meetings and records are subject to the Open Meetings Act. Contact your principal for information on school councils.

School Schedules
The elementary school day begins at 7:45 a.m. and ends at 2:15 p.m. The high school day begins at 8:20 a.m. and ends at 3:15 p.m. The middle school day begins at 8:45 a.m. and ends at 3:45 p.m.

Selective Service Registration
Federal law requires that each male register for the Selective Service within 30 days of his 18th birthday. Registration forms and additional information regarding the Selective Service Registration are available at any U.S. Post Office. The Air Force Junior Reserve Officer Training Corps (AFJROTC) will assist with online registration for Selective Service during the school year.

Student Checkout Procedures
Picture identification is required for all student checkouts to maintain a safe and orderly environment for all students, parents, and staff. Elementary school students shall not be allowed to checkout after 1:45 p.m. on regular school days and 12:45 p.m. on Early Dismissal Days. Middle school students shall not be allowed to checkout after 3:30 p.m. on regular school days and 2:30 p.m. on Early Dismissal Days. High school students shall not be allowed to checkout after 2:40 p.m. on regular school days and 1:40 p.m. on Early Dismissal Days.

Student Organizations
The names of student clubs and organizations, the mission or purpose of such organizations, school contacts and faculty advisors, and a description of club activities is available on official school websites. This information is updated throughout the year.

Telephone and Messages
School telephones are for official use only. Students are asked to refrain from using the telephone. Emergency messages, as determined by school staff, are given to the student before the end of the school day.

Volunteers
Clayton County Public Schools value and support individual volunteers. The district requires background checks on any volunteers including parents who meeting the following criteria:

- the volunteer will have personal contact with students.
- the volunteer will have a regular and ongoing assignment at the school.
- the volunteer will be off campus with students, including field trips.
- the volunteer will serve as a mentor to a student or students.
- the volunteer will serve as a coach, activity director, or sponsor.

Any volunteer who has a reasonable cause to believe that suspected child abuse has occurred (including neglect) shall report that abuse to the principal or designee per O.C.G.A. § 19-7-5.

Voter Registration
Teachers from each high school are deputized to register students to vote at 17 ½ years of age in preparation for voting when the student attains 18 years of age. Students are strongly encouraged to vote. April is Voter Registration Month. However, students are registered throughout the year.

Work Permits
A work permit is authorized by the school's main office. The work permit, a certified copy of the student's birth certificate, and Social Security card must be submitted to the main office when all paperwork is completed by both the student and employer. These documents are required before a permit is granted. Employment certificates for minors under the age of 18 and over 12 years of age are obtained from one of the office assistants in the main office. All sections of this form must be completed in detail after the student has obtained employment.

GRIEVANCE PROCEDURE

GRIEVANCE PROCEDURE FOR TITLE IX, EDUCATION AMENDMENTS, 1972 SECTION 504, REHABILITATION ACT OF 1973 AMERICANS WITH DISABILITIES ACT OF 1990

This section establishes a grievance procedure providing for the prompt and equitable resolution of complaints alleging discrimination under Title II of the Americans with Disabilities Act of 1990 ("Title II"); Title IX of the Education Amendments of 1972 ("Title IX"); or Section 504 of the Rehabilitation Act of 1973 ("Section 504"). Such complaints will be termed "grievances." Title II and Section 504 prohibit discrimination based on disability; Title IX prohibits discrimination based on sex. It is a violation of law to retaliate against anyone who files a Grievance or participates in the investigation of a grievance.

Individuals also have the right to file a formal complaint with the United States Department of Education Office for Civil Rights, which enforces: Title VI of the Civil Rights Act of 1964 (discrimination on the basis of race, color or national origin);Title IX of the Education Amendments of 1972, (discrimination on the basis of sex); Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (discrimination on the basis of disability); Age Discrimination Act of 1975 (discrimination on the basis of age); and Boy Scouts of America Equal Access Act.

OCR National Headquarters:
U.S. Department of Education
Office for Civil Rights (OCR)
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Customer Service Hotline 800.421.3481; Fax: 202-453-6012; TDD: 877.521.2172
Email: OCR@ed.gov; Web: http://www.ed.gov/ocr

OCR Georgia Enforcement office:
Atlanta Office
Office for Civil Rights
61 Forsyth Street S.W., Suite 19T10
Atlanta, GA 30303-8927
Telephone: 404-974-9406; Fax: 404-974-9471; TDD: 800-877-8339
Email: OCR.Atlanta@ed.gov

Definitions
Grievance: A written complaint alleging any policy, procedure, action, or practice which discriminates based on sex, handicapping condition, or disability.

Grievant: A student or employee of the Clayton County Public School District or any other person who submits a complaint alleging discrimination based on sex, handicapping condition, or disability.

Party: Grievant, victim, or Respondent to a Grievance filed pursuant to these procedures. Title IX, Section 504 Coordinators, and Americans with Disabilities Act Compliance Officer: The person(s) designated to coordinate efforts to comply with and carry out responsibilities under Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and other state and federal laws addressing equal educational opportunity.

The Title IX, Section 504 Coordinators, and Americans with Disabilities Act Compliance Officer are responsible for investigating complaints and serving as moderators and recorders during hearings.

Respondent: The person alleged to be responsible for the violation alleged in a complaint. The term may be used to designate persons with responsibility for a particular action or those persons with supervisory responsibility for procedures and practices in those areas covered in the complaint.

Day: Day means a working day. The calculation of days in complaint processing shall exclude Saturdays, Sundays, and school holidays.

Pre-Filing Procedures
Prior to the filing of a written complaint, the student, employee, or other individual is encouraged to visit the Coordinator or Compliance Officer, and a reasonable effort should be made to resolve the problem or complaint.

Grievance Procedures

1. A grievance must be in writing, contain the name and address of the person filing it ("Grievant"), and briefly describe the action alleged to be prohibited by the regulations.
2. A grievance must be filed in the office of the Title II/Title IX/Section 504 Coordinator within thirty (30) days after the Grievant became aware of the action alleged to be prohibited by the regulations. This time frame may be waived by the Title II/Title IX/Section 504 Coordinator if extenuating circumstances existed which justify an extension.
3. Upon receipt of a grievance, the Title II/Title IX/Section 504 Coordinator will open a formal case file and coordinate any interim action, accommodations for the alleged victim, or other necessary remedial short-term actions necessary to ensure the wellbeing of such victim or Grievant and to protect the integrity of the investigation.
4. The Title II/Title IX/Section 504 Coordinator, or designee, shall conduct a thorough, reliable, and impartial investigation of the grievance to determine its validity. This investigation affords all interested parties and their representative, if any, an opportunity to submit evidence and present witnesses relevant to the grievance. During the investigation, the Title II/Title IX/Section 504 Coordinator, or designee, will interview relevant witnesses and use a preponderance of the evidence standard in making the decision (i.e., more likely than not that a violation of Clayton County Public School District policy, Section 504, ADA, or Title IX occurred)
5. The Title II/Title IX/Section 504 Coordinator shall issue to all parties a written decision determining the validity of the grievance no later than thirty (30) days after its filing.
6. If a party disagrees with the Title II/Title IX/Section 504 Coordinator's decision, he or she may request, in writing, that the Superintendent or designee, review the decision of the Title II/Title IX/Section 504 Coordinator. Such request must be made within seven (7) calendar days of receipt of the decision by the Title II/Title IX/Section 504 Coordinator
7. The Superintendent or designee shall have an additional fifteen (15) days to decide the appeal and notify the parties in writing of the decision and list the evidence on which the decision is based.

The Superintendent's written decision will advise the parties of the right to file a complaint with the appropriate state and federal civil rights offices and will be provided with the names and addresses of such offices.

Extension of Time: The 30-day time limit for completing an investigation set forth above in Step 5 of the Grievance Procedures may be extended by mutual consent of the parties involved or due to extenuating circumstances (such as voluminous evidence to be reviewed or a large number of witnesses to be interviewed). However, the total number of days from the date that the grievance is filed until the date of the issuance of the Title II/Title IX/Section 504 Coordinator's written decision to the parties shall be no more than sixty (60) days.

If the Clayton County Public School District's investigation finds evidence of any discrimination or harassment, it will take appropriate steps to prevent the recurrence of such discrimination and correct the discriminatory effects on the grievant, victim, and others if appropriate.

Access to Regulations: The Clayton County Public School District shall provide copies of all regulations prohibiting discrimination based on race, color, national origin, religion, sex, age, handicapping condition, or veteran status upon request.

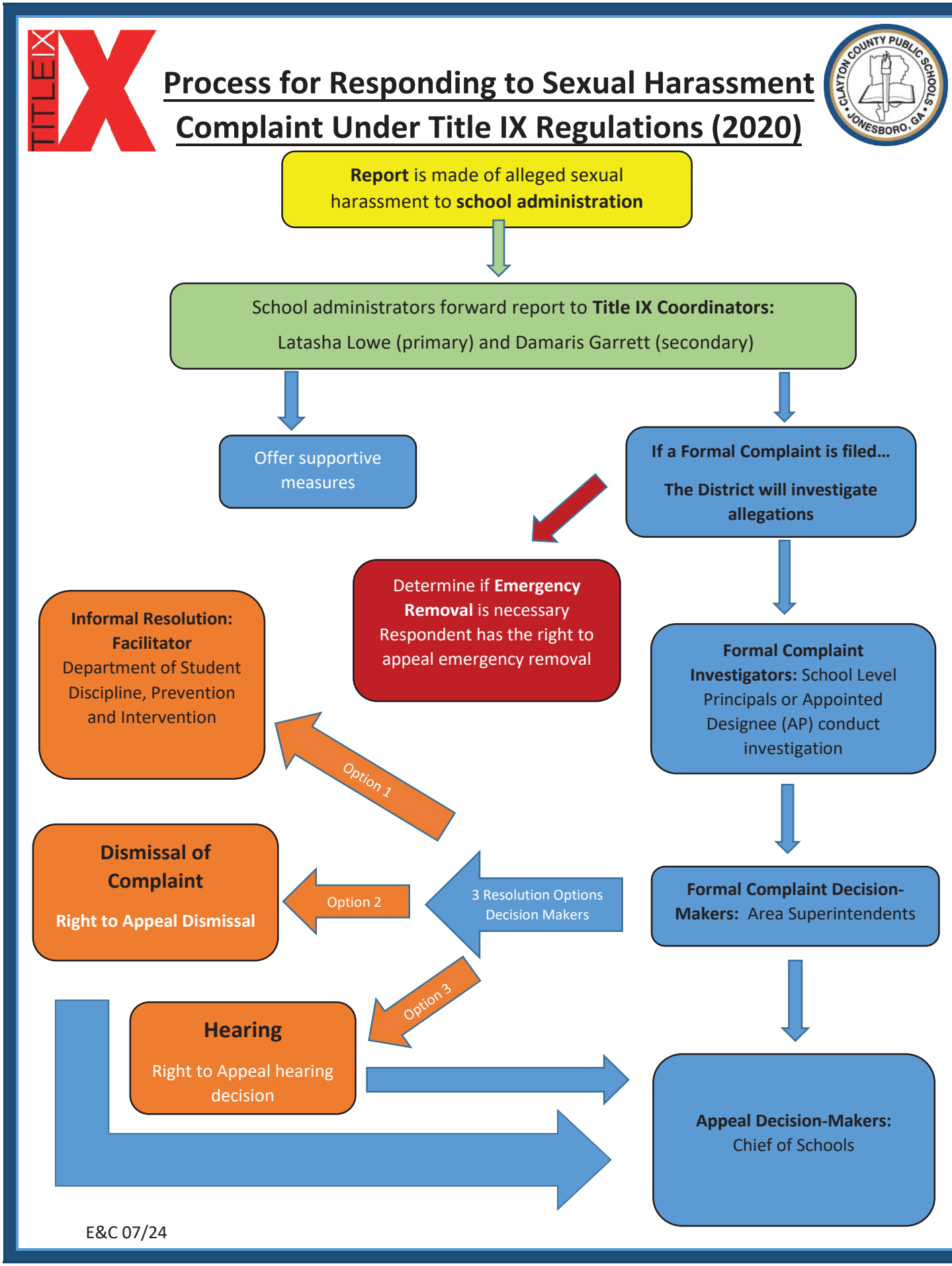
Confidentiality of Records: Grievance records will remain confidential unless permission is given by the parties involved to release such information. No grievance record shall be entered in the personnel file. Grievance records shall be maintained on file for three years after grievance resolution.

This grievance procedure shall not apply to any matter when

a) Method of review is prescribed by law or by an existing Board policy, and
b) Board of Education is without authority to act.

Grievances may be filed with the individuals identified below in accordance with this procedure. Additionally, individuals that require assistance in filing a grievance may contact the appropriate staff member listed below.

Title IX & Student/Sexual Harassment	**Disabled Employees/ Americans with Disabilities Section 504 and Title II**	**Disabled Students and Members of the Public - Section 504**	**Athletics - Gender Equity**
1058 Fifth Avenue Jonesboro, Georgia 30236 (770) 473-2845 Latasha Lowe, Legal Compliance Officer latasha.lowe@clayton.k12.ga.us	1058 Fifth Avenue Jonesboro, Georgia 30236 (770) 473-2700 Damaris P. Garrett Equity and Compliance Director damaris.garrett@clayton.k12.ga.us	1058 Fifth Avenue Jonesboro, Georgia 30236 (770) 473-2700 Cheri-Ann Taylor, Director of Student Behavioral Health and Well-Being and District 504 Contact cheri-ann.taylor@clayton.k12.ga.us	Tara Stadium 1055 Battlecreek Road Jonesboro, Georgia 30236 770-473-2845 Gary Townsend Executive Director of Athletics gary.tonwsend@clayton.k12.ga.us


TITLE IX
Process for Responding to Sexual Harassment Complaint Under Title IX Regulations (2020)
CLAYTON COUNTY PUBLIC SCHOOLS
JONESBORO, GA
Report is made of alleged sexual harassment to school administration
School administrators forward report to Title IX Coordinators:
Latasha Lowe (primary) and Damaris Garrett (secondary)
Offer supportive measures
If a Formal Complaint is filed…
The District will investigate allegations
Determine if Emergency Removal is necessary
Respondent has the right to appeal emergency removal
Informal Resolution: Facilitator
Department of Student Discipline, Prevention and Intervention
Formal Complaint Investigators: School Level Principals or Appointed Designee (AP) conduct investigation
Option 1
Dismissal of Complaint
Right to Appeal Dismissal
Option 2
3 Resolution Options Decision Makers
Formal Complaint Decision-Makers: Area Superintendents
Option 3
Hearing
Right to Appeal hearing decision
Appeal Decision-Makers:
Chief of Schools
E&C 07/24

TITLE IX COMPLAINT PROCEDURES (2020)

I. As defined in Title IX, the following definitions constitute "sexual harassment" for purposes of this complaint process. Sexual harassment is defined as conduct based on sex that satisfies one or more of the following criteria:

A. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or

C. Any of the following as defined in federal law. Should these federal definitions change, so shall the definitions within this regulation to comply with law:

1. Sexual assault as defined in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), 20 U.S.C. 1092(f)(6)(A)(v): Any sexual act directed against another person, forcibly and/or against the person's will; not forcibly or against the person's will when the victim is incapable of giving consent.
2. Dating violence as defined in the VAWA (Violence Against Women Act of 1994, 34 U.S.C. 12291(a)(10)): Any act of violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship; the type of the relationship; and the frequency of the interaction of the persons involved in the relationship.
3. Domestic violence as defined in the VAWA (Violence Against Women Act of 1994, 34 U.S.C. 12291(a)(8)): Any felony or misdemeanor act of violence committed by a current or former spouse or intimate partner of the victim; a person with whom the victim shares a child in common; a person who is cohabitating with the victim or who has cohabited with the victim as a spouse or intimate partner; a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or; any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of this jurisdiction.
4. Sex-based Stalking as defined in the VAWA (Violence Against Women Act of 1994, 34 U.S.C. 12291(a)(30): May be defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

II. The following are considered "parties" to this complaint process:

A. Complainant: an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

B. Respondent: an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

III. The Superintendent including any designee(s) is responsible for day-to-day oversight of this complaint process.

IV. The following have been designated in the respective roles under this complaint process:

A. Title IX Coordinator(s): The District shall recognize the Legal Compliance Officer of the Equity and Compliance division with site-based and district-wide responsibility for compliance and facilitation of this complaint process. In any case, the decision-maker(s) will not be either the Title IX Coordinator(s) or the investigator(s).

B. Investigator(s):

1. Site-based – In all matters where both the complainant and respondent are students, the district shall recognize the principal or his/her designee of the school with site-based responsibility for day-to-day facilitation of the investigator duties within this complaint process.
2. Employee – In any matter where either the complainant or respondent is an employee of the District, the District shall recognize the Personnel Review Officers of the Equity and Compliance division with district-wide responsibility for day-to-day compliance with the investigator duties within this complaint process.

C. First Level Decision-Maker(s):

1. Site based - In all matters where both the complainant and respondent are students, the district shall recognize the Area Superintendent in the Office of School Leadership and Improvement with district-wide responsibility for day-to-day facilitation with the decision-making duties within this complaint process.
2. Employee - In any matter where either the complainant or respondent is an employee of the District, the District shall recognize the Superintendent or his/her designee with district-wide responsibility for day-to-day facilitation with the decision-making duties within this complaint process.

D. Appellate Decision-Maker:

a. Site based Appellate Decision-Maker: The District shall recognize the Deputy Superintendent or her/his designee with district-wide responsibility for day-to-day facilitation with the appellate decision-maker duties within this complaint process.
b. Employee Appellate Decision-Maker: In any matter where either the complainant or respondent is an employee of the District, the District shall recognize the Board or its designee with district-wide responsibility for day-to-day facilitation with the appellate decision-maker duties within this complaint process.

E. Facilitator(s) of Informal Resolution:

1. Site based – In all matters where both the complainant and respondent are students, the district shall recognize the Director of Student Discipline, Prevention and Intervention or her/his designee with district-wide responsibility for day-to-day compliance with any informal resolution duties within this complaint process.
2. Employee – In any matter where either the complainant or respondent is employee of the District, the District shall recognize the Personnel Review Officer of the Equity and Compliance division district wide responsibility for day-to-day compliance with any informal resolution duties within this complaint process.

F. A person who is not the complainant(s), respondent(s), Title IX Coordinator(s), investigator(s), decision-maker, appellate decision-maker, or facilitator but who testifies, assists, or participates any manner in an investigation, proceeding, or hearing as part of this complaint process is not a party

G. A "formal complaint" is a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment. If the complainant is under the age of 18, the parent or legal guardian can file a complaint and act on behalf of a student.

V. General Rules

A. Any person with a complaint or report alleging sexual harassment as defined within these complaint procedures, may report, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator on the District's website. Such a report may be made at any time (including during non-business hours).

B. Schools must respond promptly to reports of Title IX sexual harassment in a manner that is not deliberately indifferent when it has actual knowledge of sexual harassment against a person in an education program or activity. All terms not specifically defined herein are defined in accordance with Title IX. The complaint process must begin if a formal complaint is filed.

C. The Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. Both the complainant(s) and respondent(s) will be treated equitably (fairly). This means for a complainant; the district will provide remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent. This means for a respondent; the district will impose disciplinary sanctions or any other actions that are not supportive measures against a respondent only after following this complaint process.

D. As part of the complaint process, the Board will provide each party an equal opportunity to present witnesses, including fact and expert witnesses, and other "inculpatory" evidence (incriminating or placing guilt) and "exculpatory" evidence (freeing or clearing guilt). All relevant evidence will be evaluated objectively. No credibility determinations will be based on a person's status as a complainant, respondent, or witness.

E. Any complaint process may be temporarily delayed, or allowed a limited extension of timelines, for good cause in the sole discretion of the Superintendent or her/his designee. Good cause includes, but is not limited to, the absence of a party, a party's advisor or a witness, concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities. In the event such good cause is found, the Superintendent or her/his designee will issue written notice to the complainant and the respondent of the delay or the extension and the reasons, therefore.

F. No employee will intimidate, threaten, coerce, or discriminate against any individual for exercising a right or privilege made possible under federal laws on Title IX or Board Policy JCAC, including if an individual has made a report or complaint, testified, assisted, or participated (or refused to participate in) any manner in an investigation, proceeding, or hearing as part of this complaint process. Retaliation is expressly prohibited. The exercise of rights protected under the First Amendment or charging an individual with a code of conduct violation for making a materially false statement in bad faith do not constitute prohibited retaliation. A determination regarding responsibility alone is insufficient to conclude that a party made a materially false statement in bad faith.

G. The identity of persons involved in the process will be kept confidential by the district except as permitted by law or to carry out Title IX processes, including complaint investigation or judicial proceeding arising thereunder. This includes the complainant; the respondent; any witness; any individual(s) who reported for filed a complaint of sex discrimination; or any individuals(s) reported to be the perpetrator of sex discrimination.

H. The district will not require a party to agree to waive his/her right to an investigation and adjudication of a formal complaint as a condition of enrollment, continuing enrollment, employment, continuing employment, or enjoyment of any other right.

VI. Supportive Measures Available

A. Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or deter sexual harassment. Regardless of whether or not a formal complaint has been filed, the Board offers the following supportive measures, which are to be determined for individual complainant(s) and respondent(s) by the Title IX Coordinator(s): counseling by a school staff person, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, changes in classroom transition routes, increased security and monitoring of certain areas of the school campus, and/or a combination of local interventions and supports.

B. Additional supportive measures may be available on a case-by-case basis, and notice will be provided pursuant to this complaint process.

VII. Burden and Evidentiary Matters

A. The designated decision-maker will issue a determination regarding whether the respondent is responsible for the allegations of sexual harassment. Until a determination of responsibility is made at the conclusion of this complaint process, the respondent is presumed not responsible for the alleged conduct.

B. The burden of proving responsibility for the allegations in a formal complaint rests on the district, not the complainant or respondent.

C. The Board has adopted the preponderance of evidence standard for all formal complaints of sexual harassment against students and employees, including faculty, volunteers and certain third parties.

D. The District will not access, consider, disclose, or otherwise us a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the District obtains that party's (or that party's parent's) voluntary, written consent to do so. This restriction and process for consent applies equally to all parties; however, consent given to one party's advisor does not give consent to the other party's advisor if a timely request is not made.

E. The district will not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

VIII. Processing Complaints

A. The district may combine formal complaints in which the allegations of sexual harassment arise out of the same facts or circumstances concerning the following:
   1. Allegations of sexual harassment against more than one respondent, or
   2. by more than one complainant against one or more respondents, or
   3. by one party against the other party.

B. The district will not require the parties to participate in an informal resolution process. Further information regarding the informal resolution process is included within Section XII.

C. Should any deadlines within this complaint process fall on a Saturday, Sunday, or federal or state recognized holiday, then the deadline shall be honored through the end of the following business day.

D. If at any point in the investigation of reported sexual harassment of a student, the investigator determines that the reported harassment should more properly be termed abuse, the reported incident or situation shall be referred pursuant to the established protocol for child abuse investigation. Reported sexual harassment determined not to be sexual harassment as defined under Title IX may be investigated in accordance with the other applicable policies, including student or employee codes of conduct..

IX. Resolution of a Formal Complaint

Once a formal complaint has been filed with Title IX Coordinator(s), the coordinator(s) will provide a copy of the formal complaint to the relevant investigator, and the coordinator will cause written notice to be issued to the parties, to the extent they are known, within three (3) business days. That notice will include:

1. Notice of the complaint process.
2. Information about any informal resolution process and the availability of voluntarily engaging in any informal resolution process.
3. Notice of the allegations of sexual harassment, including sufficient details known at the time, including the name of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.
4. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process.
5. A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
6. A statement that the parties may inspect, and review evidence gathered as part of the investigation;
7. A statement that the "false information" and "giving false information" sections of the Code of Conduct prohibit knowingly making false statements or knowingly submitting false information during the complaint process; and
8. The range of or list the possible sanctions and remedies that may be implemented following any determination of responsibility.

B. If, during the investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the foregoing notice, the Title IX Coordinator will provide notice of the additional allegations to the parties whose identities are known.

C. The District must send written notice, including reasons, simultaneously to the complainant and respondent if a determination is made that the formal complaint must or should be dismissed.
   1. The formal complaint must be dismissed if the conduct alleged (a) would not constitute sexual harassment even if proved.
   2. did not occur in the recipient's education program or activity; or (c) did not occur against a person in the United States. Such a dismissal does not preclude action under another applicable policy or the code of conduct.
   3. formal complaint may be dismissed or any allegations therein if (a) the complainant notifies the Title IX Coordinator(s) in writing that they would like to withdraw the formal complaint or any allegations therein; (b) the respondent is no longer enrolled or employed by the recipient; or (c) specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
   4. If the decision-maker(s) dismiss(es) the formal complaint under either standard, he or she must send written notice of the dismissal and the reason(s) simultaneously to the parties.

D. The Parties may submit evidence to the investigator(s), including any fact and expert testimony, within ten (10) calendar days of receiving notice of the formal complaint.

E. Within twenty (20) business days of the filing of the formal complaint, the Board's investigator(s) will complete the initial review of the evidence. The investigator(s) will send to each party and the party's advisor, if any, any non-privileged evidence subject to inspection and review in an electronic format or a hard copy.

F. No later than ten (10) calendar days after the receipt of the initial review of the evidence, each party has the right to submit a written response to the evidence, which the investigator(s) will review and consider prior to the completion of the investigative report.

G. Within thirty-five (35) business days after notice of the formal complaint and including the time for each party to submit a written response to the initial review of evidence, the Board's investigator(s) will finalize and send to the parties and their advisors, if any, an investigative report that fairly summarizes the relevant evidence.

H. The parties have ten (10) calendar days following the receipt of the investigative report to submit to the Board's decision-maker(s) written, relevant questions that the party wants asked of any party or witness. However:
   a. Questions and evidence regarding the complainant's sexual predisposition or prior sexual behavior are not relevant unless such questions and evidence are offered to prove either:
   b. that someone other than the respondent committed the conduct alleged by the complainant; or
   c. that the conduct alleged by the complainant was consensual only (I) if the students are not under the age of 16, because consent cannot be given by an individual under the age of 16, and (ii) if the questions and evidence concerning specific incidents of the complainant's prior sexual behavior were with the respondent.

I. If any question is deemed not relevant, the decision-maker(s) must explain to the party proposing the question the reasoning for excluding the question.

J. Answers to relevant questions will be provided to the parties within five (5) business days of submission. Parties will be permitted two (2) calendar days to submit limited follow-up questions. Those answers will be provided within five (5) business days of submission. No additional follow-up questions will be permitted without the Board's written consent.

K. Not sooner than ten (10) calendar days following the parties' receipt of the investigative report and not later than ten (10) calendar days following the last response to any party's written question or follow-up question, the Board's decision-maker(s) will issue a written determination regarding responsibility simultaneously to both parties.

L. The decision-maker(s) will ensure that the written determination regarding responsibility does the following:
   1. Identify the allegations alleged to be sexual harassment
   2. Describe the procedural steps taken from receipt of the formal complaint through determination, including describing the notification to the parties, interviews with the parties and witnesses, site visits, methods used to gather other evidence, and the hearings held.
   3. Make findings of fact supporting the determination.
   4. Make conclusions regarding how the Code of Conduct applies to the facts.
   5. Make a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanction to be imposed on the respondent, and whether remedies will be provided to the complainant; and
   6. describe the appeal process.

X. Appeals from Written Determinations Regarding Responsibility

A. Either party may appeal from either (1) a written determination regarding responsibility or (2) the dismissal of a formal complaint or any allegations therein. The appellate decision-maker(s) will not be the same as the Title IX Coordinator(s), the investigator(s), or the decision-maker(s) in the matter being appealed. The appellate decision-maker(s) will be free from bias and conflicts of interest.

B. Appeals should be submitted in writing to the appellate decision-maker(s) within ten (10) calendar days of the decision being appealed.

C. There are limited reasons for an appeal to be considered. Appeals will be considered only on one or more of the following bases:
   a) A procedural irregularity occurred that affected the outcome.
   b) New evidence is now available that was that was not reasonably available at the time the determination regarding responsibility, or the dismissal was made, and that new evidence could affect the outcome of the matter; or
   c) The Title IX Coordinator(s), investigator(s), or decision-maker(s) had a conflict of interest or bias (a) for or against complainants or respondents or (b) for or against the individual complainant or respondent and this affected the outcome of the matter.

D. Upon receipt of an appeal, the appellate decision-maker(s) will notify the other party in writing when the appeal is filed and will ensure that appellate procedures are implemented equally for both parties. The notice provided to the other party will include a copy of the appellant's written appeal request.

E. Upon the receipt of an appeal, each party will have five (5) calendar days to submit a written statement in support of, or challenging, the outcome. Each party will have five (5) calendar days to submit a written response to any statement by the other party. No further submissions will be allowed or considered.

F. No additional evidence that was not part of the record will be submitted or considered on appeal unless it is new evidence that could affect the outcome of the matter and was not reasonably available at the time the determination regarding responsibility or dismissal was made.

G. No later than ten (10) business days following the parties' submission of the last written statement or response, the appellate decision-maker(s) will issue a written decision describing the result of the appeal and the rationale for the result.

H. The decision on appeal shall be final.

XI. Rights During a Complaint

A. Where a party has been invited to or is expected to participate in an investigative interview or other meeting, written notice of the date, time, location, participants, and purpose of the meeting will be issued to that party. No investigative interview or other meetings with that party will take place with less than forty-eight (48) hours of notice.

B. During any meeting or proceeding with a particular party throughout the complaint process, that party is entitled to have present one (1) advisor of her/his choice. The advisor's presence is to advise that party (later).

C. The advisor has no right to speak, question, advocate or otherwise participate in an interview or meeting unless written consent is obtained from the Superintendent or her designee at least twenty-four (24) hours in advance of the meeting in question.

D. Any interruption caused as result of the advisor shall not be considered a delay by the district of this complaint process but may be grounds for a good cause time extension of the complaint process.

XII. Informal Resolution

A. The district shall not require the parties to participate in an informal resolution process and shall not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, which does not involve a full investigation and adjudication, which shall include:
   1. Provision to parties of written notice disclosing: The allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
   2. Parties' voluntary, written consent to the informal resolution process.

B. The District shall not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

XIII. Remedies Available

If a determination is made that the respondent is responsible for the allegations, the following remedies are available to the complainant: additional supportive measures and a range of restorative practices.

XIV. Possible Disciplinary Sanctions

A. For students, if a determination is made that the respondent is responsible for the allegations, the district will impose a punishment aligned to the Code of Conduct.

B. Potential punishments may include but are not limited to any of the following offenses and consequences further defined in the Code of Conduct:

1. False Information or Giving False Information: Range of verbal warning to disciplinary hearing (range dependent on grade level and progressive discipline level).
2. Inappropriate Physical Contact Between Students: Range of verbal warning to short term out of school suspension for five (5) days (range dependent on grade level and progressive discipline level).
3. Profanity (including gestures, graphics, or materials): Range of verbal warning to short term out of school suspension for five (5) days (range dependent on grade level and progressive discipline level).
4. Inappropriate Activity of a Sexual Nature: Range of short term out of school suspension for three (3) days to disciplinary hearing (range dependent on grade level and progressive discipline level).
5. Sexual Misconduct: Range of short term out of school suspension for three (3) days to disciplinary hearing (range dependent on grade level and progressive discipline level).

C. The District reserves the right to identify other offenses and consequences beyond these listed in above and may do so in compliance with this complaint process.

D. As the Code of Conduct is reviewed regularly, if any differences exist in language between the offense and consequences listed above and the Code of Conduct, then the Code of Conduct shall prevail.

E. For employees, if a determination is made that the respondent is responsible for the allegations, the matter shall be turned over to the Director of Equity and Compliance to impose punishment. The disciplinary action may range from a short-term suspension to termination. If the employee is a contract employee, and the Board determines that suspension or termination of the contract is appropriate, the employee shall be entitled to the process afforded in O.C.G.A. § 20-2-940.

F. In addition to possible disciplinary sanctions outlined herein, the district may remove a respondent from the district's education program or activity on an emergency basis prior to any determination of responsibility.

1. To do so, the decision-maker(s) shall make an individualized safety and risk analysis.
2. If the decision-maker(s) conclude(s) that an immediate threat to the physical health or safety of any other student or other individual arising from the allegations of sexual harassment justifies removal, the decision-maker(s) may direct the emergency removal.
3. Upon such emergency removal, the decision-maker(s) will provide written notice to the respondent.
   policies, including student or employee codes of conduct.

XV. Training

A. All Title IX Coordinator(s), Investigator(s), decision-maker(s), appellate decision-maker(s) and any person who facilitates informal resolution will receive training: on the definition of sexual harassment, the scope of the Board's **education program or activity, how to conduct an investigation and complaint process, and how to serve impartially,** including the avoidance of prejudging the facts at issue, conflicts of interest, and bias.

1. Investigator(s) will receive specific training on issues of relevance and how to create an investigative report that fairly summarizes relevant evidence.
2. These trainings will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.

B. No Title IX Coordinator(s), investigator(s), decision-maker(s), appellate decision-maker(s) nor any person who facilitates informal resolution will have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

XVI. Record-keeping

The district shall comply with the recordkeeping requirements of Title IX, including maintenance of its designated records related to sexual harassment investigation, appeal, information resolution processes, and training materials.

GLOSSARY

Accelerated Instruction: instruction designed to enable a student who has not achieved grade level standards to meet those standards in a shortened amount of time.

Active Duty: the full-time duty status in the active uniformed services of the United States of America, including members of the National Guard and Reserve on active-duty orders, pursuant to 10 U.S.C. Sections 1209 and 1211.

Advanced Placement (AP): college-level courses offered by trained high school teachers in the regular high school setting.

Alternative Educational Program (AEP): an educational environment that provides for the educational and behavioral needs of students removed from the regular school programs due to the discipline orders of CCPS or another school district or disruptive behavior or violations of the Behavior Code. The AEP may also serve a student who is eligible to remain in his or her regular classroom but is more likely to succeed in a nontraditional setting.

American College Test (ACT): college entrance examination which assesses high school student educational development and the ability to complete college level work.

Attend: a student is physically present in the educational programs for which enrolled.

Automated External Defibrillator (AED): a portable automatic device used to restore normal heart rhythm to people in cardiac arrest.

Behavior Correction Action Plan (BCAP): a plan for students who need supplemental tier two support to improve behavior.

Behavior Intervention Plan (BIP): a written plan which uses positive behavior intervention, supports and other strategies to address challenging behaviors and enables the child to learn socially appropriate and responsible behavior in school and/or educational setting.

Bullying: Bullying is defined in **O.C.G.A. § 20-2-751.4** as follows:

1. Any willful attempt or threat to inflict injury on another person when accompanied by an apparent present ability to do so.
2. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
3. Any intentional written, verbal, or physical act which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
    a. Causes another person substantial physical harm within the meaning of **Code Section 16-5-23.1** or visible bodily harm as such term is defined in **Code Section 16-5-23.1;**
    b. Has the effect of interfering with a student's education;
    c. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
    d. Has the effect of disrupting the orderly operation of the school.

The term applies to acts which occur on school property, on school vehicles, at designated school bus stops, at school related functions or activities, as well as by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system.

Cyberbullying: Cyberbullying is defined in **O.C.G.A. § 20-2-751.4** applies to acts which occur by electronic communication, regardless of if such electronic act originated on school property or with school equipment, if the electronic communication:

1. Is directed specifically at students or school personnel.
2. Is maliciously intended for the purpose of threatening the safety of those specified or disrupting the orderly operation of the school; **AND**
3. Creates a reasonable fear of harm to the student's or school personnel's person or property or has a high likelihood of succeeding in that purpose.

Children of Military Families: children enrolled in grades K-12 who reside in the household of an active-duty military member.

Chronic Disciplinary Problem Student: a student who exhibits a pattern of behavioral characteristics that interfere with the learning process of students around him or her and is likely to recur.

Circle of Support: The Circle of Support (COS) consists of a team of school, district, and community support personnel who collaborate to uncover the underlying reasons why students might experience academic and behavioral challenges; and problem solves based on identified needs by providing evidence-based strategies targeted toward high performance.

Connections: a series of nine-week classes offered at the middle school level (i.e., art, computers, family and consumer science, physical education, health, etc.).

Detention: Disciplinary action consisting of the assignment of students to a certain area of the school outside of the regular school hours (before school, after school, on a non-school day) for two consecutive days or the equivalent hours. School principals have the authority to require students to remain for detention. Teachers have the authority to detain a student after school; however, they should advise the principal and notify the parents. In the case when immediate detention would pose transportation issues for the student, a twenty-four (24) hour notice may be given before the detention is served.

Differentiated Instruction: instructional strategies designed to meet the individual student's learning needs.

Directory Information: Directory information is not considered harmful or an invasion of privacy if released. Directory information includes a student's name, address, email address, phone number(s), date and place of birth, grade level, dates of attendance, most recent school attended, awards received, photographs and image, participation in school activities and sports, weight and height of members of athletic teams, degrees, or similar information.

Discipline: The practice of teaching and training people to follow rules or a code of conduct using strategies to correct inappropriate behavior.

Disciplinary Tribunal: A disciplinary hearing to determine the guilt or innocence of a student accused of violating the Code of Conduct when the opportunity for a student disciplinary hearing is required by law or State Board authority. See Policy JCEB, Student Hearing Procedure. If the student is determined to be guilty of the alleged offense, the Tribunal will determine the consequences for the student in accordance with the Code of Conduct.

Early Intervention Program (EIP): program designed to serve students who are at risk of not reaching or maintaining academic grade level by providing additional instructional resources.

Education for Homeless Children and Youth: Subtitle B of the Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) requires each state to ensure that an each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. **In accordance with the Act and State Board rule 160-5-1-.28 (JBC)**, the term "Homeless Child and Youth" is defined as children who are.

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason
2. Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations
3. Living in emergency or transitional shelters
4. Abandoned in hospitals.
5. Moreover, the following children are included in the definition: children who have a primary nighttime residence that is public, or a private place not designated for or ordinarily used as a regular sleeping accommodation for human beings, children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children who qualify as homeless because they are living in circumstances described above.

Emancipated Minor: an individual under the age of eighteen who is no longer under the control or authority of parents or guardians by operation or pursuant to a petition filed by the minor with the juvenile court as provided in **O.C.G.A. §15-11-720 et. seq**. Emancipation by operation of law occurs when a minor is validly married or as otherwise prescribed by law. Emancipation by petition is granted by a judge in juvenile court after the judge determines emancipation is in the best interest of the minor.

English to Speakers of Other Languages (ESOL): program designed to meet the needs of eligible English learners at the school level by receiving language instruction from ESOL teachers in various instructional settings.

Enroll: the registration of a student by a parent, guardian, kinship caregiver, or other person having control or charge of a child (or the student in the case of an emancipated minor, unaccompanied homeless youth or independent student 18+) providing the school system with appropriate documentation. Once enrolled, the child is eligible to attend the assigned school.

Expulsion: suspension of a student beyond the current quarter or semester.

Extracurricular Activities: school sponsored activities which occur outside of regular school hours.

Family Educational Rights and Privacy Act (FERPA): federal law that gives specific rights to parents, guardians and eligible students regarding access and confidentiality of educational records and personally identifiable information. 20 USC §1232g.

Free Appropriate Public Education (FAPE): All children with an Individualized Education Program (IEP) under IDEA or served under Section 504 are entitled to a free appropriate public education (FAPE). This includes children who are eligible for special education from the ages of three (3) through twenty-one (21). The special education and related services that make up a FAPE are provided to children identified with disabilities and who have an IEP, and the services are provided at no cost to the parent. Special education and related services, including special education at the preschool, elementary, and secondary levels, are services that are provided so eligible children can make progress toward and/or meet the Georgia Standards of Excellence (GSE). All eligible children will be provided an education that includes access to the Georgia curriculum and addresses the unique needs of the individual child and his or her disability.

Functional Behavioral Assessment (FBA): a problem-solving process for addressing student problem behavior. The process relies on the use of a variety of techniques and strategies to identify the purposes of specific behavior and to help school teams select interventions to directly address the problem behavior.

Georgia Alternate Assessment (GAA): an alternative achievement standard for eligible students with an Individualized Education Program (IEP) under IDEA that sets an expectation of performance that differs in complexity from a grade-level achievement standard and is aligned to state academic content standards.

Georgia Department of Education (GADOE): the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates subject to supervision and oversight by the State Board of Education

Georgia Kindergarten Inventory of Developing Skills (GKIDS): a year-long performance-based assessment to provide teachers with information about the level of instructional support needed by individual students entering kindergarten and first grade.

Georgia Milestones Assessment System (Georgia Milestones): a comprehensive summative assessment program that represents a single system of summative assessments spanning all three levels of the state's educational system – elementary, middle, and high school. The system is designed to send consistent signals about students' preparedness for the next level, be it the next grade, course, or endeavor, such as entering college or beginning a career after leaving the K-12 educational system.

Georgia Special Needs Scholarship Program: allows parents of eligible students with disabilities receiving services under Section 504 or IDEA to transfer their children to another public-school, public-school system, state school, or authorized participating private school within Georgia. **O.C.G.A. § 20-2-2110**, et seq.

Gifted instruction: differentiated instruction provided to students who meet the Georgia Department of Education criteria for the classification of a gifted learner.

Governor's Office of Student Achievement (GOSA): the state agency mandated by **O.C.G.A. § 20-14-26** to create a uniform performance-based accountability system for K-12 public schools that incorporates both state and federal mandates, including student and school performance standards, and to audit and inspect or cause to be audited and inspect K-12 public schools, and Local Education Agencies for the purpose of verification, research, analysis, and reporting of for other purposes related to the performance of its powers and duties.

Grandparent: the parent or stepparent of a minor child's father or mother. This definition remains the same upon death or termination of parental rights of the birth parent.

Individuals with Disabilities Education Act (IDEA): federal law governing services to children with disabilities. IDEA governs how states and public agencies provide early intervention, special education, and related services to students with disabilities.

Individualized Education Plan (IEP): an individualized educational plan designed collaboratively with educators and parents/guardians of a child with a disability including statements of present levels of academic achievement and functional performance, measurable annual goals, special education and related services, accommodations and alternative assessments.

In Loco Parentis: a Latin term meaning "in [the] place of a parent" or "instead of a parent." It denotes the legal responsibility of a person or organization to perform some of the functions or responsibilities of a parent.

In-School Suspension (ISS): placement of students to a specified location, may also include restrictions from participation in regularly scheduled school activities.

Instructional Team: committee established by the school principal or designee to make placement decisions concerning a student who does not meet expectations on the Criterion Referenced Competency Test of the Clayton County Public Schools' promotion criteria.

Intervention: process of assessment and planning employed to remediate or prevent a social, educational, or developmental problems.

Kinship caregiver: a grandparent, great-grandparent, aunt, uncle, great aunt, great uncle, cousin, sibling, or fictive kin who has assumed responsibility for raising a child in an informal, noncustodial, or guardianship capacity upon the parents or legal custodians of such child losing or abdicating the ability to care for such child; being unable to ensure that the child will attend school for reasons, including, but not limited to a parent or legal custodian being unable to provide care due to the death of a parent or legal custodian; serious illness or terminal illness of a parent or legal custodian; physical or mental condition of the parents or legal custodians such that proper care and supervision of the child cannot be provided; incarceration of a parent or legal custodian; inability to locate the parents or legal custodians; loss or uninhabitability of the child's home as the result of a natural disaster; or period of active military duty of the parents or legal custodians exceeding 24 months.

Local Education Agency (LEA): a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools. (Clayton County Public Schools)

Long-Term Suspension: the out-of-school suspension of a student from school for more than ten (10) consecutive school days, but not beyond the current school quarter or semester.

Dual Enrollment Program: designed to prepare students for college and career opportunities leading students to postsecondary institutions for an industry recognized certification or licensure, an associate and/or higher college degree, and successful employment. Students may receive high school and college credit simultaneously when attending and passing approved postsecondary classes.

Multi-Tiered Systems of Support (MTSS): tiered system of supports that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. Under the framework of Georgia's Tiered System of Supports for Students, Response to Intervention (RTI) and Student Support Teams (SST) are a part of the MTSS process.

Official Code of Georgia (O.C.G.A.): State Law

Other Person: an adult at least 18 years of age residing within the boundaries of the school district who is not the parent or guardian of a child or children but stands in *loco parentis.*

Opportunity Room (OR): an alternative to suspension program designed to reduce the amount of interrupted instruction by serving as a haven for learning where students may report. OR may be considered when student behavior is reflective of levels 1-2 offenses or student exhibits behaviors that interfere with teaching and learning.

Out of School Suspension (OSS): suspension for a period of time outside of school.

Perfect Attendance: no absences, no late check-in, and no early check out. Perfect attendance not only promotes the student's academic progress in school, but also establishes a pattern for good work attendance as an adult.

Permanent Expulsion: expulsion from all School District schools for the remainder of the student's eligibility to attend school pursuant to Georgia law. Students permanently expelled are not allowed to enroll in the School District's Alternative Education Program (AEP).

Prevention: a hindrance, process, or behavior designed to stop or decrease the likelihood that an undesirable behavior or incident will occur.

Promotion: the assignment of a student to a higher-grade level based on the student's achievement of established criteria in the current grade.

Remediation: opportunities provided throughout the year for additional academic assistance.

Residency: the place where the student lives with a parent, guardian, or other person. The student must occupy a dwelling located within the school system. Proof of residence in the school district is required when a student enrolls and whenever a change of residence occurs unless the student is homeless. Individuals not legally admitted into the country are not denied a free public education on this basis.

Response to Intervention (RTI): a problem-solving approach that examines effective instruction and intervention. This includes increasing levels of intensity, progress monitoring, and data-based decisions.

Restorative Practices: a philosophy based on a set of principles that guide the response to conflict and harm. Restorative justice practices emphasize values of empathy, respect, honesty, acceptance, responsibility, and accountability. Restorative justice also provides ways to effectively address behavior and other complex school issues by offering a supportive environment that can improve learning and safety by preventing future harm.

Retention: the reassignment of a student to the current grade level for the next school year.

Scholastic Achievement Test (SAT): a standardized test widely used for college admissions criteria.

School Council: a council composed of parents, teachers along with the school principal who serve in an advisory capacity at the local school level per Georgia law.

School Property: includes, but is not limited to the following areas:

1. The land and improvements which constitute the school.
2. Any other property and building, including school bus stops wherever located, where any school function or activity is conducted including virtual learning classes**.**
3. Any bus or other vehicle used in connection with school functions and activities, including school buses, buses leased by the School District, and privately-owned vehicles used for transportation to and from school activities.
4. Personal belongings, automobiles, or other vehicles which are located on school property; and
5. En route to and from school.

Student Attendance Committee (SAC): meeting of parents and school officials to identify and implement strategies and interventions to deter continued absenteeism.

School Resource Officer (SRO): certified law enforcement officers serve as School Resource Officers in Clayton County Public Schools. The presence of law enforcement within the school community provides a consistent approach to community public safety. Through the school-based community policing model, officers participate in proactive areas of crisis planning, school planning, and the important areas of prevention, intervention, and enforcement.

School Technology Resources: include but are not limited to:

1. Electronic media systems such as computers, electronic networks, messaging, and Website publishing.
2. The associated hardware and software programs used for purposes such as developing, retrieving, storing, disseminating, and accessing instructional, educational, and administrative information.

Section 504: federal law governing the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education.

Sexual Misconduct: Sexual Misconduct includes verbal, written, visual or physical conduct of a sexual nature. Behavior which includes, but is not limited to, unwelcome sexual advances or gestures; requests for sexual favors; sexually offensive slurs; electronic messages such as email, text messages; sexually offensive drawings or poster directed towards another person, nonconsensual sexual contact whether there is a pattern of behavior or a single significant incident.

Short-Term Suspension: the out of school suspension of a student from school for ten (10) consecutive school days or less.

State Board of Education (SBOE): the authority which defines education policy for public K-12 educational agencies in Georgia.

Student Attendance Protocol Committee: committee established by the Chief Judge of Superior Court to ensure coordination and cooperation among officials, agencies, and programs to reduce the number of unexcused absences from school and to increase the percentage of students present to take state mandated tests.

Student Support Team (SST): a committee of at least three educators (parents and guardians are invited to attend) to identify and plan alternative instructional strategies for students experiencing academic, social, or behavioral problems.

Students with Disabilities (SWD): students identified under the guidelines of IDEA or Section 504 as having an eligible disability for educational services.

Surrogate Parent: a person appointed for a student for whom no parent can be identified, who is a ward of the state, or whose parents cannot be found after reasonable efforts by the local system.

Truant: any child subject to compulsory attendance who during the school calendar year has more than five days of unexcused absences.

Valid Written Excuse / Documentation: a written explanation provided to the school within three days of a student's absence, signed by the student's parent or guardian or other documentation supporting the reason for the student's absence per the requirements of State Board Rule 160-5-1-.10.

Vandalism: intentional destruction of public property or private property of another.

Youth Empowerment Services (YES! Program): a resource-rich virtual alternative to suspension program designed to decrease disciplinary infractions and increase learning behaviors while promoting a safe learning environment where teaching and learning are the priority. YES! empowers scholars to thrive and overcome social, behavioral, and academic challenges.

Withdraw: the removal of a student from the official roll of a Georgia public school.

Withdrawal Code: an official code which signifies the reason a student has withdrawn from a Georgia public school as defined in the guidelines and timelines published by the GADOE.

Elementary Schools

Anderson Elementary (101)
4199 Old Rockcut Road
Conley, GA 30288
770-473-3269

Arnold Elementary (102)
216 Stockbridge Road
Jonesboro, GA 30236
770-473-2800

Brown Elementary (104)
9771 Poston Road
Jonesboro, GA 30238
770-473-2785

Callaway Elementary (133)
120 Oriole Drive
Jonesboro, GA 30238
678-479-2600

Church Street Elementary (105)
7013 Church Street
Riverdale, GA 30274
770-994-4000

East Clayton Elementary (106)
3675 Steele Road
Ellenwood, GA 30294
678-827-7927

Edmonds Elementary (107)
4495 Simpson Road
Forest Park, GA 30297
678-827-7932

Fountain Elementary (103)
5215 West Street
Forest Park, GA 30297
770-472-2462

Harper Elementary (134)
93 Valley Hill Road, S.W.
Riverdale, GA 30274
678-479-2654

Hawthorne Elementary (131)
10750 English Road
Hampton, GA 30228
770-472-7669

Haynie Elementary (108)
1169 Morrow Road
Morrow, GA 30260
770-968-2905

Huie Elementary (110)
1260 Rockcut Road
Forest Park, GA 30297
678-827-7937

Jackson Elementary (136)
7711 Mt. Zion Blvd.
Jonesboro, GA 30236
678-610-4401

Kay Pace School of Arts ES (141)
1821 Walt Stephens Road
Jonesboro, Ga. 30236
678-479-0101

Kemp Elementary (127)
10990 Folsom Road
Hampton, GA 30228
770-473-2870

Kemp Primary (138)
1090 McDonough Road
Hampton, GA 30228
678-610-4300

Kilpatrick Elementary (111)
7534 Tara Road
Jonesboro, GA 30236
770-473-2790

King Elementary (135)
5745 West Lee's Mill Road
College Park, GA 30349
770-991-4651

Lake City Elementary (112)
5354 Phillips Drive
Lake City, GA 30260
770-473-3229

Lake Ridge Elementary (130)
7900 Lake Ridge Circle
Riverdale, GA 30296
770-907-5170

Lee Street Elementary (114)
178 Lee Street
Jonesboro, GA 30236
770-473-2815

Marshall Elementary (137)
5885 Maddox Road
Morrow, GA 30260
678-827-7942

McGarrah Elementary (113)
2201 Lake Harbin Road
Morrow, GA 30260
770-968-2910

Michelle Obama STEM Academy
11485 Panhandle Road
Hampton, Ga., 30228
770-472-2441

Morrow Elementary (115)
6115 Reynolds Road
Morrow, GA 30260
770-968-2900

Mt. Zion Elementary (116)
2984 Mt. Zion Road
Jonesboro, GA 30236
770-968-2935

Mt. Zion Primary (139)
2920 Mt. Zion Road
Jonesboro, GA 30236
770-472-2828

Northcutt Elementary (119)
5451 West Fayetteville Road
College Park, GA 30349
770-994-4020

Oliver Elementary (120)
1725 Cheryl Leigh Drive
Riverdale, GA 30296
770-994-4010

Pointe South Elementary (126)
8482 Thomas Road
Riverdale, GA 30274
770-473-2900

River's Edge Elementary (129)
205 North Bridge Road
Fayetteville, GA 30215
770-460-2340

Riverdale Elementary (121)
6253 Garden Walk Blvd
Riverdale, GA 30274
770-994-4015

Smith Elementary (132)
6340 Highway 42 South
Rex, GA 30273
770-960-5750

Suder Elementary (122)
1400 Jodeco Road
Jonesboro, GA 30236
770-473-2820

Swint Elementary (123)
500 Highway 138 S.E.
Jonesboro, GA 30238
770-473-2780

Tara Elementary (124)
937 Mt. Zion Road
Morrow, GA 30260
770-968-2916

Unidos Dual Language (198)
4475 Hendrix Drive
Forest Park, GA 30297
678-827-7947

West Clayton Elementary (125)
5580 Riverdale Road
College Park, GA 30349
770-994-4005

Middle Schools

Adamson Middle (019)
3187 Rex Road
Rex, GA 30273
770-968-2925

Babb Middle (011)
5500 Reynolds Road
Forest Park, GA 30297
770-473-3248

Forest Park Middle (012)
2299 Old Rex Morrow Road
Morrow, GA 30260
770-472-2817

Jonesboro Middle (014)
1308 Arnold Street
Jonesboro, GA 30236
678-610-4331

Kendrick Middle (024)
7971 Kendrick Road
Jonesboro, GA 30238
770-472-8400

Morrow Middle (015)
5968 Maddox Road
Morrow, GA 30260
770-210-4001

Mundy's Mill Middle (016)
1251 Mundy's Mill Road
Jonesboro, GA 30238
770-473-2880

North Clayton Middle (017)
5517 W. Fayetteville Road
College Park, GA 30349
770-994-4025

Pointe South Middle (020)
8495 Thomas Road
Jonesboro, GA 30238
770-473-2890

Rex Mill Middle (029)
6380 Evans Drive
Rex, GA 30273
770-474-0702

Riverdale Middle (018)
400 Roberts Drive
Riverdale, GA 30274
770-994-4045

Roberts Middle (025)
1905 Walt Stephens Road
Jonesboro, GA 30236
678-479-0100

Sequoyah Middle (028)
95 Valley Hill Road
Riverdale, GA 30274
770-515-7524

White Middle Academy (030)
11808 Panhandle Road
Hampton, Ga., 30228
770-472-2850

High Schools/Specialty Schools & Programs

Charles R. Drew High (315)
6237 Garden Walk Blvd
Riverdale, Ga., 30274
770-472-2820

Elite Scholars Academy (099)
7923 Fielder Road
Jonesboro, Ga., 30236
770-472-2823

Forest Park High (001)
5452 Phillips Drive
Forest Park, GA 30297
770-473-2775

Jonesboro High (002)
7728 Mt. Zion Boulevard
Jonesboro, GA 30236
770-473-2855

Lovejoy High (006)
1587 McDonough Road
Hampton, GA 30228
770-473-2920

Morrow High (003)
4930 Steele Road
Ellenwood, GA 30294
770-473-3241

Mt. Zion High (007)
2535 Mt. Zion Parkway
Jonesboro, GA 30236
770-473-2940

Mundy's Mill High (311)
9652 Fayetteville Road
Jonesboro, GA 30238
678-817-3000

North Clayton High (004)
1525 Norman Drive
College Park, GA 30349
770-994-4035

Riverdale High (005)
160 Roberts Drive
Riverdale, GA 30274
770-473-2905

Stilwell School of Arts (316)
2580 Mt Zion Parkway
Jonesboro, Ga., 30236
770-472-2838

Other Schools
Ash Street – South Metro (920)
5277 Ash Street
Forest Park, Ga., 30297
770-472-2860

Perry Career Academy (312)
137 Spring Street
Jonesboro, GA 30236
770-515-7601

Adult Ed (313)
137 Spring Street
Jonesboro, GA 30236
770-515-7610 - Adult Ed.

CCPS Virtual Learning Program K-12
1588 Lovejoy Road
Hampton, Ga 30250
770-473-2933

Utopian Academy for the Arts
Charter School - ELEMENTARY
2750 Forest Parkway
Ellenwood, GA 30294
470-446-1070

Utopian Academy for the Arts
Charter School - SECONDARY
2299 Old Rex Morrow Road
Morrow, GA 30260
470-568-4464

You can help keep CCPS safe by talking to school staff, parents, guardians, and other trusted adults.

GEORGIA HELPLINES - Anonymous & Toll Free

Call 1-877-SAYSTOP to Weapons, Violence, Gangs, Abuse & Bullying

Crisis Resources

Georgia Crisis & Access Line 1-800-715-4225 mygcal.com	A free 24/7 helpline providing mental health crisis assistance and access to mental health resources throughout the state of Georgia	1-800-715-4225 or mygcal.com
911	For emergencies in which law enforcement may be called, ask for a Crisis Intervention Team (CIT) officer	Dial 9-1-1
CRISIS TEXT LINE | Text GA to 741741 A free, 24/7 text line for people in crisis.	Reach a trained counselor by text message. Youth and teens are especially welcome.	Text 'GA' to 741-741.
NATIONAL SUICIDE PREVENTION LIFELINE 1-800-273-TALK (8255) suicidepreventionlifeline.org	Suicide Prevention Lifeline	1-800-273-TALK or 1-800-SUICIDE

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The Clayton County Board of Education does not discriminate on the basis of sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976), age (Title XXIX of the Age Discrimination Act of 1967), religion, race, color, national origin (Title VI and VII of the Civil Rights Act of 1964), or disability (Section 504 of the Rehabilitation Act of 1973).

Prepared & Provided by the Division of
Support Services of Clayton County Public Schools.

Exhibit 12

TAPESTRY
PUBLIC CHARTER SCHOOL

Discipline Handbook

Grades 6-12

2024-2025

TAPESTRY
PUBLIC CHARTER SCHOOL

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TAPESTRY
PUBLIC CHARTER SCHOOL

Mission Statement

The mission of Tapestry Public Charter School is to of er an inclusive, individualized learning environment that is academically engaging, both for neurotypical students and those on the autism spectrum, and to create a positive school culture that empowers all students to take possession of their innate talents and become creative builders of their own future.

Vision Statement

Tapestry provides a rigorous and enriching education for a neurodiverse student body in grades 6-12, thereby creating an inclusive, innovative, and replicable academic model.

Statement of Equity

Tapestry promotes the inherent dignity of all students, staf , and stakeholders through equitable treatment and the development of intentional practices.

Overview

Our mission at Tapestry Public Charter is to provide a positive school culture that empowers all students to take possession of their innate talents and become creative builders of their own futures. Each and every Tapestry student is treated with respect and thrives in our academically enriching and socially engaging environment.

The establishment of our school culture exists within a framework of understanding that we are a fully inclusive school where neurodiversity is accepted and celebrated. We believe that the function of behavior is communication, and while the behavior may be affecting a student's educational progress, it is important to understand the purpose of that behavior and assist the student in establishing more successful coping strategies.

In consideration of both an individual student's neurological and developmental functioning, specific behaviors that seem disrespectful (i.e. shouting out to a teacher) may, in fact, be a sign of dysregulation. If it is decided that a behavior is a sign of dysregulation, the behavior will not be treated as "naughty." Rather, the staff will work with the child to learn alternate means of dealing with dysregulation.

DeKalb County Schools Code of Conduct

Tapestry follows the Dekalb Code of Conduct. The revised edition focuses on interventions for adverse behaviors prior to consequences and we embrace that philosophy. The Code of Conduct also outlines levels of behaviors and interventions and consequences that match the level of the disruption to learning.

Level 1 and 2 behaviors are those that impact the student and the learning of others. These issues will be dealt with directly by the classroom teacher. Disciplinary actions may include redirection of behavior, student-teacher conference, problem solving, and the teaching of pro-social behaviors.

Level 3 and 4 behaviors are those that affect an orderly environment and take excessive teacher time. Students who are exhibiting these behaviors, which include lying, disrespect to an adult, or fighting will be referred to the assistant principal and principal for intervention and consequences. Disciplinary actions may include parent conference, loss of privileges, in school or out of school suspension, behavior contract and counseling support.

Level 5 -7 behaviors are those that involve the immediate safety of others. In the event that a student harms or attempts to harm another student, he/she will be immediately removed from the environment and taken to the assistant principal or principal who will discover the underlying cause of the behavior and then determine the intervention and consequence.

All students will receive training on the DeKalb Code of Conduct and will be required to pass a test on the components of the code during the first week of school. Parents

will be required to review the document with their child and sign a document stating that they have read through and understand the Code of Conduct.

Parent Involvement

Parent involvement is critical to the success of students at Tapestry. Administration, faculty, parents and students must work together to ensure that each child reaches his/her potential. Parents and students will be called upon throughout the educational experience to support each child in a variety of ways, and all of the Tapestry family will be encouraged to participate in this truly collaborative process.

School-wide Culture Systems

Classrooms can sometimes be unpredictable places. At any moment, the fire alarm might go off, the class phone could ring, someone could start a fight, the projector lamp could blow, a child could have a seizure, or an administrator could ask a teacher to step out into the hall during the lesson. These – and a host of other distractions – create a lot of potential areas for confusion and unsafe feelings for scholars. Of course, middle schoolers have had to process more cumulative expectations than kindergartners who are entirely new to the culture of school, but the fundamental issue remains: if there is a doubt about expectations for behavior in the classroom, scholars will develop their own patterns for behavior.

At Tapestry, we know that we must develop a sense of safety and trust among our scholars in order for them to reach their fullest potential, as evidenced by the Hierarchy of Learning. We do this by maintaining consistency and familiarity in our rules and consequences. Determining rules and consequences, teaching them to scholars, and outlining the benefits of working within them is a critical up-front investment of our time and energy throughout the school year. Rules, and our explanation of them, tell students how you expect them to behave. Consequences outline what would happen if scholars choose to break the rules.

While we identify specific school-wide and grade-level rules and consequences for all of our scholars, teachers are also encouraged to create their own rules, consequences, rewards, routines, and procedures to develop their own unique culture within their classrooms. Strong classroom management plans help promote appropriate scholar behavior, prevent scholar misbehavior and create a sense of order and predictability in each classroom. Additionally, strategies for reinforcing good behavior, both intangible and tangible, bolster a scholar's desire to make strong behavioral choices.

Finally, we must intentionally develop our scholars' social and emotional skills in order to promote their sense of belonging and self-esteem on our campus. This requires much more than a single program or teaching method. Because student learning is influenced by their interactions across many settings, promoting student
SEL requires thoughtful coordination of strategies that reach across classrooms, the

school, homes, and communities. The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five core competencies that can be taught in many ways across many settings.

Five Core Competencies

Restorative Discipline Goals

Measurable Goal #1: Reduce and eliminate disruptive behaviors in order to maximize instructional minutes/time on task by utilizing positive behavior interventions and Restorative Practices: At least 70% of our students will receive zero referrals during the 2020-2021 school year.

Measurable Goal #2: Maintain a safe and positive learning environment for all students during transition times: Grade level referrals will be reduced by 10% for infractions in common areas and during transition times during the 2019-2020 school year.

Measurable Goal #3: Maximize campus wide commitment of student expectations that incorporate character traits and social skills in order to promote continuous accountability among student positive decision making.

Bullying/Harassment/Hazing

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to

be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose (www.stopbullying.gov). *Please note that bullying is not mutual conflict between students. There must be a real or perceived* ***imbalance of power*** *whereby the bully seeks to impose authority and harm on an innocent student.* Tapestry administration will investigate all reports of bullying and follow established protocols to document compliance with the law.

Harassment and bullying are terms that tend to be used synonymously but they are not always the same thing. Harassment is unwelcome conduct based on real or perceived race, color, national origin, sex, religion, disability, sexual orientation, and gender identity or gender expression. It may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Unlike bullying, harassment does not always involve a real or perceived power imbalance. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school.

Hazing is thought by some to be a college fraternity/sorority "thing". To the contrary, incidents of hazing occur in K-12 schools throughout the country and can be equal to or more harmful than what happens on university/college campuses. As institutions of higher learning are stepping up enforcement on this type of behavior, it is prudent that we partner together to eradicate hazing in our schools. The difference between hazing and bullying is subtle. The same power dynamics are involved. The same intimidation tactics are used. The same second-class citizenship issues arise. The only real difference between bullying and hazing is that bullying can happen to anyone, anytime and is used as a means to exclude someone. Hazing is an instrument of including people by having them earn their way into a group or to raise their level or status in the group. Bullying is about exclusion; hazing, inclusion. Hazing can occur in any school organization; including, but not limited to athletic teams, band, student clubs, cheerleading, dance teams and other extracurricular student organizations.

Tapestry staff members have been trained in the bullying protocol and will file a report when a student notifies them of an occurrence. No single act of bullying, harassment or intimidation will be ignored. Administration will investigate any report immediately and will follow through with parents, students, and staff. The flowchart on page 18 documents the series of events that will take place after a report is received. Parents and staff will use the same form to report instances of bullying which appears on page 19. This form can also be found on both the Tapestry and Dekalb websites.

Internet

Students are strongly cautioned that sending inappropriate messages and/or images via electronic communication devices or the internet at any time could result in very serious school, personal, and/or criminal consequences. Bullying that is done through the Internet, ***even after school hours***, is considered bullying and will be treated as such.

Dress Code

Students at Tapestry Public Charter Schools must wear clothing that is clean, in good repair, and worn in such a manner as to exercise good taste and not to detract from the learning environment. Student and staff attire should be neat, clean, and appropriate for the school setting. The school administration may disallow types of clothing that, while acceptable outside of school, may jeopardize a safe and orderly environment for the students and school staff during the school day. While school staff will enforce the dress code, ultimate responsibility for adhering to it lies with parents/guardians and students. Any questions concerning the dress code may be directed to the principal.

Designated dress involving school activities, approved by the principal, shall be acceptable. An administrator shall determine whether any particular mode of dress or grooming results in a violation of the spirit and/or intent of this rule.

Clothing Items Not Permitted

The following clothing is not to be worn to school:

1. Clothing cut in such a way as to display bare skin or underwear 2. Slogans or logos that contain profanity, obscenity, or that advertise or depict cigarettes or tobacco products, alcohol, drugs, or sexual acts
3. Clothing that includes slogans, images, logos, or language that are demeaning to any person or group
4. Slogans considered by the administration to be in poor taste or demeaning to any person or group
5. Pajamas, sleepwear or slippers, except during specified days/celebrations

Keeping it R.E.A.L

Tapestry students "Keep it R.E.A.L." The statement is part of our school culture embracing the belief that our job as adults is to teach students how to engage in an academic environment. R.E.A.L stands for Respect, Engaged, Active, Learners. Keeping it R.E.A.L promotes a positive school environment and teaches students both self-awareness and awareness of others. This policy will continue to build on our school culture of tolerance, acceptance, and empowerment.

Respect

Students and staff are expected to treat each other with respect at all times. Staff uses proactive, problem-solving language when interacting with students and students learn to use academically appropriate language and behaviors when interacting with adults and peers.

Engaged
Students and staff are to be fully engaged in the educational environment and to be productive members of the Tapestry team.

Aware
Students and staff are expected to be alert and active in the environment around them. Part of being an active member of the Tapestry team involves being aware of one's own physical space and respecting the physical space of others.

Learners
Learning is what our school is all about. We all participate fully in the learning process and see ourselves as inquisitive, curious, and persistent in pursuit of knowledge.

Students are expected to keep it R.E.A.L. across all school environments. During the first two weeks of school advisory teachers will explore with students what it means to be R.E.A.L at Tapestry. Visuals will be posted in each classroom and across all school environments reminding students to Keep it R.E.A.L.

Cell Phone Policy
Middle school students may bring cellphones to school. However, they may not use their cell phone while they are in the school building between the hours of 8:00 and 3:30. Exceptions to this rule include:

- For the instructional purposes and with the permission of the teacher
- In the school office

If a staff member sees or hears a student's cell phone, they will confiscate the phone and refer the student to the administration for interventions and consequences.

Headphones are used in conjunction with chromebooks and are not to be worn outside of the instructional environment. Middle school students are not to use headphones during lunch, before school, and during transitions.

In accordance with their increased maturity and responsibility levels, high school students will have greater access to their cell phones. High school students will be allowed to use their cell phones during transitions and at lunch. Additionally, high school teachers may allow more frequent cell phone use in the classroom.

If the cellphone gets in the way of a student's ability to attend lessons or arrive to class on time, the privilege will be restricted or taken away altogether. Classroom Teachers will have the final say on whether a student's cell phone can be used in their class. During tests all cell phones will be put away.

Prohibition of Corporal Punishment
A school employee may not inflict or cause the infliction of corporal punishment upon a child who is receiving services from the school. Corporal punishment is

defined as the intentional infliction of physical pain as a disciplinary measure upon the body of a minor child under the age of 18 or under the age of 23 who is receiving educational services as an individual with a disability.

A school employee is NOT prohibited to use reasonable and necessary physical restraint or force in self-defense or otherwise appropriate to the circumstances to: ● obtain possession of a weapon or other dangerous object in the possession or under the control of a child;

- protect the child or another person from physical injury;
- remove from a situation a child who is violent or disruptive; or
- protect property from being damaged.

Any rule, ordinance, policy, practice, or directive which purports to direct or permit the commission of corporal punishment is void and unenforceable. A school employee may not be subjected to any sanction for failure or refusal to commit corporal punishment.

If a violation of the prohibition of corporal punishment is confirmed, school administrators shall take prompt and appropriate action, including in-service training and other administrative action, to ensure against a repetition of the violation. Any individual who makes a report or cooperates in an investigation concerning a violation is immune from any civil or criminal liability that might otherwise result by reason of those actions.

Referral Process

Due to the fact that Tapestry staff takes into consideration individual student's neurological and developmental functioning, we have developed our own internal referral process. All staff members are to use the referral system for Level 3-7 behaviors. Teachers will assist administration in determining the function of the behavior. Administration will make decisions on interventions and consequences based on Code of Conduct procedures as well as neurological and developmental considerations.

Incident Report

Staff members are to submit an Incident Report for any circumstance that doesn't require a referral, but needs administrative attention. Examples of Incident Reports include, but are not limited to accidents requiring first aid and notification of a possible hazardous situation.

Student Restraint Form

Student Restraint Form must be filled out whenever a CPI-trained staff member uses a CPI-sanctioned hold on a student to remove him/her from danger. The Student Restraint form is to be submitted to administration within 2 hours of the incident. Administration will provide a copy to the parents.

The Importance of Language at Tapestry

Declarative Communication is language that offers the opportunity to share experience. **When a person is using declarative communication, the goal is to share ideas, perspectives, thoughts, and predictions with another person.** The non-verbal communication that goes along with declarative communication is inviting the other person's insights. Responses to declarative communication are not rote, and cannot be scripted. Declarative communication can help regulate thoughts, actions, and emotions.

Imperative Communication, in contrast, is a means-to-an-end. Imperative communication has responses that are "right" or "wrong." Responses to imperative communication can be scripted, and already predicted. Non- verbal communication is not important with imperative communication. Emotional information and sharing are not important with imperative communication. **Imperative communication includes commands, questions with "scriptable" answers, prompts, and requests.** Imperative communication is less effective when the communication partner is experiencing dysregulation or emotional upset.

Types and Examples of Declarative Communication	
Types	Examples
Comments	● I really like playing Pokemon ● That was a really loud noise ● I noticed you left your backpack in the gym.
Reflection	● I liked it when he told me that joke. ● It was really nice of Ms. Smith to give us a movement break. ● I noticed you prefer to stand in class. ● It seems like that idea made you upset.
Attempts at Regulation	● Hey, that was too fast for me, Can you repeat it? ● Jack looks like he wants a turn. ● It seems like you really want to share with the groups because you keep yelling out the answers.
Shared Narrative	● That was so funny, I wonder what will happen next? ● How could we do our work and still have fun? ● If it feels too hard, what should we

	do?
Perspective Sharing	• I don't like Xbox 360. • Going on swings makes my stomach hurt. • That book was hard to read. • It scares me when the dog barks.

Types and Examples of Imperative Communication	
Types	Examples
Commands/Requests	• Pick up your lunch. • Take out your notebook. • Don't do that. • Stop talking.
Prompts	• Come here. • Put that in the trash.

Instead of….	Try….
Using language that shuts down communication (Stop! Why are you doing that?)	Using softer language that invites response (Wait! Or What's your idea?)
"You need to _____."	"I need you to _____" or "It's time to _____."
"You just lost a point." or "Do you want to earn your points?"	"You are showing me that you are not earning your points." or "You can earn your points by _____."
"Pay attention." or Look at me."	"I need to see you listening with your whole body." or " Show me you are thinking about what we are talking about."
Answering student's questions directly	Direct students to use tools to find their own answers. "Where could you look to find out? Why don't you check your folder."
"That's none of our business."	"It's not your worry."
Using arbitrary language to correct poor	Using concrete language that reflects back

behavior choices. “That is so rude.” or “Do as I say.”	the school rules. “Those are unfriendly words.” or “I need you to respect my directions.”
First holding points over the student's head. “Remember our points.”	Linking student behavior to a natural consequence or intrinsic motivator. “When you said that, how did it make student X feel?” or “Is using those words being your best self?”

Exhibit 13

Equal Opportunity and Non-Discrimination
It is always Tapestry Public Charter School's policy to provide equal opportunities without regard to race, color, gender, religion, national origin, disability, genetic information, or veteran status in its educational programs and activities. This includes, but is not limited to, admissions, educational services, access to facilities, financial aid, or employment. Inquiries regarding the School's Equal Opportunity and Non-Discrimination policies, Title VI and Title VII of the Civil Rights Act of 1964, Title IX, Georgia Equity in Sports Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act may be referred to the school administrators. If an individual feels they have been discriminated against or treated unfairly, he or she should immediately report concerns to the Principal, teacher, counselor, or other school administrators. A formal complaint may be filed in accordance with this Grievance Process. Retaliation on account of filing a complaint at any level is strictly prohibited.

The following person has been designated to coordinate compliance efforts regarding the School's non-discrimination policies:

Matt Tyson, Ed.D
mtyson@tapestrycharter.org

Grievance Process
The purpose of this grievance policy is to settle any complaint or grievance of a student enrolled in Tapestry Public Charter School for allegations of harassment, discrimination, or any other grievance for which a complaint or appeals process has not been defined elsewhere.

Level I – Informal Discussion
Students and parents are encouraged, but not required, to seek resolution through an informal discussion with the appropriate school personnel prior to filing a formal complaint. If the grievance or complaint is related to classroom concerns, the student or parent should request a meeting with the teacher to respectfully discuss and seek a reasonable resolution. Questions about appropriate school personnel in other matters should be directed to the school Principal or Vice Principal. Any complaint that involves the actions of another student should be discussed with the Principal or Vice Principal. Under no circumstances should parents approach another student for informal resolution.

Level II – Formal Complaint
In the event that a satisfactory resolution cannot be reached through informal means, the aggrieved party must file a written complaint with the Principal or his or her designee within 30 days of the alleged wrongful act or violation. The written complaint must, at a minimum, include the following information:
- The date(s) of the alleged wrongful action;
- The name(s) of the school employees and/or students allegedly involved in the wrongful act;
- A written statement detailing the specific allegations;
- The specific law or School policy allegedly violated;
- The names and contact information, if known, of any witnesses to the alleged wrongful acts;

- A clear statement of relief sought by the complainant.

Upon receipt of the written complaint, and any supporting documentation, the Administrator will determine the nature of the grievance and begin collecting all the relevant information and data. Following an investigation, the Administrator will make every effort to provide the complainant with a written decision within thirty (30) working days of the receipt of the complaint. If circumstances require additional time for investigation, then an update on the status of the investigation with the estimated time of completion shall be provided on this date.

Level III – Appeal
The original complainant may appeal this decision to the School's Board of Directors within ten (10) calendar days of receiving the written Level II decision.

The appeal, which will be limited to the matter under review, must be filed, in writing via email, with the Chair of the Board and Vice Chair of the Board and state the reasons for the appeal, including the specific reasons for dissatisfaction with the initial decision. If needed, the Board may request additional written information from the grievant and/or other persons involved with the complaint.

The Board shall review the facts and findings of the investigation, conduct a supplemental investigation if required and, if practicable, issue a written decision within thirty (30) working days of receiving the request for appeal. The decision of the Board will be final.

Tapestry Public Charter School Policy Manual
Staff Complaints and Grievance Policy

Revised: 8/17/2019

Tapestry Public Charter School is committed to providing a professional work environment free from discrimination and harassment, where all teachers, staff, and students are treated with dignity and respect. As such, it is the policy of the School to prohibit discrimination on the basis of age, gender, race, religion, national origin, disability, or sexual preference and to prohibit harassment of any kind by or against employees and students of the School. Any act of discrimination or harassment shall result in prompt and appropriate disciplinary action, up to and including termination.

Complaint and Grievance Procedure

The purpose of this policy is to provide Tapestry Public Charter School and its employees an opportunity to reach solutions to problems, disputes, or controversies that may occur and to provide a mechanism for employees to submit complaints regarding instances of unlawful discrimination or harassment or other action in violation of law or regulation.

Under this procedure, an employee of the School who has been affected in his or her employment relationship by a violation, misinterpretation, or misapplication of statutes, policies, rules, regulations, or written agreements of the School or with which Tapestry Public Charter School is required to comply may file a complaint. Anyone who files a complaint under these procedures shall not be subject to reprisal; if such retaliation occurs he or she may refer the matter to the Professional Standards Commission.

The Governing Board of the School has the discretion to send an employee complaint directly to Level II or Level III, if appropriate or necessary. A complaint filed under this procedure for any of the following reasons shall move immediately to Level III for consideration by the Board:

- Performance ratings contained in personnel evaluations and professional development plans; however, this does not apply to complaints regarding procedural deficiencies in conducting the evaluations;
- Job performance; and/or
- Termination, nonrenewal, demotion, suspension, or reprimand of any employee.

In an effort to maintain good morale, enhance effective job performance, and to better serve citizens of this community, employees are encouraged to resolve conflicts at the lowest level, with the minimum amount of formal proceeding as is necessary to reach an expeditious and just resolution.

Definitions

Complaint - A complaint means any claim or grievance by an employee of the School who is affected in his or her employment relationship by an alleged violation or a law, policy or agreement with which the Governing Board is required to comply.

Decision – The decision at each level of the complaint process must be in writing, dated, and include the findings of fact and reasons for the particular resolution reached. The decision shall be sent to the complainant in accordance with the notification provisions and deadlines set forth herein; however, any deadline may be extended upon mutual consent of the parties or by the School if is it determined that additional time is required to investigate the complaint at any level of the complaint process.

Evidence - The complainant shall be entitled to an opportunity to be heard, to present relevant evidence, and to respond to evidence at each level. The complainant cannot present additional evidence at Level III of the complaint process, unless it is determined by the administrator presiding over the complaint that such evidence is relevant to the issues presented at the initial hearing and such evidence was, either, not made available by the Administration or not discoverable by the complainant.

Notification – All notifications must be prompt, in writing, and delivered to the appropriate parties by hand, e-mail, or certified mail dated on or before the appropriate deadline.

Records - Any investigation documents and notes shall be retained. In the event of a formal hearing a recording device shall be used to keep an accurate record of these proceedings and all evidence presented shall be preserved and made available at all time to the parties involved. The cost of preparing and preserving the record of the proceedings shall be borne by the Governing Board.

Complaint and Grievance Process

LEVEL I – Informal Resolution

Employees are encouraged to try and resolve conflicts with the least amount of formal proceedings as is necessary to reach a just and expeditious resolution. Employees who are unable to resolve a conflict among themselves may seek the assistance of their immediate supervisor in order to reach the best resolution for all parties.

If the parties are unable to reach a resolution, the employee may file a complaint with the Principal, or his or her designee, to initiate formal Level II proceedings. If the employee's complaint or grievance is with his or her immediate supervisor, then the initial complaint may be filed with the Principal, or his or her designee, and proceed directly to Level II. Likewise, if the employee's complaint is with the Principal, the initial complaint may be filed directly with the Chair of the School's Governing Board and proceed directly to Level III.

LEVEL II – Formal Review

An employee who wishes to file a complaint must present the complaint to the Principal, or his or her designee, within 10 calendar days of the most recent incident upon which the complaint is based. The complaint, which must be in writing and clearly state the employee's intent to utilize these complaint procedures, must also include the following:

- The mailing or email address of the complainant to which all notices and other documents may be mailed;
- A reference or description of the law, policy or agreement that is alleged to have been violated;
- A brief statement of the facts on which the complaint is based that explains how the law, policy, or agreement has been violated;
- Names of witnesses and any evidence the employee wishes to be considered; and
- A clear statement of the relief desired.

After filing his or her initial complaint, the employee shall be notified of the time and place of the initial meeting and any subsequent appeals. Any initial complaint improperly initiated by filing with the Board will be automatically transmitted to the Principal, or his or her designee, to commence Level II proceedings.

The Principal, or his or her designee, shall make every effort to conduct an investigation and render a decision on the complaint within 10 working days of the initial complaint being filed. No people other than the complainant and the Principal, or his or her designee, shall be present for a Level II meeting. The Principal, or his or her designee, may speak with the offending party and/or any witnesses in the course of his or her investigation prior to rendering a decision.

Any complaint not processed by the Principal, or his or her designee, within the time frame provided above may automatically be forwarded to the Governing Board to commence Level III procedures.

LEVEL III – Appeal and Final Decision

The complainant shall have 5 calendar days from the date of notification of the Level II decision to file a written appeal of this decision with the School's Governing Board. This notice shall be provided by email to the Chair and the Vice-Chair of the Board. Upon receiving such a complaint the matter will be referred to the Board's Governance Committee. Members of the Governance Committee (no fewer than two) will initiate an investigation of the complaint including interviewing any witnesses identified by the complainant, reviewing any documentary evidence and interviewing others as it appears they become relevant. The complainant shall be given opportunity to provide the investigators with any written statements and documents of the complaint and the investigators may seek clarification from the complainant as needed. The members of the committee will make a report to the board of the allegations and any recommendations of the Governance Committee. Any investigation should be completed and reported to the Board at the next available board meeting. The board will review the evidence,

discuss any recommendations, and issue a finding. Once the Board makes a finding, a written response will be provided to the complainant regarding the investigation and any findings. If unable to complete the investigation by the next Board meeting the status of the complaint should be reported to the Board and a timeline established for completion. The complainant will immediately be notified of the timeline. If at the completion of the report of the investigation or at any other point the Board determines that a hearing is required a hearing date will be set and the complainant notified.

Within 30 working days of the complainant filing an appeal of the Level II decision and if the Board determines that a hearing is necessary, the Board will hold a hearing and render a final decision on the complaint, based on a de novo review. At a Level III hearing, the complainant may have a person of his or her choosing present to assist in the presentation of the complaint. Additionally, the Governing Board may have an attorney present at a Level III hearing solely for the purpose of serving as a legal officer to rule on issues of law; the attorney may not participate in the presentation of the case for either party. In the event that a hearing is conducted, all presentation of evidence shall be recorded.

A final decision rendered by the School's Governing Board does not preclude an employee from seeking resolution using the means available to him or her under the law. The proceedings under this Complaint and Grievance policy shall be stayed at the time the complainant files for resolution with law enforcement or the courts.

Costs

With the exception of preparing and preserving records of the proceedings, all costs and fees incurred under this process are the responsibility of the incurring party unless otherwise agreed to by the parties.

Exhibit 14

TAPESTRY
PUBLIC CHARTER SCHOOL

2024-2025 Staff Handbook

The mission of Tapestry Public Charter School is to offer an inclusive, individualized learning environment that is academically engaging, both for neurotypical students and those on the autism spectrum, and to create a positive school culture that empowers all students to take possession of their innate talents and become creative builders of their own future.

Tapestry Mission Statement

The mission of Tapestry Public Charter School is to provide an inclusive, individualized learning environment that is academically engaging, both for neurotypical students and those on the autism spectrum, and to create a positive school culture that empowers all students to take possession of their innate talents and become creative builders of their own future.

Tapestry Vision Statement

Tapestry provides a rigorous and enriching education for a neurodiverse student body in grades 6-12, thereby creating an inclusive, innovative, and replicable academic model.

Tapestry Statement of Equity

Tapestry promotes the inherent dignity of all students, staff, and stakeholders through equitable treatment and the development of intentional practices.

Employment Information

At-Will Employment
Employment for all Tapestry personnel is for no definite period of time and may be terminated by the School or the employee at any time for any reason, and with or without cause or notice.

Criminal Background Check
All personnel, certified as well as, non-certified, employed by the Board shall be fingerprinted and have a criminal record check.

Drug-Free Workplace
TPCS complies with all laws that regulate or prohibit the possession, use, or distribution of alcohol, illicit drugs, and controlled substances. The unlawful manufacture, distribution, dispensing, possession, or use of alcohol or a controlled substance, marijuana, or dangerous drug is prohibited at TPCS and at TPCS-sponsored activities at all times for all TPCS employees, in accordance with the Drug Free Schools and Communities Act Amendments of 1989 and Drug-Free Workplace Act of 1988, O.C.G.A. 34-9-10, and the Georgia Drug-Free Work Force Act of 1990.
Employees must perform their jobs safely and without the adverse influence of alcohol or controlled substances. TPCS prohibits all employees from possessing, using, manufacturing, dispensing, selling, distributing, or being under the influence of illegal drugs or unauthorized prescription drugs, and from the use, sale, distribution, or possession of drug paraphernalia. All employees are prohibited from unlawfully possessing, using, manufacturing, dispensing, selling, distributing, or being under the influence of alcohol.
For more information, see the policy on Drug, Alcohol & Substance Abuse.

Smoke Free School Zone
As part of TPCS' commitment to providing a healthy and safe environment for its community, students, employees, and visitors are prohibited from smoking or using any tobacco product at TPCS facilities or TPCS - sponsored events, such as fundraisers, where students are present. TPCS prohibits the use of any tobacco product, including but not limited to cigarettes, cigars, cigarillos, small cigars, pipes, hookah, smokeless tobacco (otherwise known as dip, chew, snuff, spit, and snus), electronic cigarettes, and other smokeless products.

Employee Complaints and Grievances
Tapestry Public Charter School is committed to providing a professional work environment free from discrimination and harassment, where all teachers, staff, and students are treated with dignity and respect. As such, it is the policy of the School to prohibit discrimination on the basis of age, gender, race, religion, national origin, disability, or sexual preference and to prohibit harassment of any kind by or against employees and students of the School. Any act of discrimination or harassment shall result in prompt and appropriate disciplinary action, up to and including termination. Under this procedure, an employee of the School who has been affected in his or her employment relationship by a violation, misinterpretation, or misapplication of statutes,

policies, rules, regulations, or written agreements of the School or with which Tapestry Public Charter School is required to comply may file a complaint. Anyone who files a complaint under these procedures shall not be subject to reprisal; if such retaliation occurs he or she may refer the matter to the Professional Standards Commission.

Complaint and Grievance Process

Informal Resolution - Employees are encouraged to try and resolve conflicts with the least amount of formal proceedings as is necessary to reach a just and expeditious resolution. Employees who are unable to resolve a conflict among themselves may seek the assistance of their immediate supervisor in order to reach the best resolution for all parties. If the parties are unable to reach a resolution, the employee may file a complaint with the Human Resources Officer to initiate formal Level II proceedings. If the employee's complaint or grievance is with his or her immediate supervisor, then the initial complaint may be filed with the Principal and proceed directly to Level II. Likewise, if the employee's complaint is with the Principal, the initial complaint may be filed directly with the Chair of the School's Governing Board and proceed directly to Level III.

The Principal shall make every effort to conduct an investigation and render a decision on the complaint within 10 working days of the initial complaint being filed. No persons other than the complainant and the Principal shall be present for a Level II meeting. The Principal may speak with the offending party and/or any witnesses in the course of his or her investigation prior to rendering a decision Any complaint not processed by the Principal within the time frame provided above may automatically be forwarded to the Governing Board to commence Level III procedures.

Appeal & Final Decision - The complainant shall have 5 calendar days from the date of notification of the Level II decision to file a written appeal of this decision with the School's Governing Board. The Board will review the evidence, discuss any recommendations and issue a finding. Once the Board makes a finding a written response will be provided to the complainant regarding the investigation and any findings.

For more information see Staff Complaints and Grievance Policy.

Work Calendar and Work Hours

Teacher/Inclusion Facilitator/Counselor

Hours are 8:00 -4:00 Monday through Friday for 189 days: 180 instructional days, 5 days of preplanning, and 4 additional days of professional development. All staff will receive a calendar at the beginning of the school year.

Paraprofessional

Hours are 8:00 - 4:00 for 189 days. 180 instructional days, 5 days preplanning, and 4 additional days of professional development.

Part Time Staff and Office staff

Part-time staff and office staff hours are based on school needs. Part-Time staff will follow the 189-day teacher calendar. Office staff and administration will submit a work calendar by July 1 of the academic year.

Policies
All staff are to review and sign off on Policies prior to the first day of school and will submit a signed copy of the Tapestry Policy Sign Off Sheet to Dr. Tyson.

Employee Dress Code
All District employees shall dress in a professional manner and style in accordance with the dress of other professionals within the community. Employees are expected to be clean, neat, and appropriately dressed at all times during the employee's regular hours of work and follow the Student Dress Code.
The Principal has the authority to interpret the dress code and make a case-by-case determination of the appropriateness of dress and appearance.

Employee Identification Cards and Badges
In order to ensure the safety and security of both staff and students, Tapestry ID Badges should be clearly visible at all times. Additionally, employees will be issued a key card to the building. If the card is lost, contact the Facility Manager immediately. There is a $5.00 charge for key card replacement. Failure to possess an ID badge and key card while on school property may result in disciplinary action.

Conflict of Interest
The financial interest of Tapestry employees may not conflict with obligations to act objectively and with integrity as school employees. Employees may not:

- affect a sale for personal gain
- disclose confidential financial information
- accept gifts of more than $100
- accept outside employment that conflicts with Tapestry's mission
- teach or coach for pay during the school day
- tutor for pay any student they teach
- influence the employment of a relative

For more information, see the Conflict of Interest Policy.

Employee Evaluation
Teaching and administrative staff will participate in the Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES). Administration will review all requirements within the first 30 days of school and will monitor the successful progression of teachers through the system.
Classified staff and paraprofessionals will participate in a Tapestry-developed evaluation system.

Benefits
A comprehensive benefits package is offered to full-time employees. Coverage will be effective on the first day of the month following the completion of one full calendar month of employment.

New hires must complete enrollment within thirty (30) calendar days of the hire date. If no enrollment election is made within thirty (30) calendar days of the hire date, the new hire will be defaulted to No Coverage.

If a full-time employee elects benefits, Tapestry will pay the first $400.00 of the

employee's insurance benefit total. Remaining premiums will be deducted from the employees' pay each month. Once the initial selection of benefits is made, changes may only be made during Open Enrollment or for a qualifying event as defined in Section 125 of the IRS code. Part-Time employees who are eligible for benefits are not privy to that $400 stipend.
For a list of all benefits and specific benefit costs, please see the individual medical, dental, AFLAC and TransAmerica Life information sheets for the current school year.

Cobra
If an employee and/or his or her dependents become ineligible for coverage, the employee may be eligible to extend coverage under the federal COBRA program. COBRA allows the employee and/or dependents to continue coverage by paying 100% of the premiums and a 2% administration fee.

Flex Spending Account
A Flexible Spending Account (FSA) is also available for medical and/or dependent care expenses. This allows employees to use pretax earnings to cover these types of expenses.

Teacher Retirement System
All employees, pursuant to applicable stature, who are eligible to participate in the Teachers Retirement System of Georgia are required, under provisions of the law, to become members of TRS when employed by Tapestry Public Charter School. The state and Tapestry shall contribute their portions of the funds as required by law, and the employee's portion shall be deducted from the employee's salary as required by law. All covered compensation paid by Tapestry to eligible, full-time employees shall be reported to TRS.

For additional information, please visit www.trsga.com or contact the Teachers Retirement System of Georgia.
To ensure the stability of a competent workforce and job security for employees, the Tapestry Board provides leave of absence benefits to eligible employees.

Attendance
All employees are expected to be on time to work every day. Tapestry teachers are required to be at work by 8:00am and leave no earlier than 4:00pm unless alternative arrangements have been made with the principal. Paraprofessional hours are 8:00am - 4:00pm. Teachers must be in their classrooms by 8:30am, ready to receive students. A teacher's presence in the classroom is very important and excessive absences, late arrivals, and/or early outs will result in disciplinary actions.

Checking In and Out
All employees must check in upon arrival and out before leaving each day using our electronic card scanner. Any staff member leaving campus with the intent of returning the same day should check in and out, for safety reasons. In the event of an emergency we must know which staff members are on campus. If an employee misses checking in or out for any reason, a "Forgot to Clock" form must be completed and submitted to the Bookkeeper.

Leave Request/Statement Form
When an employee is, or will be absent, for any reason, including future leave requests, a Leave Request must be submitted via Paychex. Staff members may not take planned leave prior to signed or electronically submitted approval by administration.

Leave requests will be presented to the Principal for approval or denial. Employees will receive electronic notification of their leave request status via the Paychex system.

Teachers are responsible for ensuring that sub plans are available for each day of absence. Failure to follow the sub plan process will result in disciplinary action.

Staff Absences and Tardies
When an employee needs to be absent from school due to emergency or personal or family illness, and has not already notified the school via the Leave Request/Statement form, he/she must send a text to Dr. Tyson, Dr. Allen, Maria Kepler, Christy Gonzalez and Amia West, by **6:30am**.

- Amia West (Registrar)
- Dr. Tyson
- Dr. Allen
- Maria Kepler
- Christy Gonzalez

Employees who are arriving to work late, must send a text to the Registrar by 7:30am.

Following this process will allow the employee the option of choosing time from their available sick/personal leave to ensure payment for the time absent. If the employee does not call and speak to the designated staff member his/her pay will be docked for time missed.

Failure to call in when absent for any reason other than previously approved personal leave will be considered an unauthorized absence.

Description of Leaves
Sick Leave
Sick Leave is authorized absence from work that is related to illness, health related issues, or family related health issues. Sick Leave shall be accumulated according to the Teacher Retirement System formulas. TRS formulas provide for 10 hours of leave for each month worked. Information about the Teachers Retirement System of Georgia is available at http://www.tsga.com . Upon retirement, employees will be eligible for sick leave credit consistent with policies and regulations of the Teacher Retirement System.

Personal Leave
Employees may convert up to 32 hours of sick leave to be used for personal leave provided they meet the following criteria:

- The employee has at least 40 hours of sick leave at the time of the request.
- The employee seeks prior approval for conversion where the circumstances are foreseeable (e.g. travel for a family event).

- Where the circumstances are not foreseeable (e.g. car broke down on the way to school) the employee must notify Human Resources that he/she will be using personal leave immediately upon learning of the unforeseeable event.
- In the event that a staff member arrives late or leaves early and the employee does not advise he/she is utilizing sick leave, the time will be charged as converted personal leave and the employee may be subject to disciplinary action.

Leave requests will be evaluated based upon the workload of the requesting staff member and the needs of the school. Personal leave may be taken in hour segments. Personal leave may not be used to extend a school holiday.

Holidays
Ten-month and eleven-month employees follow the Tapestry calendar for school holidays.

Jury Duty or Witness Leave
An employee may be absent without loss of pay and without charge to any other category of leave when attending court as a juror or when subpoenaed to testify in a case arising out of duties as an employee of the school system. The employee must notify Robin as soon as possible after the employee has been served with a summons for jury duty or a subpoena to appear in a case. The employee may retain any compensation he/she receives for serving as a juror or as a witness and must deliver paperwork from the court to Kiwana Johnston, Human Resources Officer after serving on the jury.

Military Leave
Tapestry will follow federal law (USERRA) and state law (Section 59 of Chapter 33 of the Georgia Code) regarding requested leave for military absences.

Bereavement Leave
In the case of the death of a member of the immediate family, or of any relative living in the same home, the school leader (or, in the case of the school leader, the Board) may grant a leave of absence for as many as five (5) workdays at full pay. Immediate family includes husband, wife, domestic partner, father, mother, son, daughter, brother, sister, grandparents, and these relatives-in-law. The school leader or Board may adjust the length of such leave to the distance traveled. A leave of one day or less may be granted by the school leader or Board upon the death of relatives not in the immediate family.

Medical Leave
Employees who need time off from work for qualifying medical reasons may be granted Medical Leave at the discretion of Tapestry's Human Resources Officer and school leader. Human Resources may request a medical certification supporting the need for leave. Upon return from an approved Medical Leave, the employee must provide a release from his or her health care provider authorizing him or her to return to work and listing any work restrictions. Upon receipt of the return-to-work authorization from the health care provider, HR and the school leader will review any work restrictions and determine whether the employee's position or another position for which the employee is qualified is available, including whether a reasonable accommodation is appropriate and available. If no such position is available, the employment relationship will be terminated. This Policy will be applied in conjunction with the Americans with Disabilities Act, the

applicable state workers compensation law, or other applicable local, state, or federal law. This policy does not substitute for the policy related to the Family Medical Leave Act. An employee on approved Medical Leave shall utilize accumulated sick leave. After accumulated sick leave has been exhausted, the employee shall be on leave without pay.

Family Medical Leave Act (FMLA)

Under the Family Medical Leave Act of 1993 (FMLA) as amended, employees who have worked for Tapestry for at least 12 months and a total of 1250 hours are eligible for up to 12 weeks of leave within a 12 month period for the following reasons:

- Incapacity due to pregnancy, prenatal care, or childbirth;
- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, child, or parent who has a serious health condition;
- For a serious health condition that makes the employee unable to perform his or her job;
- To address certain qualifying exigencies arising out of the employee's spouse, child, or
  parent being a covered member of the military on active duty or called to active duty status in the National Guard or Reserves in support of contingency operations.

The employee must provide 30 days advance notice, or as soon as practicable of the need to take FMLA leave as well as sufficient information for determination whether the leave qualifies for FMLA protection and the anticipated timing and duration of the leave. Employees may be required to provide documentation to support the need for leave.

An employee on FMLA shall utilize accumulated sick leave. After accumulated sick leave has been exhausted, the employee shall be on leave without pay. For more information on FMLA please review the full policy on the Tapestry website www.tapestrycharter.org. See Robin for FMLA paperwork and approval process.

Leave Without Pay

In a circumstance that an employee is absent and does not have leave available, that employee will receive leave without pay. Such a circumstance may result in discipline in accordance with the leave abuse policy.

Critical Days

Critical days are defined as two days before and one day after a school break consisting of 3 or more weekdays (e.g. Thanksgiving break; winter break), and any standardized testing day.

- No personal leave will be granted during critical days.
- Staff members who are absent due to sick leave on critical days must have a note from a physician or health care provider
- A staff member who is absent without a note from a doctor or for any unapproved leave during critical days will be charged with leave abuse.

Leave Abuse

Employees may not abuse leave policies. Examples of leave abuse include high absenteeism (more than 15% missed work days); recurring absences on Fridays or

Mondays, low leave balances considering the period of employment, request for or use of leave as soon as such leave is earned, recurring absences (non-approved) before or after a holiday, requesting or taking sick leave for an absence for which annual leave has been denied, frequent use of or request for sick and/or annual leave during periods of peak work loads. Abuse of Tapestry's Leave Policy will result in disciplinary action.

Events Outside of School Hours

Teachers are required to participate in programs related to their professional duties that may be outside of school hours. These days include teacher in-service sessions conducted within the regular work hours, staff meetings, and parent-teacher-student conferences.

All employees are encouraged to attend school functions and events that occur after-hours to maintain an integrated presence in the school community. Employees will be notified of the functions they are required to attend.

Facilities

Built in 1955, our building started as a neighborhood Dekalb County elementary school. In 1986 it was sold to Yeshiva. Atlanta Jewish Academy obtained the property and in 1990 built the gym. In 2015 the school was sold to Tapestry Public Charter School. In recent years, the building received a facelift thanks to the generous donations of time and supplies form Grant Perry and his business Dimensional Design.

Tapestry staff, families, and volunteers have invested not only funds, but also a lot of time and energy improving and maintaining our facility. We ask all staff and students to treat our facility with care and respect.

Altering The Facility Or Its Contents

Any alterations to the facility or its contents, including furniture, must first be approved by the principal. This includes, but is not limited to, painting of, or any alterations to walls, ceiling, ceiling tiles, floors, any furnishing within the building, or the exterior of the building. If approval is given to paint an office or classroom, please do not paint the glazed tile bricks.

Before staff, volunteers or students use any type of paint in our building (other than those used for art class), it must be approved by Facilities. **Using oil based paint or spray paint is strictly prohibited inside the building, and must be kept locked while in our facility.**

Building Safety

If you see something on school grounds or in the facility that poses a hazard to the occupants, please call the front office immediately to report the issue. This includes, but is not limited to, spills, broken glass, tripping hazards, and damaged exterior doors.

Reporting Needed Repairs Or Maintenance

Please use the Help Desk program located on the Tapestry website to report needed repairs on non-safety related maintenance issues. Examples of these types of issues are, loose classroom door knobs, air/heat issues, lighting issues, restroom maintenance, insects, graffiti, broken furniture, etc. Please do not verbally report non-safety issues to the front office or custodial staff, as they may be busy and forget your request. Using the Help Desk allows recurring issues to be tracked.

Room Reservation And Set Up

Anyone needing to reserve a meeting room or common space must reserve the space with the Facility Manager by completing an Event Request Form. Anyone needing a specific set up for a reserved space must fill out a Facilities Set-up Request Form (located on the back of the Event Request Form), which can be found in the shared forms folder, and turned into Facility Manager

Emergency Windows

Most of our rooms have an emergency exit window. These windows are for emergency use only and not for ventilation purposes. Please do not allow students to open, or pass themselves or objects through an emergency window unless there is an actual emergency.

Leaving these windows open or unlocked can pose a security threat to our school, students and staff.

No Student Entry Areas
There are certain areas in our facility where students are not allowed unless they are accompanied by a staff member or there is an emergency. These areas are anywhere in the basement, the kitchen, any storage room or janitorial closet, and the teachers' lounges.

Exterior Doors
Exterior Doors to the main building and gym should NEVER be propped open. Doing this causes a potential threat to the students and staff, and can cause harm to the door mechanisms.

Posting of Flyers And Notices
Please help keep the lobby looking neat and professional. Do not post flyers or posters in the front lobby area. Please know that the use of regular or duct tape to post flyers damages the paint on our walls. Bulletin boards are the best place to post flyers and notices.

Personal Appliances
Microwaves and mini refrigerators are prohibited in the classrooms. There is not enough power running to the classrooms to support those items. We have had the appropriate outlets installed in the 2 teacher's lounges which provide for 2 microwaves in each of those locations.

Fragrances in the building
Many of our Tapestry students and staff are sensitive to different types of fragrances, especially artificial fragrances. This includes perfumes, air fresheners, oil diffusers, certain cleaners, etc. We respectfully ask that staff refrain from using these products in our building.

General Processes and Information

Field Trips
Teachers must schedule field trips as far in advance as possible. We use DeKalb County School buses for our field trips, and are required to schedule buses a full 5 weeks in advance. Requests for buses after the 5 week window will be denied.

Please see the Field Trip Administrator for the field trip forms. The student cost for each field trip will depend on the cost of the bus, admission fee (if any), and cost of the substitute (if any). In addition, a small fee will be added to each student to cover the cost of students who may not be able to pay.

Field trips are part of the academic program. Behavior may not be a reason for excluding a student from a field trip, unless that child is suspended from school.

All children, regardless of their ability to pay, will be allowed on field trips.

Teachers are required to email other teachers and staff at least two weeks in advance identifying all students attending the field trip. The Field Trip Administrator will send out a final email listing the students on the day of the field trip.

Clubs and Other Teacher Sponsored Programs (non athletics)
Teachers are encouraged to sponsor clubs and programs that support Tapestry's mission. Clubs/programs must be approved by the principal before being advertised to students. 'After School Program Applications' can be found on our shared drive and in the front office. Once filled out, the form and any advertising flyers or info should be turned into front office administration for principal approval. The form includes a budget sheet that will determine the amount of fees to charge the students. Club fees may include the cost of materials needed, t-shirts and snacks. After school programs cannot consist of only one student and may not take place on any day during which school is not in session. Please see the After School Program Policy located on Tapestry's website, www.tapestrycharter.org.

Fundraising
If a club is interested in fundraising, it must first receive approval from the Principal. Club sponsors should first review the fundraising policy located on Tapestry's website, www.tapestrycharter.org. Then see the fundraising administrator for the appropriate forms, which will need to be filled out and approved. No one may raise funds for any reason without prior approval.

Uniforms and T-shirts
The Tapestry Board has established a Marketing Committee who is solely responsible for ensuring Tapestry Brand integrity. Tapestry's name, logos, copy, intellectual

property, and branding may only be used when approved by the Marketing Committee.

All clubs, athletic teams, and Tapestry-sponsored groups who are interested in having Tshirts and/or uniforms, must fill out the appropriate paperwork at least 30 days prior to the need for these items. The Marketing Committee will assist staff in creating designs that are consistent with existing practices.

All marketing materials must follow Marketing Committee guidelines and be approved in advance of use.

Ordering of Materials/Purchase Orders/Reimbursement
When ordering materials for the classroom, staff must fill out a Purchase Order. Blank Purchase Orders are in the bookkeeper's office and are shared online. Fill out the purchase order, attach any accompanying documents, and submit to the bookkeeper. Administration will consider each PO request and either approve or deny the request. Staff Reimbursement: No reimbursements will be made for purchases unless the Purchase Order process was followed and a Purchase Order was approved prior to the purchase. Administration must approve of the purchase before any money is spent. All receipts must be turned in for an approved reimbursement.

Room Security
Teachers are required to lock their doors when leaving the classroom. Students are never allowed in a classroom unattended.

Duties
Additional duties of a teacher will include:
- Monthly car pool/afterschool duty
- After school clubs
- Participation in Curriculum Night and Open Houses
- Parent Conferences
- Spirit Nights

Some of these activities may occur after the 8-hour workday.

Additional duties of a paraprofessional may include:
- Morning Supervision
- Lunch Supervision
- Carpool Duty

For paraprofessionals, all additional duties will take place between the hours of 7:45-4:00.

Emergency Procedures
Every staff member will receive a copy of Tapestry's Safety Plan prior to the beginning of school. We follow the Dekalb School District Emergency Procedures. Drills are performed at least once a month.

Severe Weather Policy
Tapestry follows Dekalb County's inclement weather procedures. Final decision to close school or implement early-out procedures is at the sole discretion of the principal. Staff

is encouraged to watch the website and text messages for updates in the case of inclement weather. Tapestry will use the Remind system as a means to contact staff in emergency situations.

Accidents
If a staff member is injured on a job-related activity, an Incident Report is to be filled out and signed by the principal. This documentation is necessary for adequate reporting if you request workers' compensation. Workers' Compensation requests must be completed at the front office immediately after an injury or accident. Human Resources has information on Incident Reports as well as Workers' Compensation.

School Calendar
Every Tapestry employee has access to the Tapestry Calendar through his or her Google account. All Tapestry events (meetings, athletics, performances) will be kept on the calendar. Staff is to review the calendar frequently for upcoming events.

Today Note
Every day a Today Note will be emailed to all staff. The Today note will contain all information pertinent to the daily running of the school. Everyone is responsible for reading the Today Note on a daily basis. Staff will be held accountable for implementing tasks requested in the Today Note.

Student Attendance
Accurate and timely taking of attendance is a mandatory function of all teachers. Teachers are to take attendance in the Infinite Campus portal at the beginning of every class period every day. If there is an issue with Infinite Campus, it is the teacher's responsibility to contact the front office for assistance. Failure to take attendance as instructed may result in disciplinary action.

Grades
Tapestry teachers will use the Infinite Campus platform for grades. Teachers are to input two grades per subject per week. This action is mandatory and is required of all teachers regardless of subject taught. Failure to input grades as instructed may result in disciplinary action.

Staff Meetings and Professional Development
Staff meetings may be scheduled before school, after school, or on Virtual Days. Additionally, professional development and data meetings may take place during a teacher's planning period. Any teacher or paraprofessional who cannot attend the faulty meeting should receive prior permission from the principal. Only the principal can approve attendance at makeup faculty meetings. Coaching, sponsoring assignments and early morning duties do not excuse a teacher/paraprofessional from a faculty meeting**.**

Library
The purpose of the Library at Tapestry is for our students to have a relaxing and quiet place to come work, read, think, meet or unwind. It is set up with a variety of furniture for our students to come in and be able to work individually or in small groups, to meet

socially, or even for an entire classroom with their teachers.
Most of all, the library is a place for our students to find books to check out and read. The mission is to provide a dedicated place for students to learn about different types of stories, explore various genres, and discover new authors.

Library Rules:

- Be good to the books. Check them out for 2 weeks, then bring them back in good condition.
- There is no eating or drinking in the library. There is the exception of when a pre-approved group needs to meet over lunch, or the Reading Bowl Team meets.
- Put back the furniture the way you found it - this includes all chairs, stools and tables. Do not put your feet on the furniture.
- Do not go behind our Librarian's desk or remove anything from it.
- Be quiet and respectful.
- Clean up all the trash.
- Enjoy this beautiful space!

Forgotten Items

Sometimes students will contact their parents if they forget their lunch, backpack, or chromebook. If the parent decides to bring the item to school, the parents will leave the items in the front office. Students will retrieve the items during their passing period. The front office will not disturb the class to notify students when missing items arrive.

School Climate and Culture

Overview

Our mission at Tapestry Public Charter is to provide a positive school culture that empowers all students to take possession of their innate talents and become creative builders of their own futures. Each and every Tapestry student is treated with respect and thrives in our academically enriching and socially engaging environment.

The establishment of our school culture exists within a framework of understanding that we are a fully inclusive school where neurodiversity is accepted and celebrated. We believe that the function of behavior is communication, and while the behavior may be affecting a student's educational progress, it is important to understand the purpose of that behavior and assist the student in establishing more successful coping strategies.

In consideration of both an individual student's neurological and developmental functioning, specific behaviors that seem disrespectful (i.e. shouting out to a teacher) may, in fact, be a sign of dysregulation. If it is decided that a behavior is a sign of dysregulation, the behavior will not be treated as with disciplinary measures. Rather, the staff will work with the child to learn alternate means of dealing with dysregulation.

Rights and Responsibilities

Students have the right to:

- Be respected as an individual and treated courteously, fairly and respectfully by other students and school staff
- Be safe from physical and emotional harm while at school
- Take part in all school activities on an equal basis regardless of race, religion, religious practices, sex, sexual orientation, gender-identity, national origin, ethnic group, political affiliation, age, marital status, or disability

Students have the responsibility to:

- Treat teachers, staff, other students, themselves and property with respect
- Attend school daily, be prepared for class, and complete assignments to the best of their ability

Parents have the right to:

- Be informed of their child's attendance, performance and behavior concerns • Receive information and prompt notification of inappropriate or disruptive behaviors by their child and any disciplinary actions taken by principals or school staff
- Receive information regarding activities and events

Parents have the responsibility to:

- Make sure that their child comes to school on time every day and follows the school rules
- Support the school policies
- Assure their child brings to school only those things that are appropriate in a school setting

Teachers have the right to:

- Be informed of student conduct
- Participate in decisions regarding interventions and consequences of students
- Be notified within a reasonable time before a parent visits
- Be treated with respect by students and staff
- Be treated with respect by parents
- Be safe from physical and emotional harm
- Make final decisions regarding student grades

Teachers have the responsibility to:

- Establish a sense of community in the classroom, including opportunities for members of the school community, to learn about and be respectful of neurodiversity and cultural differences.
- Enforce the policies, rules, and regulations of the Tapestry school climate and culture expectations in cooperation with students, parents/guardians, and administrators
- Notify parents of issues regarding attendance, behavior, or academics and document parent contact in Infinite Campus
- Use Declarative Language when speaking with children
- Notify Administration of behavior/academic issues with students

Keeping it R.E.A.L

All Tapestry students are expected to behave in a manner that is conducive to learning. Within a supportive environment, Tapestry students go to class on time, complete schoolwork and homework and treat adults and peers with respect.

The job of the Tapestry staff is to teach students how to act in a manner that promotes a positive school culture for everyone. The tool we use to teach students these skills is called "Keeping it R.E.A.L." R.E.A.L stands for Respect, Engaged, Active, Learners. Keeping it R.E.A.L promotes a positive school environment and teaches students both self-awareness and awareness of others. This policy will continue to build on our school culture of tolerance, acceptance, and empowerment.

Respect

Students and staff are expected to treat each other with respect at all times. Staff use proactive, problem-solving language when interacting with students and students learn to use academically appropriate language and behaviors when interacting with adults and peers.

Engaged

Students and staff are to be fully engaged in the educational environment and to be productive members of the Tapestry team.

Aware

Students and staff are expected to be alert and active in the environment around them. Part of being an active member of the Tapestry team involves being aware of one's own physical space and respecting the physical space of others.

Learners
Learning is what our school is all about. We all participate fully in the learning process and see ourselves as inquisitive, curious, and persistent in pursuit of knowledge.

Students are expected to keep it R.E.A.L. across all school environments. During the first two weeks of school advisory and house teachers will explore with students what it means to be R.E.A.L at Tapestry. Visuals will be posted in each classroom and across all school environments reminding students to Keep it R.E.A.L.

General Procedures for Keeping it R.E.A.L.
<u>During Class Time</u>
When students are outside of the classroom they are required to have a hall pass. If they do not have one, they are to be escorted or watched as they return to their classroom.

Only one person should be out of the class at a time.

Students are not to leave the class during the first and last ten minutes of class.

<u>During Transitions</u>
Adults need to be in the hallway during transitions to help facilitate moving in the hallways.

<u>Counselor Procedure</u>
Students may sign up for an appointment with the counselor during transitions or with a pass from their teacher. If students need to see a counselor during class time, they will be escorted by an adult. Students should not be going to the counselor alone.

<u>Gym Entrance/Exit</u>
Front door is to remain unlocked for students to enter the gym. Coaches will be at the door to help with transitions. The students will enter the lobby and wait. Students will use another door in the PE room to exit.

<u>Cafeteria Procedures</u>
All students will eat in the cafeteria or garden.

Chromebooks are not allowed in the cafeteria.

High School students may be on cell phones during lunchtime , middle school students may not.

<u>Student Breaks</u>
Because we have a neurodiverse population, some students will need to take breaks. Teachers are encouraged to establish breaks for specific students within the classroom. The decision to allow a child to take a break outside of the classroom is made on an individual basis and with input from the special education case manager.

Inclusion Facilitators will provide fidgets for each classroom.

Activity Room
Refer to the rules posted inside the room:

- There is a time limit for use of the room.
- Students must always be supervised by an adult
- The purpose of the rooms is for regulation, not recess.

Assembly procedures

- Prior to the beginning of an assembly a staff member will:
- Review the expectations for Keeping it REAL in the assembly
- Review the agenda for the assembly.

Nurse Procedures
Students needing to see the nurse must have a pass.

Front Office Procedure
Both front offices can be busy places during the school day. Students who need to go to the office for any reason, should go during passing periods, not class time.

Dismissal
When school ends at 3:30 all students are to be escorted out the front doors. Students who are in clubs must go directly to their clubs. Students may not linger in the hallway, behind the building, or in the gym.

Staff will be assigned carpool and after school duty to assist with students leaving the building.

Late Pick Up
If a parent is late picking up a child from school (after 4:00) or club/activity, the front office will contact the parents for pickup.

Neurological Basis for Behaviors
Tapestry is a school that celebrates neurodiversity. To that end, some students, due to their neurological makeup will exhibit behaviors that, to an outsider, deserve a severe consequence. However, a better strategy for these students is to explicitly teach them expected forms of behavior, thereby eliminating the need for a consequence. If a staff member feels a consequence is warranted, he/she should contact the student's case manager for consultation.

Consequences
The first responses to all inappropriate behavior (except Level 5-7 behaviors stated below) are redirection, student teacher conference, problem solving, and re-teaching. Students are responsible for Keeping it REAL and it is the adult's job to model, remind, and redirect inappropriate behavior.

Sometimes consequences can be a natural result of inappropriate behavior. The purpose of a consequence is to extinguish a behavior. If a student is receiving the same consequence over and over again, and the behavior does not change, then the staff members need to re-address the problem from a different angle. Case managers,

administration, counselors, Student Support Specialist, and Autism Specialist can assist staff members in determining the appropriate next steps.

DeKalb County Schools Code of Conduct
Tapestry follows the Dekalb Code of Conduct. The Code of Conduct also outlines levels of behaviors and interventions and consequences that match the level of the disruption to learning. The levels of behaviors below match the levels in DeKalb's Code of Conduct. See DeKalb's Code of Conduct for more information about specific behaviors

All students will receive training on the DeKalb Code of Conduct and will be required to pass a test on the components of the code during the first week of school. Parents will be required to review the document with their child and sign a document stating that they have read through and understand the Code of Conduct.

Referral Process
All staff members are to use the referral system for Level 3-7 behaviors. Teachers will assist administration in determining the function of the behavior. Administration will make decisions on interventions and consequences based on Code of Conduct procedures as well as neurological and developmental considerations.

Administrators are to communicate with teachers within 24 hours regarding results of referral. Staff are urged to communicate with administrators if information has not been received in that time frame.

Incident Report
Staff members are to submit an Incident Report for circumstances that don't require a referral, but needs administrative attention. Examples of Incident Reports include, but are not limited to accidents requiring first aid and notification of a possible hazardous situation. Anytime a student gets hurt, a staff member must complete an Incident Report.

Crisis Prevention Intervention
Occasionally, a student will become dysregulated enough to create a major disturbance to the classroom or school environment. While this behavior falls under a Level 7-9 behavior and will result in removal from the classroom, staff members are not to engage with students from a stance of power by screaming, yelling, or placing hands on the student.

Student in Crises
A staff member witnessing a student in a crisis situation will call Mel on the phone and ask her to call "team." Staff members must give Front Office Staff the exact location of the incident. A Behavior Team will come to the assistance of the staff member. The staff member that called "team" will identify who on the Behavior Team is the lead. The Lead Team Member will direct the rest of the team on next steps.

The staff member who called "team" then directs his/her attention to the rest of the students in the area.

Behavior Team members will be trained in Crisis Prevention Intervention (CPI). Only those trained in CPI will respond to the "team" call. Everyone else is responsible for making sure all students are safe and calm.

Behavior Team Members

Sam Hebenstreit
Jamie Prince
Austin McGrew-Haynes
Dr. Matt Tyson
Dr. Nicole Allen
Maria Kepler
Christy Gonzalez
Linda Ford

Student Restraint Form

Student Restraint Form must be filled out whenever a CPI-trained staff member uses a CPI-sanctioned hold on a student to remove him/her from danger. The Student Restraint form is to be submitted to administration within 24 hours of the incident. Administration will provide a copy to the parents.

Bullying/Harassment/Hazing

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose (www.stopbullying.gov). *Please note that bullying is not mutual conflict between students. There must be a real or perceived* ***imbalance of power*** *whereby the bully seeks to impose authority and harm on an innocent student.* Tapestry administration will investigate all reports of bullying and follow established protocols to document compliance with the law.

Harassment and bullying are terms that tend to be used synonymously but they are not always the same thing. Harassment is unwelcome conduct based on real or perceived race, color, national origin, sex, religion, disability, sexual orientation, and gender identity or gender expression. It may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Unlike bullying, harassment does not always involve a real or perceived power imbalance. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school.

Hazing is thought by some to be a college fraternity/sorority "thing". To the contrary, incidents of hazing occur in K-12 schools throughout the country and can be equal to or more harmful than what happens on university/college campuses. As institutions of higher learning are stepping up enforcement on this type of behavior, it is prudent that

we partner together to eradicate hazing in our schools. The difference between hazing and bullying is subtle. The same power dynamics are involved. The same intimidation tactics are used. The same second-class citizenship issues arise. The only real difference between bullying and hazing is that bullying can happen to anyone, anytime and is used as a means to exclude someone. Hazing is an instrument of including people by having them earn their way into a group or to raise their level or status in the group. Bullying is about exclusion; hazing, inclusion. Hazing can occur in any school organization; including, but not limited to athletic teams, band, student clubs, cheerleading, dance teams and other extracurricular student organizations.

Tapestry staff members have been trained in the bullying protocol and ***will file a report when a student notifies them of an occurrence*.** No single act of bullying, harassment or intimidation will be ignored. Administration will investigate any report immediately and will follow through with parents, students, and staff. A flowchart documents the series of events that will take place after a report is received. Parents and staff will use the same form to report instances of bullying. The form will be in the front office as well as in the Forms folder in Google Drive.

Internet
Students are strongly cautioned that sending inappropriate messages and/or images via electronic communication devices or the internet at any time could result in very serious school, personal, and/or criminal consequences. Bullying that is done through the Internet, ***even after school hours***, is considered bullying and will be treated as such.

Dress Code
Students at Tapestry Public Charter Schools must wear clothing that is clean, in good repair, and worn in such a manner as to exercise good taste and not to detract from the learning environment. Student and staff attire should be neat, clean, and appropriate for the school setting. The school administration may disallow types of clothing that, while acceptable outside of school, may jeopardize a safe and orderly environment for the students and school staff during the school day. While school staff will enforce the dress code, ultimate responsibility for adhering to it lies with parents/guardians and students. Any questions concerning the dress code may be directed to the principal.

Clothing Items Not Permitted
The following clothing is not to be worn to school:

- Spiked belts, collars, cuffs, or chains
- Clothing cut in such a way as to display bare skin or underwear
- Slogans or logos that contain profanity, obscenity, or that advertise or depict cigarettes or tobacco products, alcohol, drugs, or sexual acts
- Clothing that includes slogans, images, logos, or language that are demeaning to any person or group
- Slogans considered by the administration to be in poor taste or demeaning to any person or group
- Pajamas, sleepwear or slippers, except during specified days/celebrations

Cell Phone Policy
Middle School Students may not use their cell phone while they are in the school

building between the hours of 8:00 and 3:30. If they need to use their phone, students may go to the front office. Individual teachers may, from time to time, allow students to use the phone for instructional purposes.

High School students may use their cell phones before instruction (between 8:00 and 8:30) and lunch (between 12:00 and 12:30). Students may not use their phones during instructional time.

If a staff member sees or hears a student's cell phone, they will remind the students about the cell phone policy and ask him/her to put it away. Repeated abuse of the cell phone policy will result in a referral to the administration for interventions and consequences.

Headphones are used in conjunction with chromebooks and are not to be worn outside of the instructional environment.

The Importance of Language at Tapestry
How adults speak to students demonstrates our understanding that we have a neurodiverse population and that we respect our students. When speaking with students at Tapestry all staff are to use Declarative Communication rather than Imperative Communication.

Declarative Communication is language that offers the opportunity to share experience. **When a person is using declarative communication, the goal is to share ideas, perspectives, thoughts, and predictions with another person.** The non-verbal communication that goes along with declarative communication is inviting the other person's insights. Responses to declarative communication are not rote, and cannot be scripted. Declarative communication can help regulate thoughts, actions, and emotions.

Imperative Communication, in contrast, is a means-to-an-end. Imperative communication has responses that are "right" or "wrong." Responses to imperative communication can be scripted, and already predicted. Non- verbal communication is not important with imperative communication. Emotional information and sharing are not important with imperative communication. **Imperative communication includes commands, questions with "scriptable" answers, prompts, and requests.** Imperative communication is less effective when the communication partner is experiencing dysregulation or emotional upset.

Types and Examples of Declarative Communication

TYPES EXAMPLES
Comments
- I really like playing Pokémon
- That was a really loud noise
- I noticed you left your backpack in the gym.

Reflection
- I liked it when he told me that joke.

- It was really nice of Ms. Smith to give us a movement break.
- I noticed you prefer to stand in class.
- It seems like that idea made you upset.

Attempts at Regulation
- Hey, that was too fast for me. Can you repeat it?
- Jack looks like he wants a turn.
- It seems like you really want to share with the group because
- you keep yelling out the answers.

Shared Narrative
- That was so funny, I wonder what will happen next.
- How could we do our work and still have fun?
- If it feels too hard, what should we do?

Perspective Sharing
- I don't like the Xbox 360.
- Going on swings makes my stomach hurt.
- That book was hard to read.
- It scares me when the dog barks.

Types and Examples of Imperative Communication

TYPES EXAMPLES

Commands/Requests
- Pick up your lunch.
- Take out your notebook.
- Don't do that.
- Stop talking.

Prompts
- Come here.
- Put that in the trash.

Additional Examples of Language used at Tapestry

Instead of:
- Using language that shuts down communication (Stop! Why are you doing that?), try using softer language that invites response (Wait! Or What's your idea?)
- Saying "You need to _____ , try " I need you to _____" or "It's time to _____."
- Saying "Pay attention" or "Look at me", try "I need to see you listening with your whole body" or "Show me you are thinking about what we are talking about."
- Answering student questions directly, try to direct students to use tools to find their own answers "Where would you look to find out?" "Why don't you check your folder?"
- Saying "That's none of your business", try "It's not your worry."
- Using arbitrary language to correct poor behavior choices such as "That is so rude!" or "Do as I say" try using concrete language that reflect back the school

rules such as “Those are unfriendly words” or “I need you to respect my directions” or “That’s not how we Keep it REAL.”

- Holding rewards over students’ heads (“Remember you are working towards a prize.”), try linking student behavior to a natural consequence or intrinsic motivator such as “When you said that, how did it make student X feel?” or “Is using those words being your best self?”

Professional Standards

All Tapestry Public Charter Employees are expected to act in a professional manner at all times. This professionalism includes our actions and interactions with students as well as the manner in which we accomplish our work.

Expectations for All Staff
All Tapestry Employees will:

- Support the mission and policies of Tapestry
- Treat each other with respect
- Treat students with respect
- Arrive on time to work and meetings
- Participate fully in all professional development
- Use procedures for requesting absences
- Keep all conversations about students and staff out of public areas
- Bring issues of concern to administration

Expectations for Teachers
In addition to the above, teachers will:

- Ensure that lesson plans (high school) and Unit Maps (middle school) are uploaded two weeks in advance
- Ensure that End of Unit Assessments are created and uploaded prior to teaching first lesson of unit
- Post Standards and Learning Targets daily.
- Post Daily Agenda
- Ensure that the learning environment is predictable, structured and organized
- Use help ticket for facilities and technology requests

Telecommunications
Tapestry Public Charter provides technologies, networks, and Internet access to support the educational mission of the school and to enhance the curriculum and learning opportunities for students and employees. These technology resources may be used only in support of education and research and consistent with our educational objectives.

Teachers, Counselors, and Administrative Staff will be assigned a laptop. All users of Tapestry technologies or networks must sign acceptable use agreements.

Tapestry-provided access must be used in a responsible, efficient, ethical and legal manner. Failure to adhere to Tapestry's guidelines for the use of telecommunication resources may result in disciplinary action.

It is also important to remember that all electronic communications are subject to public records requests. Unacceptable uses of the network include: violating the conditions of the Educators Code of Ethics dealing with students' rights to privacy, using profanity,

obscenity, or other offensive language, reposting personal communications without the author's prior consent, copying commercial software in violation of copyright law, copying other copyright protected material and using the network for financial gain or for any commercial or illegal activity.

Staff members are to use Tapestry social media to share information regarding activities and events at Tapestry. Staff members may not post pictures of students or Tapestry events on their own personal social media accounts. Public discussion about events and issues at Tapestry are not appropriate postings for social media. Staff members are to bring all issues to the administration.

Conversations about Students and Parents

All conversations about students and parents are to be with a respectful tone and language. When talking about our students, please keep in mind that they are behaving in the only way they know how. Attributing malicious intent to non-compliant behaviors gets in the way of solving the problem of conduct and attitude.

By the same token, parents are acting as advocates for their child. We may or may not agree with the decisions that a parent makes regarding school and behavior. We are not in a position to judge. We are, however, professionals in our field and can provide parents with honest and relevant information regarding their child.

Please be aware that the front office and teacher's lounge is not the place to have conversations about students or parents. We cannot guarantee that these comments will not be overhead and passed on to others who don't have the full context of the conversation.

If you need to speak to another adult about a child or family, please move the conversation to a private area.

Conversations about Colleagues

Tapestry is a professional education institution in which all members are treated with respect and dignity. To that end, Tapestry employees are to refrain from gossiping, demeaning, or talking poorly about any employee to another colleague. Staff is encouraged to speak directly to other employees regarding issues that arise rather than spreading hurtful information.

Georgia Professional Standards Code of Ethics

The Code of Ethics Standards is included in this handbook in its entirety. Staff members who do not follow the Code of Ethics are at risk of losing certification from the state.

Abuse Prevention Policy

Relationship between staff and students is always done with the utmost respect for our students as human beings. Staff is strictly prohibited from yelling at or engaging in a power struggle with students. When students aren't behaving in the manner we want them to, the staff is expected to work with students within the Keeping it REAL framework to engage students in becoming a part of the Tapestry community.

Tapestry has adopted an Abuse Prevention Policy which is copied in its entirety in this handbook. All staff members must read and understand the policy before beginning work at Tapestry. A signature stating that he/she will abide by the policy will be required of all employees.

505-6-.01 THE CODE OF ETHICS FOR EDUCATORS Effective January 1, 2024

- (1) **Introduction.** The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Georgia Professional Standards Commission (GaPSC) has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.
- (2) **Definitions.**
    - (a) "Breach of contract" occurs when an educator fails to honor a signed contract for employment with a school/school system by resigning in a manner that does not meet the guidelines established by the GaPSC.
    - (b) "Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the GaPSC.
    - (c) "Child endangerment" occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.
    - (d) "Complaint" is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the GaPSC alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A "complaint" will be deemed a request to investigate.
    - (e) "Educator" is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the GaPSC and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, "educator" also refers to paraprofessionals, aides, and substitute teachers.
    - (f) "Inappropriate" is conduct or communication not suitable for an educator to have with a student. It goes beyond the bounds of an educator-student relationship.
    - (g) "Physical abuse" is physical interaction resulting in a reported or visible bruise or injury to the student.
    - (h) "Student" is any individual enrolled in the state's public, or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics for Educators, the enrollment period for a graduating student ends on August 31 of the school year of graduation.
- (3) **Standards.**
    - (a) Standard 1: **Legal Compliance** - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1

through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

- (b) Standard 2: **Conduct with Student**s - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:
  - 1. Committing any act of child abuse, including physical and verbal abuse;
  - 2. Committing any act of cruelty to children or any act of child endangerment;
  - 3. Committing any sexual act with a student or soliciting such from a student;
  - 4. Engaging in or permitting harassment of or misconduct toward a student;
  - 5. Soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
  - 6. Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
  - 7. Failing to prevent the use of alcohol or illegal or unauthorized drugs by students under the educator's supervision (including but not limited to at the educator's residence or any other private setting).
- (c) Standard 3: **Alcohol or Drugs** - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:
  - 1. Being on school or Local Unit of Administration (LUA)/school district premises or at a school or a LUA/school district-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
  - 2. Being on school or LUA/school district premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc.).
    - (i) For the purposes of this standard, an educator shall be considered "under the influence" if the educator exhibits one or more of the following indicators, including but not limited to: slurred speech, enlarged pupils, bloodshot eyes, general personality changes, lack of physical coordination, poor motor skills, memory problems, concentration problems, etc.
- (d) Standard 4: **Honesty** - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting, or omitting:
  - 1. Professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
  - 2. Information submitted to federal, state, local school districts and other governmental agencies;
  - 3. Information regarding the evaluation of students and/or personnel;

        - 4. Reasons for absences or leaves;
        - 5. Information submitted in the course of an official inquiry/investigation; and 6. Information submitted in the course of professional practice.
    - (e) Standard 5: **Public Funds and Property** - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:
        - 1. Misusing public or school-related funds;
        - 2. Failing to account for funds collected from students or parents;
        - 3. Submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
        - 4. Co-mingling public or school-related funds with personal funds or checking accounts; and
        - 5. Using school or school district property without the approval of the local board of education/governing board or authorized designee.
    - (f) Standard 6: **Remunerative Conduct** - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:
        - 1. Soliciting students or parents of students, or school or LUA/school district personnel, to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;
        - 2. Accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
        - 3. Tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
        - 4. Coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.
    - (g) Standard 7: **Confidential Information** - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:
        - 1. Sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
        - 2. Sharing of confidential information restricted by state or federal law;
        - 3. Violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and

        - 4. Violation of other confidentiality agreements required by state or local policy.
    - (h) Standard 8: **Required Reports** - An educator shall file with the GaPSC reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7- 5), or any other required report. Unethical conduct includes but is not limited to:
        - 1. Failure to report to the GaPSC all requested information on documents required by the GaPSC when applying for or renewing any certificate with the GaPSC;
        - 2. Failure to make a required report of an alleged or proven violation of one or more standards of the Code of Ethics for Educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and
        - 3. Failure to make a required report of any alleged or proven violation of state or federal law as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.
    - (i) Standard 9: **Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to a resignation that would equate to a breach of contract; any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position; or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students; or failure to supervise a student(s).
    - (j) Standard 10: **Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:
        - 1. Committing any act that breaches Test Security; and
        - 2. Compromising the integrity of the assessment.
- (4) **Reporting**.
    - (a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the GaPSC must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.).
    - (b) The GaPSC notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse.
- (5) **Disciplinary Action**.
    - (a) The GaPSC is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after

an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the educator:
    - 1. Unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (GaPSC Rule 505-6-.01);
    - 2. Disciplinary action against a certificate on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (GaPSC Rule 505-6-.01);
    - 3. Order from a court of competent jurisdiction or a request from the Department of Human Services that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6- 28.1 and §19-11-9.3);
    - 4. Suspension or revocation of any professional license or certificate;
    - 5. Violation of any other laws and rules applicable to the profession (O.C.G.A. §16- 13-111); and
    - 6. Any other good and sufficient cause that renders an educator unfit for employment as an educator.
  - (b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or, in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics for Educators. The superintendent and the educator designated by the superintendent/Local Board of Education shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.
  - (c) The GaPSC is authorized to determine no probable cause as provided in O.C.G.A. § 20-2- 984.4(e) and § 20-2-984.5(e) if:
    - 1. After a preliminary investigation is concluded it is unlikely that there exists a preponderance of the evidence necessary to prove at a hearing that a violation occurred; or
    - 2. After a hearing the administrative law judge makes a determination that there is not a preponderance of the evidence necessary to prove that a violation occurred.
  - (d) The GaPSC is authorized to determine no further action is necessary pursuant to O.C.G.A. § 20-2-984.5(a) if after review of the report of the preliminary investigation, sanctions should not be imposed.
- (6) **Sanctions**.
  - (a) As outlined in O.C.G.A. § 20-2-984.5(c), the GaPSC has the discretion to issue a probable cause sanction against an educator. Common violations and associated sanctions can be found in the accompanying GaPSC Guidance.
    - 1. Denial is the refusal to grant initial certification to an applicant for a certificate;
    - 2. Monitoring is the quarterly appraisal of the educator's conduct by the GaPSC through contact with the educator and his or her employer. As a

condition of monitoring, an educator may be required to submit periodic criminal background check (GCIC). The GaPSC specifies the length of the monitoring period;
        - 3. Reprimand admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action;
        - 4. Revocation is the permanent invalidation of any certificate held by the educator. A Voluntary Surrender is equivalent to and has the same effect as a revocation. A Voluntary Surrender shall be accepted and becomes effective upon receipt by the GaPSC;
        - 5. Suspension is the temporary invalidation of any certificate for a period of time specified by the GaPSC; and
        - 6. Warning informs the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.
- (7) **Application Procedures.**
    - (a) "Yes" answers to Personal Affirmation Questions (PAQs) require submission of information identified in the accompanying GaPSC Guidance.
    - (b) With respect to an initial applicant, an application and corresponding ethics case that is initiated pursuant to O.C.G.A. § 20-2-984.3
    - (c) will automatically close and be placed on hold if the applicant fails to submit requested documentation to the Ethics Division within 45 days of the request to the applicant. The application will be placed on hold in anticipation of the submission of a new application and the applicant's responding to any requests for documentation in a timely fashion.

Authority O.C.G.A. § 20-2-200

Tapestry Public Charter School Policy Manual

Abuse Prevention Policies

Adopted: 7/15/2019

The Tapestry Public Charter School Board adopts the following policy, effective on the date of adoption by the Board.

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I. GENERAL DEFINITIONS

A. Types of Abuse

1. Physical abuse is any injury that is intentionally inflicted upon a student or any other person.

2. Sexual abuse is any contact of a sexual nature that occurs between a student and an adult or between two students where both students do not, or are unable to, consent. This includes any activity which is meant to arouse or gratify the sexual desires of the adult or any student.

3. Emotional abuse is mental or emotional injury to a student that results in, or would reasonably be anticipated to result in, an observable and material impairment in the student's growth, development, or psychological functioning.

4. Neglect is the failure to provide for a student's basic needs or the failure to protect a student from harm.

II. CODE OF CONDUCT WITH STUDENTS

The following policies are intended to assist staff and volunteers in making decisions about interactions with students. For clarification of any guideline, or to inquire about behaviors not addressed here, contact your supervisor.

Tapestry Public Charter School provides our students with the highest quality services available. We are committed to creating an environment for students that is safe, nurturing, empowering, and that promotes growth and success.

No form of abuse will be tolerated and confirmed abuse will result in immediate dismissal from Tapestry Public Charter School. All reports of suspicious or inappropriate behavior with students or allegations of abuse will be taken seriously. Tapestry Public Charter School will fully cooperate with authorities if allegations of abuse are made that require investigation.

The Code of Conduct with Students outlines specific expectations of staff and

volunteers as we strive to accomplish our mission together.

- Students will be treated with respect at all times.
- Students will be treated fairly regardless of race, sex, sexual orientation, gender identification, ethnicity, national origin, language spoken, disability, or religion. -Staff and volunteers will adhere to uniform standards of displaying affection as outlined by Tapestry Public Charter School.
- Staff and volunteers will avoid affection with students that cannot be observed by others.
- Staff and volunteers will adhere to uniform standards of appropriate and inappropriate verbal interactions as outlined by Tapestry Public Charter School.
- Staff and volunteers will not stare at or comment on students' bodies.
- Staff and volunteers will not date or become romantically involved with students.
- Staff and volunteers will not use or be under the influence of alcohol or illegal drugs in the presence of students.
- Staff and volunteers will not have sexually oriented materials, including printed or online pornography, on Tapestry Public Charter School's property.
- Staff and volunteers will not have secrets with students and will only give gifts to groups of students (not to include rewards of nominal value).
- Staff and volunteers will comply with Tapestry Public Charter School's policies regarding interactions with students outside of our programs.
- Staff and volunteers will not engage in inappropriate electronic communication with students.
- Staff and volunteers are prohibited from working one-on-one with students in a private setting. Staff and volunteers will use common areas or classrooms with open doors when working with individual students.
- Staff and volunteers will not abuse students in anyway including, but not limited to, the following:
    - *Physical abuse:* hitting, spanking, shaking, slapping, unnecessary restraints
    - *Verbal abuse:* degrading, threatening, cursing
    - *Sexual abuse:* inappropriate touching, exposing oneself, sexually oriented conversations
    - *Mental abuse:* shaming, humiliation, cruelty
    - *Neglect:* withholding food, water, shelter

Tapestry Public Charter School will not tolerate the mistreatment or abuse of one student by another student. In addition, Tapestry Public Charter School will not tolerate any behavior that is classified under the definition of bullying, and to the extent that such actions are disruptive, we will take steps needed to eliminate such behavior.

Tapestry Public Charter School has adopted DeKalb County School District's Student Code of Conduct. Allegations and instances of bullying will be addressed in accordance with that policy.

Bullying is aggressive behavior that is intentional, is repeated over time, and involves an imbalance of power or strength. Bullying can take on various forms, including:

- *Physical bullying* – when one person engages in physical force against another person, such as by hitting, punching, pushing, kicking, pinching, or restraining another.

- *Verbal bullying* – when someone uses their words to hurt another, such as by belittling or calling another hurtful names.
- *Nonverbal or relational bullying* – when one person manipulates a relationship or desired relationship to harm another person. This includes social exclusion, friendship manipulation, or gossip. This type of bullying also includes intimidating another person by using gestures.
- *Cyberbullying* – the intentional and overt act of aggression toward another person by way of any technological tool, such as email, instant messages, text messages, digital pictures or images, social media apps, or website postings (including blogs). Cyberbullying can involve:
- Sending mean, vulgar, or threatening messages or images.
- Posting sensitive, private information about another person.
- Pretending to be someone else in order to make that person look bad.
- Intentionally excluding someone from an online group.
- Hazing – an activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers that person regardless of that person's willingness to participate.
- Sexualized bullying – when bullying involves behaviors that are sexual in nature. Examples of sexualized bullying behaviors include sexting, bullying that involves exposures of private body parts, and verbal bullying involving sexualized language or innuendos.
- Anyone who sees an act of bullying, and who then encourages it, is engaging in bullying. This policy applies to all students, staff, and volunteers.
- All staff must follow state specific mandatory reporting requirements. Staff will:
- Be familiar with the symptoms of child abuse and neglect, including physical, sexual, verbal, and emotional abuse.
- Know and follow Tapestry policies and procedures that protect students against abuse.
- Report suspected child abuse or neglect to the appropriate authorities as required by state mandated reporter laws.
- Follow up to ensure that appropriate action has been taken.

Staff and volunteers will report concerns or complaints about other staff, volunteers, adults, or students to their supervisor or an administrator.

Tapestry Public Charter School cooperates fully with the authorities to investigate all cases of alleged abuse. Any staff member or volunteer shall cooperate to the fullest extent possible in any external investigation by outside authorities or internal investigation conducted by the organization or persons given investigative authority by the organization. Failure to cooperate fully may be grounds for termination.

III. POLICIES

Policies define the bandwidth of acceptable behavior in an organization. Because offenders often violate policies to gain access to students, when staff know and understand policies, they can identify, interrupt, and report policy violations. Simply interrupting a policy violation can prevent a false allegation of abuse or put an offender on notice

that no one works in private, the rules apply to everyone, and violations will be detected. If staff observe a violation of policy, they are required to report the violation to their supervisor or an administrator.

Parents will receive information on all policies regarding student and staff interaction as part of the Parent Handbook at the beginning of the year.

A. Physical Contact

Tapestry Public Charter School's physical contact policy promotes a positive, nurturing environment while protecting students and staff. Tapestry Public Charter School encourages appropriate physical contact with students and prohibits inappropriate displays of physical contact. Any inappropriate physical contact by staff towards students in the organization's programs will result in disciplinary action, up to and including termination of employment.

Examples for appropriate and inappropriate physical interactions are:

APPROPRIATE PHYSICAL INTERACTIONS	**INAPPROPRIATE PHYSICAL INTERACTIONS**
• Side hugs • Shoulder-to-shoulder or "temple" hugs • Pats on the shoulder or back • Handshakes • High-fives, fist bumps, and hand slapping • Touching hands, shoulders, and arms • Arms around shoulders •	• Full-frontal hugs • Kisses • Showing any affection in isolated areas • Lap Sitting • Wrestling • Piggyback rides • Tickling • Allowing a student to cling to an employee's or volunteer's leg • Any type of massage given by or to a student, including rubbing back or shoulders • Any form of affection that is unwanted by the student, staff member, or volunteer • Compliments relating to physique or body development • Touching bottom, chest, or genital area • Any physical interaction that a student has asked you to refrain from, including

	those considered appropriate

Staff and volunteers are prohibited from speaking to students in a way that is, or could be construed by any observer as, harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Staff and volunteers must not initiate sexually oriented conversations with students. Staff and volunteers are not permitted to discuss their own sexual activities or intimate details about personal relationships with students.

Tapestry Public Charter School's policies for appropriate and inappropriate verbal interactions are:

APPROPRIATE VERBAL INTERACTIONS	**INAPPROPRIATE VERBAL INTERACTIONS**
● Positive reinforcement ● Appropriate jokes ● Encouragement ● Praise	● Name-calling ● Discussing sexual encounters or in any way involving students in the personal problems or issues of staff and volunteers ● Secrets ● Cursing ● Offensive or sexual jokes (e.g., mocking of race, religion,ethnicity, national origin, disability, sexual identity, gender identity) ● Shaming ● Belittling ● Derogatory remarks ● Harsh language that may frighten, threaten, or humiliate students ● Derogatory remarks about the student or his/her family

B. One-on-One Interaction

Most abuse occurs when an adult is alone with a student. Tapestry Public Charter School aims to eliminate or reduce these situations and prohibits private one-on-one interactions unless approved in advance by the administration.

In those situations where one-on-one interactions are approved, staff and volunteers should observe the following additional guidelines to manage the risk of abuse or false allegations of abuse:

ADDITIONAL GUIDELINES FOR ONE-ON-ONE INTERACTIONS

- When meeting one-on-one with a student, always do so in a public place where you are in full view of others.
- Avoid physical affection that can be misinterpreted. Limit affection to pats on the shoulder, high-fives, fist bumps, and handshakes.
- If meeting in a room or office, leave the door open or move to an area that can be easily observed by others passing by.
- Inform other staff and volunteers that you are alone with a student and ask them to randomly drop in.
- Document and immediately report any unusual incidents, including disclosures of abuse or maltreatment, behavior problems and how they were handled, injuries, or any interactions that might be misinterpreted.

1. Tutoring/ Private Coaching:

- One-on-one situations, such as tutoring and private coaching sessions, introduce additional risks for false allegations. Staff and volunteers should be aware of our policies regarding tutoring and private coaching:
    - Staff and volunteers must have supervisor approval for any tutoring or private coaching sessions.
    - Staff and volunteers will provide administration with a schedule of tutoring and coaching sessions that includes times, students involved, and location of sessions.
    - Tutoring and coaching sessions with Tapestry Public Charter School students may not occur outside of the school.
    - Staff may not tutor or coach students for private payment unless the staff member has received permission to do so through the school policies. All payments from these activities must be processed by the school's financial office.

Off-Site Contact

Many cases of organizational abuse occur off-site and outside of regularly scheduled activities. This contact outside of regularly scheduled activities may put staff, volunteers, and Tapestry Public Charter School at increased risk.

Tapestry Public Charter School prohibits interactions outside of regularly scheduled program activities unless approved in writing by the principal. Parents/guardians must sign a permission slip, giving permission for the student to engage in the outside activity. The permission slip will include a release-of-liability statement. A Parent's permission does not override school policy or procedure. Failure to follow this procedure can result in discipline up to including immediate dismissal.
Tapestry Public Charter School has determined that the following forms of outside contact are appropriate and inappropriate:

APPROPRIATE OUTSIDE CONTACT	INAPPROPRIATE OUTSIDE CONTACT
● Taking groups of students on an outing with written permission ● Attending sporting events with groups of students ● Attending functions at a student's home, with the student's parent/guardian present	● Taking one student on an outing without the parents'/guardians' written permission ● Visiting any student in a student's home, without the parent/guardian present ● Entertaining one student in the staff member's home or in the home of another

C. Electronic Communications
Any private electronic communication between staff and students, including the use of social networking websites (e.g., Facebook, Instagram, Snapchat, Twitter), instant messaging, texting, etc., is prohibited. All communication between staff and students must be transparent.

The following are examples of appropriate and inappropriate electronic communication.

APPROPRIATE ELECTRONIC COMMUNICATION	**INAPPROPRIATE ELECTRONIC COMMUNICATION**
● Sending email to students or students' parents or guardians through the school's official email system ● Communication through "organization group pages" on Facebook or other approved forums ● "Private" profiles for staff and volunteers that students cannot access ● Texting a student about official school business ● when including a parent/guardian on the text ● message	● Harsh, coercive, threatening, intimidating, ● shaming, derogatory, demeaning or humiliating comments ● Sexually oriented communications ● Private messages between staff and/or volunteers with students other than through the school's email ● Posting pictures of students on social media sites other than official sites of the school without the permission of the administration ● Posting inappropriate comments on pictures ● Friending or following students on social ● networking sites

1. **Cell Phone Use**
While assigned to work with students, staff are not permitted to use electronic communications devices except during approved breaks and emergency situations. Internet use, text messaging, and/or emailing pictures while assigned to work with students is strictly prohibited regardless of the type of device used and whether for business or personal reasons. Employees need to ensure that friends and family members are aware of this policy. Use of personal electronic communication devices to contact (via voice, text, or pictures/video) organization members and/or program participants for personal and/or inappropriate reasons shall be grounds for discipline

up to and including termination of employment.

2. **Acceptable Use of Cell Phones During School Hours**
There are occasions in which staff will need to use personal or organization-issued electronic communication devices. In these cases, staff will have explicit direction from supervisors governing use. Situations which may require use of organization-issued or personal electronic communication devices include:

- Field Trips
- Off-Site Programs
- Emergencies

D. Gift Giving
Molesters routinely groom students by giving gifts, thereby endearing themselves to the student. They might instruct the student to keep the gifts a secret, which then starts teaching the student to keep secrets from parents/guardians. For this reason, staff and volunteers should only give gifts (not to include rewards of nominal value) to groups of students, and only under the following circumstances:

1. Administration must be made aware of and approve the gift.

2. Parents/guardians must be notified.

IV. TRAINING

A. General Training Requirements
All employees will undergo training within 30 days of hire.

The training includes face-to-face training on the following topics:
- Child Abuse
- DeKalb County School District's Code of Conduct
- Bullying/Harassment/Hazing
- Tapestry Staff Handbook
- Georgia Department of Education Code of Ethics
- Tapestry Human Resources Policies

Staff will sign in at all training as proof of attendance. For the handbook and the Tapestry policies, staff will sign a separate form stating they understand the information presented.

The training also includes online training on the following topics:

- Boundary Invasions
- Sexual Harassment Staff to Staff
- Sexual Harassment Staff to Student
- Sexual Harassment Student to Student
- Bloodborne Pathogens
- Others as deemed necessary

Staff will submit copies of their certificate of completion for each class to the Tapestry

office manager. Employees who are hired in the middle of the year will watch videos of the face-to-face training and complete the online trainings.

V. MONITORING AND SUPERVISION

When staff are adequately trained and supervised, potential offenders are less likely to act on their impulses because they face detection. When students are adequately supervised, they too are less likely to engage in inappropriate interactions with others. Similarly, the school buildings and grounds must be monitored, particularly out-of-the-way locations or locations that might permit an offender undue access to or privacy with a student. Effective supervision and monitoring require that a variety of methods be used frequently, at both scheduled and random times.

A. Monitoring at School

In order to ensure that all locations within school buildings and on school grounds are properly and consistently monitored, staff must observe student activity during unstructured activities such as when students are transitioning between classes, taking a break, or at lunch.

B. Checking Adults into School

- When any adult other than current staff (parents, guests, volunteers, construction workers, maintenance, cleaning crews, etc.) enters the school during operational hours, they must check in with the front desk.
- Staff may not allow entry into the building for anyone except current staff without the individual first checking in at the front office.
- Once an individual checks out or leaves the building they must check in prior to re-entry.

C. Monitoring Students at School

Students should not be alone at the school outside of school hours without a parent or guardian present.

- Students will sign the DeKalb County School District Code of Conduct and Tapestry's Parent/Student Handbook which outlines the program's behavioral expectations and policies regarding appropriate and inappropriate interactions.
- Students are to be supervised at all times. Students are never to be left alone in a classroom, gym, or cafeteria without the supervision of an adult. When supervising students adults should keep their eyes on the students at all times and ensure that they are in constant physical proximity to the students. Adults must keep the adult-to-adult interaction to a minimum and always be aware of student behavior. Adults may not be on their cell phone in the presence of students unless it is an emergency.
- All staff should wear name tags so that the student can easily recognize them as staff.

D. Monitoring High-Risk Activities

1. Bathroom Activities

- Students should not be allowed to go to the bathroom without a pass unless it is

during class transition or lunch.
- If a student utilizes a pass, staff should remain mindful of their absence and attempt to verify the student's location if absent for a time that seems unreasonable. If unable to personally verify, enlist alternate staff to do so.
- Adults may not use the student bathrooms anytime there are students in the building.

2. Locker Room Activities
The locker room procedures include:

- Responsible staff should stand within earshot of the locker room when in use by students.
- Responsible staff should routinely check inside the locker room so students know the locker room is monitored.
- Locker room horseplay such as towel snapping is prohibited
- Locker rooms should be locked when not in use.

5. Shower Activities
Staff and students must shower at different times. While the students shower, at least one staff member should stand within earshot of the students to ensure that only one student is in each shower.

6. Transition Times and Free Times
Transition times and free times pose a high risk for incidents. To decrease the risk of incidents, the following procedures will be implemented:

- Staff shall require students to remain in line of sight of staff at all times.
- Staff shall specify narrow geographic boundaries in the program areas.
- Staff shall remain in assigned specific areas to supervise students. No students should be in an area unsupervised.
- Each staff member should be assigned to supervise a specific group of students.

7. Transportation Activities
On some occasions, it may be necessary for Tapestry to allow an employee to transport students for official school activities. Employees who transport students for school purposes must have the permission of the principal or the Board. This policy statement applies to transportation of students for school purposes. When the principal or Board determines it is appropriate for an employee to transport students, the following stipulations must be followed:

- The driver must be 23 years of age and have a valid, unrestricted Georgia Driver's License.
- A copy of the driver’s license and a certificate of insurance for the vehicle being used must be provided.
- The driver shall comply with all motor vehicle laws and regulations of the state in which the driver travels including, but not limited to, laws and regulations covering car registration, driver's license, and state vehicle inspections.
- There must be at least 2 adults in the vehicle.

- The number of persons in the vehicle must not exceed the number of operable seat belts. The driver and passengers will use available passenger restraints at all times when the vehicle is in motion. No private vehicle with more than ten seats including the driver should be used; this includes vans.
- No one should ride in the bed of a pick-up truck.
- Drivers who have been convicted of a misdemeanor or felony driving under the influence will not be authorized to drive students.
- Drivers who have been charged with a misdemeanor or felony driving under the influence or a serious moving violation will not be authorized to drive students pending disposition of their case.
- Drivers with more than one moving violation within the past two years will not be authorized to drive students.
- Drivers are expected to go directly from the point of departure to the point of destination.
- Vehicles for transporting students must be in a safe and operable condition.
- There must be a permission slip on file for each student traveling in a personally owned vehicle.
- No mileage will be paid to drivers.

8. Off-Site Activities

The off-site procedures include: field trips, athletic events, and performances.

- Principal approval is required for all off-site activities.
- Parent/guardian approval is required for student attendance at off-site activities.
- There must always be at least 2 staff members at all school-sponsored off-site activities.
- Teachers are responsible for taking roll prior to leaving on the trip and prior to returning. All students must be accounted for at all times.
- During the field trip, the teacher in charge will communicate with the front office via cell phone if any problems arise.

9. Overnight Activities

Guidelines:

- All overnight activities must be documented and approved in writing by the principal or assistant principal.
- Administrators are expected to regularly and randomly observe overnight activities on a scheduled and periodic basis.
- The principal should appoint a “lead” staff member to supervise the overnight. A meeting with all staff involved will be conducted to discuss the unique risks of overnight trips, unique elements of the specific overnight trip, and to review the specific policies and procedures.
- Parents/guardians will be provided with written information about the overnight activity. All parents/guardians must sign a permission slip for their students to attend the overnight.
- There will be at least 2 staff members at all overnight activities.
- Meetings with the group should be hosted in open and observable areas; meetings should not be hosted in staff or student rooms.

Overnights at the School:

- Physical boundaries within the school buildings and grounds must be clearly defined and explained to the students.
- Each staff member shall be assigned to a specific group of students to supervise. Each staff member should then maintain a roll sheet that lists all of the students in his or her group. Head counts and roll checks should be conducted routinely throughout the evening.
- A designated staff member will be assigned to check places such as the bathrooms, entrances and exits, hallways, etc. at regular intervals.
- Male and female students will be divided into separate rooms and staff will be posted at the entrances and exits to these rooms. If separate rooms are not feasible, males and females will be divided by as much space as possible. Accommodations may be made based on certain situations.
- When performing room checks, staff should always go in pairs.
- At least one staff member must stay awake during the night. Staff members may take shifts to stay awake as long as one staff member is awake at all times.

Overnights Away from the School:

- Overnight stays at private homes are prohibited unless approved by the administration. b. Physical boundaries at the off-site location must be clearly defined and explained to the students.
- Each staff member will be assigned to a specific group of students to supervise. Each staff member should then maintain a roll sheet that lists all of the students in his or her group. Head counts and roll checks should be conducted routinely throughout the event.
- If in a cabin type setting, the staff should be placed in bunks to maximize supervision around the cabin and in a way that decreases the chances of students sneaking out (such as by the door).
- In hotel rooms, assign students to rooms based on sex and age. Staff should have their own rooms. Accommodations may be made based on certain situations.
- All staff are to be on duty in the halls or cabins at night until an hour after lights out and all rooms are quiet.

E. Administrator Monitoring of On-Site and Off-Site Activities

Administrators will document all visits to on-site and off-site programs. Documentation will include arrival and departure times, which students and parents/guardians were present, and a summary of the information collected. Administration will provide staff with feedback about visits.

Administrators will vary their observation times dropping in at different times each day. Included in the observations will be a review of staff punctuality, routine of the event, suitability of the location for adequate supervision, the organization of activities, engagement of staff, and bathroom and locker procedures.

VI. RESPONDING

A. Responding to Suspicious or Inappropriate Behaviors or Policy Violations

Because Tapestry Public Charter School is dedicated to maintaining zero tolerance for abuse, it is imperative that each staff member actively participates in the protection of students. In the event that staff observe any suspicious or inappropriate behaviors and/or policy violations on the part of other staff or volunteers, it is their personal responsibility to immediately report their observations to their supervisor or an administrator.

Remember, at Tapestry Public Charter School, the policies apply to everyone.

The following activities are prohibited:

- Violation of the abuse prevention policies described above
- Seeking private time or one-on-one time with students
- Buying gifts (not including rewards of nominal value) for individual students
- Making suggestive comments to students
- Picking favorites

All reports of suspicious or inappropriate behavior with students will be taken seriously. Our procedures will be carefully followed to ensure that the rights of all those involved are protected.

1. **Staff and Volunteer Response**
If staff witness suspicious or inappropriate behaviors or policy violations from another staff member or volunteer, the staff or volunteer is instructed to do the following:

- Interrupt the behavior.
- Report the behavior to their supervisor or an administrator.
- If the report is about the principal or assistant principal, contact the Tapestry Board Chair.
- Document the report but do not conduct an investigation.
- Keep reporting until appropriate action is taken.

2. **Supervisor and Administrator Response**
In the event that a supervisor or an administrator receives a report of suspicious or inappropriate behaviors or policy violations from a staff member or volunteer, the supervisor or administrator is instructed to do the following:

Report to the principal who will determine the appropriate administrator to respond to the concern. If responsible for the response:

Speak with the staff member/volunteer who reported and have them write out a statement. Advise the person who reported the behavior that the report is being taken seriously.
Review the file of the staff member or volunteer and the confidential log to determine if similar complaints were reported previously.

If at any point in gathering information about a report of suspicious or inappropriate behavior, a concern arises about possible abuse, contact the state authorities and file a

report.

- Determine the appropriate response based on the report.
- Document the report on the appropriate form
- If appropriate, notify parents and/or guardians.
- Based on the information gathered, the following may be required:
- Increase monitoring or supervision of the staff member, volunteer, or program.

If policy violations with students are confirmed, the staff member or volunteer must be subject to disciplinary action up to and including termination and prosecution.

If more information is needed, interview and/or survey other staff members, volunteers, or students. In addition, Tapestry's policy relating to response to allegations of harassment, abuse, or neglect is as follows:
Upon receiving notice of a verbal or written complaint or observation of possible unlawful harassment, discrimination, or abuse, an administrator must immediately, or as soon as practicable, make a written record of the complaint or observation in the appropriate confidential log.

The administrator must promptly conduct an initial investigation and ensure appropriate action is taken based on the findings of the investigation. If a student makes the complaint, his or her parent or legal guardian will be notified within 24 hours of receipt of the complaint. At the same time, the parent or legal guardian will receive a written overview of the investigation process and anticipated timelines for completion. Immediate steps will be taken to separate the individual(s) making the allegation from the individual(s) alleged to have engaged in the abuse or harassment.

The administrator will notify the Chair of the Tapestry Board Executive Committee of the allegation. If, based on the findings of the administration's initial investigation, the Chair believes further review is warranted, he or she will convene a meeting of the Executive Committee as soon as practicable. The administrator will present to the Executive Committee information on the complaint, investigation, and resulting action. The Executive Committee, in conjunction with the administrator, will then determine whether further action and/or an independent investigation is necessary to address the specific allegations.

During the investigation the administrator will take written statements from all parties as appropriate including, but not limited to:

- the person who reported the incident
- the accused
- the student involved
- witnesses

Upon completion of any investigation, the complainant and/or the parent or legal guardian of a student making the complaint will be notified, in writing, of the investigatory results and any resolution, to the extent the law allows.

A confidential log of all reports, investigations, and resolutions will be maintained so as to ensure that all information is documented and preserved. All staff will be trained to advise the administration of any complaint related to allegations of abuse, discrimination, and harassment. When appropriate, the administration will have access to this log and will be responsible for logging any complaints or reports.

Since allegations of harassment or discrimination are serious matters for all concerned, employees will be expected to fully cooperate in efforts to investigate and enforce this policy. For the same reasons, discretion will be utilized in investigating and, where appropriate, remedying improper conduct.

Tapestry Public Charter School will not tolerate any retaliation against an employee or student for making a good faith complaint or for cooperating in a harassment or discrimination investigation. Employees will be subject to disciplinary action, up to and including termination, for violations of this policy.

Violations of this policy include, but are not limited to, harassing or retaliating conduct, failure or refusal to cooperate in an investigation concerning reported incidents of harassment or discrimination, or other actions contrary to this policy.

3. **Board Response**

- Review the need for increased supervision.
- Review the need for revised policies or procedures.
- Review the need for additional training.

B. Responding to Suspected Abuse by an Adult (Other Than Staff or Volunteer, e.g. Parent or Guardian)

As required by mandated reporting laws, staff and volunteers must report any suspected abuse or neglect of a student—whether on or off school property or whether perpetrated by staff, volunteers, or others—to state authorities. It is the policy of the DeKalb County School District that suspected abuse or neglect of a student be reported to the district appointed social worker who will make the contact to the state.

1. **Staff and Volunteer Response to Abuse**
Staff and volunteers are required to report any suspected or known abuse of students perpetrated by an adult directly to leadership so that immediate and proper steps may be taken to ensure the safety of alleged victims and others who may be at risk. Reports of suspected or known abuse may be made confidentially to the following:

- Principal
- Assistant Principal
- Student Support Specialist
- Counselor
- HR Officer
- Immediate Supervisor

Please observe the following guidelines:

- If you witness abuse, interrupt the behavior immediately.
- If abuse is disclosed to you, assure the individual disclosing that he or she was correct to tell you. Protect the alleged victim from intimidation, retribution, or further abuse.
- Immediately report the allegation or incident to your supervisor or an administrator.
- Document the incident, disclosure, or any circumstances causing suspicion of abuse on an Incident Report. State only the facts.
- It is not your job to investigate the incident, but it IS your job to report the incident to your supervisor or an administrator in a timely manner.
- Check back to make sure appropriate steps were taken. If not, report again to your supervisor or an administrator.

2. **Supervisor and Administrator Response to Abuse**
In addition to the above response procedures, supervisors and administrators should ensure the following: First, determine if the student is still in danger and, if so, take immediate steps to prevent any further harm.

Gather as much information about the allegation as possible, including who made the report, who was allegedly abused, who was the alleged abuser, what was the nature of the alleged abuse, where and when did the alleged abuse occur, etc.

Accurately record everything you learn in as much detail as you can. Remember your notes may be read by others. Stick to the facts.

Contact the appropriate local authorities as indicated by your mandatory reporting procedures. Make sure you get a case number and the name and contact information of the person with whom you speak at the reporting agency.

C. Responding to Student-to-Student Sexual Abuse and Sexualized Behaviors

The thought that one student may sexually abuse another student does not occur to many people. Unfortunately, abuse between peers has increased 300% in the past few years. Student-to-student sexual activity and sexualized behaviors often remain unreported in organizations because staff and volunteers are not comfortable documenting these situations, or may not know how.

1. **Student-to-Student Interactions**
Most serious incidents of student-to-student abuse are preceded by more subtle incidents such as name-calling, taunting, or roughhousing. Interrupting these interactions early and establishing and communicating standards of conduct can keep the school environment safe. Tapestry Public Charter School recognizes that the following interactions are high risk and should be prohibited:

- Hazing
- Bullying

- Derogatory name-calling
- Games of Truth or Dare
- Singling out one child for different treatment
- Ridicule or humiliation

In order to adequately respond to and track incidents within the organization, all sexual activity between students and sexualized behaviors of students that occurs on school grounds or during school-sponsored events must be consistently documented.

2. **Staff and Volunteer Response**
Student-to-student sexual behaviors can include inappropriate touching, exposing body parts, using sexualized language, making threats of sexual activity, engaging in sexual activity, and similar types of interactions.

If staff witness student-to-student sexual behaviors, they are instructed to follow these guidelines:

- If you observe sexual activity between students, you should immediately separate them.
- Calmly explain that such interactions are not permitted and separate the students.
- Notify your supervisor or an administrator.
- Complete the necessary paperwork including what you observed and how you responded.
- Follow your supervisor's instructions regarding notifying the authorities and informing the
- parents/guardians of the students involved.
- In some cases, discipline may be required including not allowing one or both students to return to the school.

3. **Supervisor and Administrator Response**
In the event that a supervisor or administrator receives a report of a student's sexualized behavior or student-to-student sexual activity on school grounds or at a school-sponsored event, the supervisor should do the following:

- Meet with the staff who reported the sexual activity to gather information.
- Confirm that the students involved have been separated or placed under increased supervision. Review the steps taken by the staff on duty.
- Review the incident report to confirm it is accurately and thoroughly completed.
- Meet with the parents/guardians of the students involved.
- Determine what actions should be taken to make sure there is no recurrence.
- Notify the proper authorities.
- Develop a written corrective action or follow-up plan in response to the incident
- Based on the information gathered, the following may be required:
    - Review the need for additional supervision.
    - Review the need for revised policies or procedures.
    - Review the need for additional training.
    - Alert others in the organization.

4. **Board Response**
After the internal review of sexualized behavior or student-to-student sexual activity, the organization will determine what can be done to prevent a recurrence, such as:

- Review the need for additional supervision.
- Review the need for revised policies or procedures.
- Review the need for additional training.
- Alert others in the organization.

Response to a Report of Suspicious or Inappropriate Behavior by a Staff Member or Adult Toward a Student

At Tapestry Public Charter School the policies regarding inappropriate behavior by staff member or volunteer applies to every adult who comes in contact with our students.

Because Tapestry Public Charter School is dedicated to maintaining zero tolerance for abuse, it is imperative that every staff member actively participates in the protection of students. In the event that staff observe any suspicious or inappropriate behaviors and/or policy violations on the part of other staff or volunteers, it is their personal responsibility to immediately report their observations.

All reports of suspicious or inappropriate behavior with students will be taken seriously. Our procedures will be carefully followed to ensure that the rights of all those involved are protected.

5. **Staff and Volunteer Response**
If a staff member or volunteer witnesses suspicious or inappropriate behaviors or policy violations from another staff member or volunteer, the staff member or volunteer is instructed to do the following:

- Interrupt the behavior.
- Report the behavior to their supervisor or an administrator.
- If the report is about the principal or assistant principal, contact the board chair.
- Document the report but do not conduct an investigation.
- Keep reporting until an appropriate action is taken.

6. **Administrator Response**
In the event that a principal or assistant principal receives a report of suspicious or inappropriate behaviors or policy violations from a staff member or volunteer, the administrator is instructed to do the following:

- Document the complaint in a confidential log
- Advise the person who reported the behavior that the report is being taken seriously.
- Separate the accused staff member from students until the investigation is complete.
- Review the file of the accused staff or volunteer and the confidential log to determine if similar complaints were reported previously.

- If a student made the complaint, notify parents/guardians of the student complaint within 24 hours. Provide parents with timeline of completion of investigation

Open the investigation:
Obtain written statements from

- The person who reported the incident
- The accused
- The student involved
- Witnesses

If warranted, administration will notify the Chair of the Tapestry Executive Committee. The Executive Committee will work with administration to determine if additional action or investigation is necessary.

If at any point in gathering information about a report of suspicious or inappropriate behavior, a concern arises about possible abuse, contact the state authorities and file a report.

If policy violations with students are confirmed, the staff or volunteer must be subject to disciplinary action up to and including termination and prosecution. If more information is needed, interview and/or survey other staff and volunteers or students.

- If allegations are founded, administration is to follow through with Disciplinary Action.
- Notify the Tapestry Board of the incident.
- Follow through with support for students and families.
- Increase supervision for students.

D. Response to Student-on-Student Bullying and Harassment

Tapestry Public Charter School will not tolerate the mistreatment or abuse of one student by another student. In addition, Tapestry Public Charter School will not tolerate any behavior that is classified under the definition of bullying, and to the extent that such actions are disruptive, we will take steps needed to eliminate such behavior.

Tapestry Public Charter School has adopted DeKalb County School District's Student Code of Conduct. Allegations and instances of bullying will be addressed in accordance with that policy.

1. **Staff and Volunteer Response:**
If a staff member or volunteer witnesses student bullying and harassment or an incident of bullying and harassment is reported to a staff member or volunteer, they are instructed to follow these guidelines:

Report the incident immediately to the Student Support Specialist, Assistant Principal or Principal. Write a referral and submit it to administration.

Follow up with administration regarding next steps for all students involved.

2. **Administrator Response**
In the event that the administrator receives a report of a student bullying/harassment/hazing, the supervisor will do the following:

- If the incident involves injury, appropriate medical attention will be provided and parents notified. Begin the investigation within 24 hours.
- Interview the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), and staff members. Obtain written statements from everyone interviewed.
- Review video surveillance if appropriate.
- Keep investigation confidential.
- Notify the parent/guardian of the accused and victim no later than 3 days after the investigation.
- Victim may request information regarding the sanction imposed on another student if the sanction relates to the victim (that the student is to stay away from the victim or is transferred to another class). Other sanctions will not be disclosed.
- If investigation determines that bullying/harassment/hazing occurred, impose disciplinary action on the perpetrator.
- Ensure follow-up occurs for all students involved in the incident.
- Notify the Tapestry School Board of the incident.
- Review the need for additional supervision.
- Review the need for revised policies or procedures.
- Review the need for additional training.

Acknowledgment of Abuse Prevention Policies

I have read and agree to comply with my organization's policies regarding sexual abuse prevention.

_____ _____

Signature of Employee or Volunteer **Date**

Staff Handbook
2024-2025

I have read the information contained in the 2024-2025 Tapestry Staff Handbook. This handbook was reviewed with me during pre-planning weeks or within the first week of employment.

I understand that I am responsible for adhering to the procedures contained therein.

_____
Staff Member Name (Print)

_____
Staff Member Signature

Exhibit 15

Sterling Seacrest Pritchard

2/6/25

To: Robin Aldrich

Re: Tapestry Public Charter School

Dear Robin:

Let this letter represent that Sterling Seacrest Pritchard can offer and secure coverage for your new charter school venture in the Clayton County Public Schools (CCPS) District. Insurance coverage for the new school can be added to your existing insurance program as a second location. Below are coverages currently provided and can be replicated in the new school.

- **Workers Compensation in the amount of the statutory limits established by the General Assembly of the State of Georgia**
- **Comprehensive General Liability ("CGL") with Products and Completed Operations, including a Contractual Liability Endorsement or coverage grant with limits of $1M/2M.**
- **Business Automobile Liability including owned (if applicable,) non owned, and hired vehicles with limits of $1M.**
- **Educators Professional Liability in the amount of $1M/$2M.**
- **Commercial Umbrella Liability in the amount of $3M/$3M.**
- **All Risk Property in sufficient amounts to cover the replacement cost of all structures and contents to their full value for property owned or leased.**
- **Commercial Crime in the amount of $1M per loss, covering employee theft and dishonesty, forgery or alteration, theft of money and securities, robbery or safe burglary, computer fraud, money orders and counterfeit currency.**

All the above-mentioned insurance policies will be written on an occurrence basis (except School Board Legal Liability.) Such policies will include a waiver of subrogation to the benefit of CCPS and all policies will be primary and not excess to any other coverage provided. Further, CCPS will be an additional insured as required by contract.

As it is practical that a startup charger school obtain insurance far in advance of operations, please let this letter serve as a representation that such insurance as is required by CCPS is readily available in the marketplace, and we stand ready to assist the school in placement of such insurance. Should you or CCPS have any questions about the above please don't hesitate to contact me at 404.832.8773.

Best Regards,

Rita Christman, AINS / Client Service Executive
2500 Cumberland Pkwy, Suite 400
Atlanta, GA 30339

ACORD®

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 2/6/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Sterling Seacrest Pritchard, Inc. 2500 Cumberland Pkwy Suite 400 Atlanta GA 30339 License#: 70726	**CONTACT NAME:** Rita Christman **PHONE (A/C, No, Ext):** 404-832-8773 **FAX (A/C, No):** **E-MAIL ADDRESS:** rchristman@sspins.com
INSURED Tapestry School, Inc. 3130 Raymond DR Atlanta GA 30340 TAPESCH-01	**INSURER(S) AFFORDING COVERAGE** / **NAIC #** **INSURER A :** Selective Way Insurance Co — 26301 **INSURER B :** Selective Insurance Co of South Carolina — 19259 **INSURER C :** **INSURER D :** **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** 885555728 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X **COMMERCIAL GENERAL LIABILITY** CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY PRO-JECT LOC OTHER:			S 2096362	4/1/2024	4/1/2025	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG 	$ 1,000,000 $ 1,000,000 $ 20,000 $ 1,000,000 $ 2,000,000 $ 2,000,000 $
A	**AUTOMOBILE LIABILITY** ANY AUTO OWNED AUTOS ONLY SCHEDULED AUTOS X HIRED AUTOS ONLY X NON-OWNED AUTOS ONLY			S 2096362	4/1/2024	4/1/2025	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) 	$ 1,000,000 $ $ $ $
A	X **UMBRELLA LIAB** X OCCUR **EXCESS LIAB** CLAIMS-MADE DED X RETENTION $ 0			S 2096362	4/1/2024	4/1/2025	EACH OCCURRENCE AGGREGATE 	$ 3,000,000 $ 3,000,000 $
B	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** Y / N ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		WC 7997930	4/1/2024	4/1/2025	X PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ 1,000,000 $ 1,000,000 $ 1,000,000
A	School Board Legal Liability Claims Made Retro Date 03/01/2014			S 2096362	4/1/2024	4/1/2025	Per Claim Limit Aggregate Limit Deductible	1,000,000 2,000,000 5,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

For Information Purposes Only

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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Previous Policy Number	Policy Number:
S 2096362	S 2096362

SCHOOL BOARD LEGAL LIABILITY INSURANCE COVERAGE DECLARATIONS

THIS POLICY PROVIDES CLAIMS-MADE COVERAGE. PLEASE READ THE ENTIRE FORM CAREFULLY.

Educational Entity: TAPESTRY SCHOOL INC DBA TAPE

Producer Name: STERLING SEACREST PRITCHARD INC

Item 1. and Item 2.
Named Insured and Address

TAPESTRY SCHOOL INC DBA
3130 RAYMOND DR
ATLANTA, GA 30340-1827

Item 3.
Policy Period:

From: 04-01-2024
To: 04-01-2025

12:01 A.M. Standard Time At "your" Mailing Address Above.

20000FS 2096362 371

IN RETURN FOR THE PAYMENT OF THE PREMIUM, AND SUBJECT TO ALL THE APPLICABLE TERMS OF THIS COVERAGE, WE AGREE WITH YOU TO PROVIDE THE INSURANCE COVERAGE STATED IN THIS POLICY.

Item 4.
Limits of Insurance:

Per "Claim" Limit: $1,000,000
Aggregate Limit: $2,000,000

Item 5.
Deductible: $5,000

Per "Claim"

Item 6.
Retroactive Date: 03-01-2014

Item 7.
Premium: $3,196

Minimum Premium: $1,000

Item 8.
Endorsements Attached to this Coverage:

Refer to **"Commercial Policy Forms and Endorsement Schedule"**

COUNTERSIGNED BY: _____ **DATE:** _____
(Authorized Representative)

Exhibit 16

Exhibit 16 - Note

Tapestry Public Charter School Clayton will not be using an Education Service Provider.

Exhibit 17

CHARTER FOR TAPESTRY PUBLIC CHARTER SCHOOL

This Charter for Tapestry Public Charter School ("Charter") is entered into by and among Tapestry School, Inc. ("Petitioner"), the DeKalb County Board of Education ("Local Board"), and the State Board of Education ("State Board") (collectively referred to as "the parties").

WHEREAS, the Petitioner submitted a petition to the Local Board proposing to establish a start-up charter school pursuant to O.C.G.A. § 20-2-2060 *et seq.*, the Charter Schools Act of 1998 ("Charter Schools Act"), and the Local Board approved the petition;

WHEREAS, the State Board finds that the petition complies with the provisions of the Charter Schools Act and the rules, regulations, policies, and procedures promulgated in accordance with O.C.G.A. § 20-2-2063 and further finds that the petition is in the public interest; and

WHEREAS, pursuant to O.C.G.A. § 20-2-2064.1, the State Board grants this Charter to permit Petitioner to operate Tapestry Public Charter Schools ("the Charter School") in accordance with the terms and conditions of this Charter.

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. **Definitions**. The terms below will be interpreted in accordance with the following definitions, unless and until federal or state law, or State Board of Education rules or regulations, or the state accountability system, is amended otherwise.

    a. **College and Career Ready Performance Index ("CCRPI")**: A comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students.

    b. **Elementary and Secondary Education Act as Amended ("ESEA as Amended")**: The federal education statute, originally passed by the U.S. Congress in 1965, that defines the role of the federal government in public education and authorizes many of the major federal education programs, including Title I. This Act was reauthorized by Congress in 2015 as the Every Student Succeeds Act ("ESSA").

    c. **Education Service Provider ("ESP")**: A for-profit or non-profit organization that contracts with new or existing charter schools to provide services, including, but not limited to, curriculum design, professional development, student assessments, financial

and operational management, facilities management, and human resources management. An ESP may include Education Management Organizations ("EMOs"), Charter Management Organizations ("CMOs"), Education Service Organizations ("ESOs"), and others.

d. **Georgia Department of Education ("GaDOE" or "Department")**: The Georgia Department of Education is the state agency charged with the fiscal and administrative management of certain aspects of K – 12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

e. **Georgia Milestones Assessment System ("Georgia Milestones")**: The Georgia Milestone Assessment System is a state-required assessment system to measure student acquisition of the knowledge and skills set forth in the state standards. Georgia Milestones is a consistent testing program that will be administered across grades three through twelve in the content areas of Reading, English/Language Arts, Mathematics, Science, Social Studies, and Writing.

f. **Local Educational Agency ("LEA")**: A Local Educational Agency is the public authority legally constituted by the state as an administrative agency to provide control of and direction for kindergarten through Grade 12 public education institutions.

g. **Material term or provision**: A material term or provision is an important or substantial aspect in this Charter. A change to a material term or provision may alter the rights, obligations, interests, or relations of the parties.

h. **State Board of Education ("SBOE" or "State Board")**: The State Board of Education is the constitutional authority that defines education policy for public K – 12 education agencies in Georgia.

2. **Charter Term**. This Charter is for Petitioner to operate the Charter School for a 5-year term beginning on July 1, 2022 and expiring on June 30, 2027.

3. **Grade Range and Enrollment**. The Charter School shall serve grades 6-12. The Charter School's total enrollment shall not exceed 301 students during the term of the Charter. If the Charter School seeks to exceed the enrollment of 301 students, it must seek an amendment to this Charter, to be agreed upon by each of the parties to this Charter. Any adjustments to the Charter School's annual enrollment projections, up to the enrollment cap identified in this Charter, must be formally approved by the Local Board, which agrees to fund any additions above the annual projection for which it approves for the remainder of this Charter.

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4. **Mission Statement.** The mission of the Charter School is to offer an inclusive, individualized learning environment that is academically engaging, both for neurotypical students and those on the autism spectrum, and the create a positive school culture that empowers all students to take possession of their innate talents and become creative builders of their own futures.

5. **Essential or Innovative Features.** The Charter School shall implement an educational program focused on providing an authentic inclusion environment that will include student-driven content used to reach standards mastery; interdisciplinary blocks and cross-curricular approaches to themes and content; and expeditionary/investigative approach to learning and extending ideas, project-based and holistic approaches to instruction and assessment, and data-driven flexible group in all course work and content areas; theatre/drama programming for all students; increased instructional time; and technology-based textbooks that provide students and teachers extensive access to the most current multimedia resources, learning materials, and lexiled readings. The Charter School shall also implement a schoolwide literacy program with an emphasis on improving student success and proficiency.

6. **Maximum Flexibility Allowed by Law.** In exchange for the Charter School's agreement to meet or exceed the performance-based goals and measurable objectives set forth in Section 8 below, the State Board shall grant the maximum flexibility allowed by law to the Charter School. Pursuant to O.C.G.A. § 20-2-2065(a), the Charter School shall be entitled to the maximum flexibility allowed by law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by a local board of education, the State Board, or the Department. Notwithstanding this maximum flexibility, the Charter School shall comply with the terms of this Charter, the Charter Schools Act, including the provisions set forth in Section 16 below, and any rules, regulations, policies, or procedures established by the State Board or the Department consistent with the Charter Schools Act.

7. **Accreditation.** If the Charter School serves grades 8-12, the Charter School shall maintain accreditation from an approved accrediting agency identified in O.C.G.A. § 20-3-519(6)(A)(i).

8. **Performance-based Goals and Measurable Objectives.** In exchange for the flexibility granted in Section 6 above, the Charter School agrees to meet or exceed the performance-based goals and measurable objectives that are designed to result in the improvement of student achievement as set forth by the State Board and Local Board in Appendix A (Charter Accountability and Consequences), which is incorporated in and attached to this Charter.

9. **Assessment and Accountability.** Notwithstanding Sections 6 and 8 above, the Charter School is subject to all accountability and assessment requirements set forth within Title 20 of the Official Code of Georgia Annotated, including, but not limited to, the accountability provisions

of O.C.G.A. §§ 20-14-30 through 41, and any corresponding rules and regulations. The Charter School is further subject to all federal accountability requirements under the ESEA as Amended, subject to any amendment, waiver, or reauthorization thereof.

10. **Annual Report**. The Charter School shall submit an annual report by November 1 of each year to the Department. The annual report shall comply with all requirements set forth in O.C.G.A. § 20-2-2067.1(c), including, but not limited to, an indication of the Charter School's progress towards the goals and objectives stated in Appendix A below and all state-mandated assessment and accountability scores from the previous year, if available. The Charter School shall post the annual report on the school's website and make copies available to the community.

11. **Open Enrollment and Admissions**. The Charter School shall comply with the open enrollment and admissions provisions set forth in O.C.G.A. § 20-2-2066. Enrollment shall be open to any student in accordance with the following criteria:

    a. **Attendance Zone**. The attendance zone for the Charter School shall be the DeKalb County School District.

    b. **Application**. To be eligible for enrollment at the Charter School, students residing in the attendance zone must submit a timely application to the Charter School in accordance with the deadline set by the Charter School. The Charter School may use applications only for the purpose of verifying the student's residence within the school's attendance zone and grade level and to obtain information to establish weights in an enrollment lottery, if applicable. The Charter School may not use admissions criteria or applications that would not otherwise be used at a traditional public school, including, but not limited to, requests for letters of recommendation, essays, resumes, or information regarding a student's school or community activities, grades, test scores, attendance record, or disciplinary history. The Charter School may gather other relevant information from students after enrollment is determined.

    c. **Annual Enrollment**. The Charter School must offer at least one annual enrollment opportunity for each grade level served for which space is available.

    d. **Random Lottery**. If the number of timely applicants received by the Charter School exceeds the approved enrollment cap or the capacity of a program, class, grade level, or building, the Charter School shall ensure that such applicants have an equal chance of being admitted through a random selection process in accordance with O.C.G.A. § 20-2-2066(a)(1)(A), except for educationally disadvantaged students who may be

provided an increased chance of admission through a weighted lottery. The Charter School shall not conduct more than one lottery, per grade, per admissions cycle.

e. **Statutory Enrollment Priorities**. In accordance with O.C.G.A. § 20-2-2066(a)(1)(A), the Charter School shall give enrollment priority to the following categories of applicants and in the following priority:

   i. A sibling of a student enrolled in the Charter School; and
   ii. A student whose parent or guardian is a member of the governing board of the Charter School or is a full-time teacher, professional, or other employee at the Charter School.

f. **Weighted Lottery**. In accordance with O.C.G.A. § 20-2-2066(a)(1)(A), the Charter School may utilize a weighted lottery to provide an increased chance of admission to educationally disadvantaged students, as defined by State Board Rule.

12. **Withdrawal without Penalty**. The Charter School shall comply with the provisions of O.C.G.A. § 20-2-2066(d) for withdrawing students. The Charter School agrees that a student may withdraw without penalty from the Charter School at any time and enroll in another public school in the local school system in which such student resides.

13. **State and Federally Mandated Educational Services.**

a. **Students with Disabilities**. The Charter School shall comply with all federal and state special education laws, rules, and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act. Special education teachers must have a bachelor's degree and must either be certified in special education or hold a special education license in Georgia.

b. **English Learners**. The Charter School shall comply with all applicable federal and state laws, rules, and regulations relating to the provision of educational services to English Learners.

c. **Remediation**. The Charter School shall provide remediation in required cases pursuant to State Board Rule 160-4-5-.01 and ESEA as Amended, subject to any amendment, waiver, or reauthorization thereof.

14. **Governance Structure.**

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a. **Governing Board**. The Charter School shall utilize an autonomous governing body in the form of a Governing Board, which shall operate in accordance with its bylaws and Appendix B (Locally-Approved Charter School Partners Roles and Responsibilities Chart) of this Charter and which shall be responsible for complying with and carrying out the provisions of this Charter, including compliance with all applicable law. Appendix B is incorporated in and attached to this Charter.

b. **Function**. It shall be the function of the Governing Board to uphold the Charter School's mission and vision, to set policy for the Charter School, to work collaboratively with school officials to ensure the Charter School complies with the performance goals enumerated in Appendix A, to ensure effective organizational planning, and to ensure financial stability of the Charter School.

c. **Autonomy**. The Governing Board shall exercise substantive control over such areas as policy, personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations, which are listed by way of example and not by limitation.

d. **Annual Training**. The Governing Board shall receive initial training and annual training thereafter. Pursuant to O.C.G.A § 20-2-2072 and State Board Rule 160-4-9.06, the training shall include, but not be limited to, the best practices on school governance, the constitutional and statutory requirements relating to public records and meetings, and the requirements of applicable statutes and rules and regulations.

e. **Public Meetings**. The Governing Board and its meetings, including emergency meetings, are subject to and shall comply with the Open and Public Meetings Act, O.C.G.A. § 50-14-1 *et seq.*, and any subsequent amendment thereof. The Governing Board shall conduct regular meetings consistent with principles of transparency and avoidance of actual or apparent conflicts of interest in the governance of the Charter School.

f. **Public Records**. The Governing Board is subject to and shall comply with the Georgia Open Records Act, O.C.G.A. § 50-18-70 *et seq.*, and any subsequent amendment thereof. The Governing Board shall maintain its adopted policies, budgets, meeting agendas, and minutes, and shall make such documents available for public inspection. The Charter School shall make the minutes of all Governing Board meetings available on its website within ten (10) business days after Governing Board approval and for the duration of the Charter.

g. **Conflicts of Interest**. The Governing Board shall establish a formal policy to prevent and disclose conflicts of interest. Members of the Governing Board and all individuals employed at the Charter School shall abide by such conflicts of interest policy. Upon request, the Charter School shall provide conflict of interest forms to the Local Board or Department demonstrating that Governing Board members are in compliance with the conflicts of interest policy.

h. **Public Status**. Petitioner assures that the Charter School shall be a public, nonsectarian, nonreligious, nonprofit school organized and operated under the laws of the State of Georgia. Petitioner further assures that the Charter School shall not be home based.

i. **Board Compensation**. Petitioner shall not compensate members of the Charter School's Governing Board in excess of reasonable expenses incurred in connection with actual attendance at board meetings or with performance of duties associated therewith.

15. **Fiscal Control**.

a. **Financial Reporting Requirements**. The Charter School shall follow the financial requirements of the Charter Schools Section of the Department's Financial Management for Georgia Local Units of Administration Manual. The Charter School shall submit all information required by the State Accounting Office for inclusion in the State of Georgia Comprehensive Annual Financial Report.

b. **Annual Audit**. The Charter School shall have an annual financial audit.

i. The financial audit shall be conducted by an independent certified public accountant licensed in the State of Georgia. The Charter School will submit its annual financial audit to the State of Georgia by November 1st each year.

ii. A separate audit shall not be required for a school if the Charter School is included in the local school system audit conducted pursuant to O.C.G.A. § 50-6-6, but the Charter School will submit the local school system's audit to the State of Georgia by November 1st each year.

c. **Base Per-Pupil Funding**. The base per-pupil funding amount is the local school system's good-faith estimate for the Charter term. Based on this estimate, the Local Board shall fund the Charter School at no less than a per-pupil base rate of $13,099, provided that the amount of revenue received by the local school system is equal to the amount of state and local revenue on which the good faith estimate is based.

d. **Chief Financial Officer**. The Charter School shall designate a Chief Financial Officer, who shall possess the following minimum qualifications:

   i. A baccalaureate or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four (4) years' experience in a field related to business or finance; or

   ii. Documented experience of ten (10) or more years in the field of business and financial management.

e. **Federal Funding and Monitoring Requirements**. The Charter School shall comply with all federal eligibility and monitoring requirements related to the application for and receipt of federal funds.

f. **Insurance**. The Charter School shall obtain adequate insurance coverage and the Charter School shall maintain such coverage throughout the Charter term in accordance with the laws of the State of Georgia. The Charter School shall obtain a Certificate of Insurance which shall name the Local Board and the State Board as additional insureds.

g. **Surplus Funds**. Any surplus funds remaining at the close of each fiscal year will be used to enhance the Charter School's academic program. Under no circumstances shall any surplus be distributed to the Charter School's employee(s), Governing Board member(s), or Education Service Provider. Nothing in this section shall be construed to prevent the Charter School from setting aside surplus funds in a reserve account or budgeting and awarding performance bonuses as part of their annual operating expenses.

h. **Federal Funding – Proportionate Share and In-Kind Services**. The Local Board shall distribute to the Charter School the proportionate amount of federal funds for which the Charter School is eligible under each federal program. Notwithstanding, the Petitioner and Local Board may enter into a two-party agreement that identifies how some or all of the Charter School's proportionate amount will be satisfied through the provision of in-kind services by the Local Board. The State Board is not a party to the in-kind services agreement. However, in accordance with O.C.G.A. § 20-2-2068.1, a copy of the in-kind services agreement between the Petitioner and Local Board is attached and incorporated as Appendix C (Agreement between Local Board and Charter School regarding the Use of Federal Funds for In-Kind Services).

i. **Responsibility for Debts**. The Charter School is solely responsible for all debts incurred by the Charter School and its Governing Board. Except as agreed hereto, the Local Board and the State Board shall not be contractually bound to the Charter School or to any third party with whom the Charter School has a contract or from whom the Charter School has purchased goods or services.

16. **Compliance with Other Laws, Rules, and Regulations**. The Charter School shall operate in accordance with the United States Constitution, the Constitution of the State of Georgia, and all applicable federal, state, and local laws, rules, and regulations that may not be waived pursuant to O.C.G.A. § 20-2-2065, including, but not limited to:

a. **Civil Rights, Insurance, Health, Safety, and Conflicting Interests**. The Charter School shall operate in accordance with all applicable federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct.

b. **Asbestos Remediation**. The Charter School shall comply with the terms of any applicable asbestos remediation plan.

c. **Unlawful Conduct**. The Charter School shall be subject to all laws relating to unlawful conduct in or near a public school.

d. **Student Conduct and Discipline**. The Charter School shall maintain and implement a written policy regarding student discipline, which policy shall be consistent with due process.

e. **State Board Rules**. The Charter School shall operate in accordance with all State Board Rules promulgated in accordance with O.C.G.A. § 20-2-240 during the term herein that are not subject to any waiver granted in Section 6 above.

f. **Prohibition on Discrimination**. The Charter School shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, academic ability, the need for special educational services, or any other characteristic protected by local, state, or federal law.

g. **Reporting Requirements**. The Charter School shall be subject to all reporting requirements of O.C.G.A. §§ 20-2-160, 20-2-161(e), 20-2-320, and 20-2-740.

h. **Tuition**. The Charter School shall not charge tuition or fees to its students, except as may be authorized for local boards pursuant to O.C.G.A. § 20-2-133.

i. **Brief Period of Quiet Reflection**. The Charter School shall comply with O.C.G.A. § 20-2-1050, which requires a brief period of quiet reflection.

j. **Individual Graduation Plans**. The Charter School shall comply with O.C.G.A. § 20-2-327 related to Individual Graduation Plans.

k. **Family Educational Rights and Privacy Act**. The Charter School is subject to all provisions of the Federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. In the event the Charter School closes, it shall transmit all official student records in the manner prescribed by the State Board or the Department.

l. **Records Retention**. The Charter School shall be responsible for maintaining and retaining its records, including student records, employee records, and all corporate records related to the Charter School's operations in accordance with Georgia Law, State Board Rule, and this Charter. In the event that the Charter School closes, it shall provide for the maintenance, retrieval, and transmittal of all records in the manner prescribed by the State Board or the Department. Neither the Department nor the State Board shall be required to assume possession of the Charter School records.

m. **QBE Formula Earnings**. The Charter School acknowledges that criteria used to calculate Quality Basic Education ("QBE") funding may not be waived.

n. **Early Intervention Programs**. The Charter School shall comply with O.C.G.A. § 20-2-153 related to early intervention programs.

17. **Education Service Providers**.

a. If the Charter School does not contract with an Education Service Provider at the time of execution of this Charter but later elects to contract with an Education Service Provider, such decision will require a charter amendment prior to execution of an agreement with an Education Service Provider.

b. If the Charter School contracts with an Education Service Provider, the Charter School shall submit to the Local Board any proposed changes or amendments to the contract with the Education Service Provider, prior to agreeing to such changes, for the Local Board to determine whether such changes or amendments are material. A material change is a modification that alters the rights, obligations, interests, or relations of the

Charter School or Education Service Provider. If the Local Board determines that the proposed changes or amendments are material, the Charter School shall provide notice to the State Board and the Local Board, at least thirty (30) days prior to signing the revised contract, for the State Board and Local Board to determine the impact, if any, on this Charter. The notice shall include a copy of the proposed changes and/or amendments to the contract between the Charter School and the Education Service Provider. If the proposed changes and/or amendments to the contract with the Education Service Provider are not material, then the Charter School does not have to send a copy of the proposed changes to the State Board.

18. **Compliance with the Rules, Practices, Policies, and Procedures of the Department**. The Charter School shall operate in accordance with the rules, practices, policies, and procedures established by the State Board and the Department.

19. **Employment Matters**. Individuals employed at the Charter School shall not be considered employees of the State Board or the Department.

    a. **Background Checks**. The Charter School shall continue to utilize background check procedures and shall ensure that all prospective employees or any individual that will have substantial contact with students undergo a fingerprinting and background check prior to beginning work at the Charter School or having contact with students.

    b. **Teachers' Retirement System**. All qualified teachers at the Charter School shall be members of the Teachers Retirement System of Georgia ("TRS") and subject to its requirements. The Charter School is responsible for making arrangements with TRS and making monthly contributions for its teachers in accordance with state requirements.

    c. **Teacher and Leader Evaluation**. The Charter School shall continue to implement the Teacher Keys Effectiveness System ("TKES") and Leader Keys Effectiveness System ("LKES") in accordance with O.C.G.A. §20-2-210(b)(1) and State Board Rule 160-5-1.37. The Charter School shall have at least two individuals credentialed in using TKES. If the most senior Charter School leader must be evaluated using LKES because he or she performs the duties of a principal as defined by State Board Rule 160-5-1-.37, a member of the Governing Board, who is credentialed in using LKES, shall serve as his or her evaluator.

20. **Record Inspection**. Subject to state and federal laws, the State Board, the Department and their agents, and the State Auditor's office shall have the right to examine and copy all records, reports, documents, and files relating to any activity, program, or student of the Charter School.

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21. **Facilities.**

a. **Approval of Site and/or Facility**. The Charter School shall maintain proper approval for all sites and/or facilities and obtain proper approval for all new sites and/or facilities, prior to commencing any new construction, and prior to student occupation of any new facilities. The Charter School shall contact the Department's Facilities Services Division regarding the following:

i. **Site Approval**. The Charter School shall maintain site approval received from the Facilities Services Division and obtain site approval for any new sites. Once new site approval has been granted, the Charter School will be issued an additional site code. The Charter School shall not commit to any certificate of lease or ownership, commence any construction, nor allow student occupation prior to site approval of any new sites and/or facilities.

ii. **Architectural Review**. The Charter School shall submit and have approved by the Facilities Services Division all architectural plans for any new facility that will house any part of the Charter School during the Charter term. The Charter School shall not commit to any certificate of lease or ownership, commence any construction, nor allow student occupation prior to architectural review of the new facility.

iii. **School Code Approval**. After securing both site approval and architectural review approval, a new school code shall be obtained for the new site and/or facility. The Charter School shall contact its local school system's facilities department and make a request for a school code. The Charter School shall properly obtain a school code prior to occupancy of the new site and/or facility.

b. Prior to opening any new Charter School site and/or facility, and prior to students occupying any new facility, the Charter School shall obtain and submit the following documents to the Department:

i. **Documentation of Ownership or Lease Agreement**. The Charter School shall obtain documentation of ownership or the lease agreement for the new facility that will house all or part of the Charter School.

ii. **Certificate of Occupancy**. The Charter School shall obtain a Certificate of Occupancy for the facility in which all or part of the Charter School shall be located.

iii. **Emergency Safety Plan**. The Charter School shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185. This plan shall be submitted to the local emergency management agency and local law enforcement agency for approval.

22. **Transportation**. To the extent the Charter School offers a transportation program for its students, the Charter School shall ensure that the program complies with all applicable laws, rules, and regulations governing transportation of students.

23. **Food Services**. To the extent the Charter School offers a food service program, the Charter School shall ensure that the program complies with all applicable laws, rules, and regulations governing food service for students.

24. **Termination of Charter**.

a. **Termination Grounds**. The Charter School may be terminated based on any of the following grounds:

i. The Charter School's failure to timely implement the interventions set forth or approved by the Department;

ii. The Charter School's failure to adhere to any material term of this Charter, including, but not limited to, failure to achieve the performance goals set forth in Section 8 above and Appendix A;

iii. The Charter School's failure to comply with any recommendation or direction of the State Board with respect to O.C.G.A. § 20-14-41;

iv. The Charter School's failure to meet generally accepted standards of fiscal management;

v. The Charter School's violation of applicable federal law, state law, local law, court orders, rules, or regulations;

vi. The existence of competent substantial evidence that the continued operation of the Charter School would be contrary to the best interests of the students or the community;

vii. The Charter School's failure to comply with any provision of the Charter Schools Act;

viii. The existence of conditions that place the health, safety, or welfare of students or staff of the Charter School in danger;

ix. The Charter School's failure to disclose material information regarding violations or potential violations of any material term of this Charter or applicable federal, state, or local laws, court orders, rules, or regulations; or

x. The Local Board's failure to meet the principles and standards of charter school authorizing on the Local Board's annual evaluation for two consecutive years as required by O.C.G.A. § 20-2-2063.3 and the accompanying State Board Rule(s).

b. **Requests for Termination**. The termination of this Charter may be requested by a majority of the parents or guardians of the students enrolled in the Charter School, a majority of the faculty and instructional staff employed at the Charter School, the Local Board, or the State Board following the procedures identified in O.C.G.A. § 20-2-2068 and the accompanying State Board Rule.

c. **Breach of Charter**. In the event the Charter School fails to comply with any material provision of this Charter, the Department shall notify the Charter School by (1) certified mail, postage prepaid, return receipt requested, (2) a nationally-recognized overnight courier, or (3) electronic mail with a confirmation copy sent by first class mail to the chairperson of the Governing Board. The nature and outcome of the breach shall be recorded in a memo and placed in the Charter School's file maintained by the Department.

d. **Termination Procedures**. The parties acknowledge and agree the procedure for terminating this Charter will follow the procedures outlined in State Board Rule 160-4-9-.06(4)(e).

e. **Distribution of Funds and Assets**. In the event the Charter School ceases operation for any reason, the Charter School and its Governing Board will be responsible for concluding the business and affairs of the Charter School and will cooperate with the Local Board and State Board to the extent necessary to provide an orderly return of the students to their local school. Any public surplus remaining at the time the Charter School ceases operation shall be remitted to the Local Board or State Board, whichever is appropriate, within 30 days of ceasing operations. Any furniture and equipment

purchased with public funds shall be delivered to the Local Board or State Board, whichever is appropriate, within 30 days of ceasing operations. Neither the Local Board nor the State Board shall be responsible for the Charter School's unpaid debts in the event the Charter School does not have sufficient funds to pay all of its debts at the time it ceases operation. The date by which public surplus funds, furniture, and equipment shall be remitted to the Local Board or State Board under this Section may be extended for a reasonable period of time as determined by the Local Board or State Board; provided that, within thirty (30) days of the Charter School ceasing operation, the Governing Board makes a written request for an extension of time that describes the basis for the request.

25. **Pre-Opening Suspension**. In the event the Charter School fails to comply with any material provision set forth in this Charter that requires compliance prior to the opening of any new site and/or facility for the Charter School, the opening may be suspended until a time after all requirements have been fulfilled by the Charter School as determined by the Local Board and Department. Suspension will prohibit the extension of the Charter term set forth above in Section 2.

26. **Renewal, Non-Renewal, and Probationary Term.**

    a. **Renewal**. The Charter may be renewed by agreement of the parties following the procedures set forth in the Charter Schools Act and accompanying State Board Rule.

    b. **Non-Renewal**. Any grounds for termination stated in Section 24(a) above also may be grounds for non-renewal. In addition, the State Board or Local Board may elect not to renew the Charter if the petition for renewal does not comply with the Charter Schools Act and the rules, regulations, policies, and procedures promulgated in accordance with the Charter Schools Act or if the State Board or Local Board deem that the Charter School has not sufficiently increased student achievement or is no longer in the public interest.

    c. **Probationary Term**. In the event the Charter School fails to comply with any provision of this Charter, the Local Board may elect to grant a renewal for a probationary term, pending approval by the State Board, within which term the Charter School must come into compliance satisfactory to the State Board and Local Board.

27. **Temporary Extension**. At the discretion of the Local Board and State Board, the Charter may be extended for a grace period not exceeding sixty (60) days. A temporary extension must be in writing and mutually agreed upon by the parties to this Charter.

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28. **Amendments to the Charter**. Any term of this Charter may be amended in writing upon the approval of the Local Board, the State Board, and a majority of the Governing Board of the Charter School. Any proposed amendment shall be made in accordance with State Board Rule 160-4-9-.06 *et seq*.

29. **Mandatory Training**. The State Board reserves the right to require the Charter School to attend any training related to the responsibilities of a Charter School.

30. **Indemnification**.

    a. The Petitioner and the Charter School agree to indemnify, defend, and hold harmless the Local Board, the Local School System, the Department, and the State Board, their officials, officers, employees, agents, volunteers, and assigns (all of whom hereinafter may collectively be referred to as "Indemnitees"), from any and all claims, demands, suits, actions, legal or administrative proceedings, losses, liabilities, costs, interest, and damages of every kind and description, including any attorneys' fees and/or litigation and investigative expenses, for bodily injury, personal injury, (including, but not limited to, the Charter School's employees), patent, copyright, or infringement on any intellectual property rights, or loss or destruction of property (including loss of use, damage or destruction of Indemnitee owned property) to the extent that any such claim or suit was caused by, arose out of, or contributed to, in whole or in part, by reason of any act, omission, professional error, fault, mistake, or negligence whether active, passive or imputed, of the Charter School or Petitioner, their employees, agents, representatives, or subcontractors, their employees, agents, or representatives in connection with or incidental to their performance of this Charter regardless of whether such liability, claim, damage, loss, cost or expense is caused in part by an Indemnitee.

    b. The Charter School and Petitioner shall be excused from their indemnification obligations above: (a) If the claims, demands, suits, actions, proceedings, losses, liabilities arise solely and exclusively out of the negligence of the Indemnitee seeking indemnification; or (b) If the Indemnitee fails to (i) provide written notice of the third party claim or suit within a reasonable time, or (ii) cooperate with reasonable requests of the Charter School or Petitioner related to the indemnification.

    c. The Charter School and Petitioner's obligations to indemnify any Indemnitee shall survive the completion, expiration, or termination of this Charter for any reason.

31. **Non-Agency**. The parties expressly acknowledge and agree that the Charter School is not acting as the agent of the Local Board, the State Board, or the Department, except as required

by law or this Charter. The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the Local Board, the State Board, or the Department to any third party.

32. **Delegation**. The parties acknowledge and agree that the functions and powers of each party may be exercised only by each party and may not be delegated to a third party without written agreement by the parties.

33. **Application of Amended Law**. This Charter is subject to applicable federal and state laws, rules, regulations, and state accountability requirements. Any amendments to laws, rules, regulations, or state accountability requirements cited herein will result in the correlative and immediate modification of this Charter without the necessity for executing a written amendment.

34. **Headings**. Section headings are for convenient reference only and are not part of the Charter. Section headings do not enlarge or limit any Section's contents.

35. **Non-Waiver**. No waiver of any breach of this Charter shall be held as waiver of any other or subsequent breach.

36. **Severability**. If any provision of this Charter is determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in full force and effect.

37. **Contradicting or Conflicting Provisions**. If any provision of the Charter is determined to contradict or conflict with any other provision of the Charter, the contradiction or conflict shall be resolved in favor of the broad flexibility guaranteed pursuant to O.C.G.A. § 20-2-2065 *et seq.*

38. **Governing Law and Venue**. This Charter shall be governed by, subject to, and construed under the laws of the State of Georgia. Any action brought by the Petitioner, Charter School, or Local Board against the State Board shall be brought in the Superior Court of Fulton County.

39. **Multi-Year Contracts Beyond Charter Term**. The Charter School shall not enter into a multi-year contract that extends beyond the length of the Charter term for the acquisition of goods, materials, services, or supplies, unless such contract contains the following provisions:

    a. The contract shall terminate absolutely and without further obligation on the part of the Charter School at the close of the fiscal year in which the Charter term concludes and at the close of each succeeding Charter term for which the contract may be renewed;

CHARTER FOR TAPESTRY PUBLIC CHARTER SCHOOL

b. The contract may be renewed only by a positive action taken by the Charter School; and

c. The contract shall state the total payment obligation of the Charter School for the original contract term and each renewal shall state the total payment obligation that may be incurred in each subsequent Charter term, if renewed.

This section shall not apply to multi-year contracts to lease or purchase facilities, vehicles, or capital equipment.

40. **Entire Agreement**. With the exception of Appendix C which is a two-party agreement between the Petitioner and the Local Board, this Charter sets forth the entire agreement among the Petitioner, the Local Board, and the State Board with respect to the subject matter of this Charter. All prior contracts, representations, statements, negotiations, understandings, and undertakings among the Petitioner, the Local Board, and the State Board are superseded by this Charter. The petition submitted to the Local Board and the State Board serves only as the formal application for the Charter School and does not constitute a contract or any type of agreement among the Local Board, the State Board, and the Petitioner.

41. **Counterparts.** The Parties agree that this Charter may be executed in one or more counterparts which, when taken together, shall constitute one agreement. All faxed or scanned and emailed counterpart signature copies of this Charter shall be as effective and binding as original signatures.

Chairperson,
STATE BOARD OF EDUCATION

3/24/22
(Date)

Authorized Representative,
TAPESTRY SCHOOL, INC.

(Date)

Chairperson,
DEKALB COUNTY BOARD OF EDUCATION

(Date)

CHARTER FOR TAPESTRY PUBLIC CHARTER SCHOOL

Appendix A – Charter Accountability and Consequences

ACCOUNTABILITY REQUIREMENTS

The Local Board and State Board shall hold the Charter School accountable for the full performance of the performance framework standards listed below. In the event that data are not available to make a determination regarding one of the goals below, the Department and the Local Board shall use the remaining goals to decide if the school has met its accountability requirements.

The Charter School will receive a report on its performance on each of the standards below from the Department as they become available. The report will include any interventions or consequences that need to be implemented by the Charter School.

Note: *Accountability for the last year of the Charter term will occur during the first year of a renewal charter, if granted.*

I. **ACADEMIC PERFORMANCE STANDARDS**

Goal 1: During each year of its Charter term, the Charter School shall meet at least one of the following performance standards.

First Look – School Performance Gap Closure. The primary academic outcome Georgia seeks from its local charter schools is that they ***increase their College and Career Ready Performance Index ("CCRPI") score each year until they reach 100.*** The performance standards that measure CCRPI progress include growth in CCRPI itself and in its two major academic components, Content Mastery and Progress Score. The Department's "First Look" at annual charter school performance is to see if the school has met the standard for any of the following three CCRPI gap-closing measures. Meeting any one of these standards constitutes having achieved Goal 1 for a given year.

a. Increase its CCRPI score by at least 4% of the gap between 100 and the Charter School's previous year CCRPI score in each grade band served (elementary, middle, and/or high school);

OR

b. Increase its CCRPI Content Mastery score by at least 10% of the gap between 100 and the Charter School's previous year CCRPI Content Mastery score in each grade band served (elementary, middle, and/or high school);

OR

c. Increase its CCRPI Progress score by at least 10% of the gap between 100 and the Charter School's previous year CCRPI Progress score in each grade band served (elementary, middle, and/or high school).

CHARTER FOR TAPESTRY PUBLIC CHARTER SCHOOL

Second Look – School-Local School System Comparisons. If a charter school does not achieve at least one of the "First Look" School Performance Gap Closure standards, consideration will be given for achieving one of the "Second Look" School-Local School System Comparison standards. The secondary academic outcome Georgia seeks from its local charter schools is that they ***do better than the local school system schools to which their students would otherwise be zoned.*** Performance standards include whether the school exceeds the CCRPI score (CCRPI, Content Mastery, or Progress) of its authorizing local school system or of the average of the three local school system schools to which a majority of the charter school's students would otherwise be zoned ("majority comparison schools").

a. Exceed the CCRPI score of the authorizing local school system or the local school system majority comparison schools;

OR

b. Exceed the CCRPI Content Mastery scores of the authorizing local school system or the local school system majority comparison schools;

OR

c. Exceed the CCRPI Progress scores of its authorizing local school system or of the local school system majority comparison schools.

Goal 2: During each year of its Charter term, the Charter School will perform at the level required to stay off the list of Targeted Support and Improvement ("TSI") and Comprehensive Support and Improvement ("CSI") schools published annually by GaDOE.

II. SCHOOL CLIMATE PERFORMANCE STANDARDS

Goal 3: The Charter School shall achieve and maintain a School Climate Star Rating of 4 or more stars during its Charter term.

III. FINANCIAL PERFORMANCE STANDARDS

Goal 4: During each year of its Charter term, the Charter School shall achieve all eight of the following financial performance standards.

a. Not be in default of loan or bond covenant(s) and not be delinquent with debt services payment;

AND

b. Achieve a Current Ratio (Working Capital Ratio) that is greater than 1.0 and one-year trend is positive;

AND

c. Possess a Debt to Asset Ratio that is less than 95 percent;

AND

d. Unrestricted Days Cash (Total Expenses/365) is greater than 45 days and the one-year trend is positive;

AND

e. Enrollment Variance equals less than 8 percent;

AND

f. Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive or Aggregated Three-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive;

AND

g. Debt Service Coverage Ratio is equal to or exceeds 1.0;

AND

h. The Charter School received and submitted to GaDOE by November 1 an annual independent audit with an opinion of the auditor regarding the accuracy of the Charter School's accounting records, financial position, change in financial position, compliance with rules of various governing entities, including GAGAS (Generally Accepted Government Auditing Standards, i.e. the "Yellow Book") or, for those schools not yet converted to GAGAS, compliance with GAAP (Generally Accepted Accounting Principles) that includes:

- An unmodified audit opinion;
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses;
- An audit that does not include a going concern disclosure in the notes or an explanatory paragraph; and
- No other adverse statement indicating noncompliance with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight.

IV. GOVERNANCE PERFORMANCE STANDARDS

Goal 5: During each year of its Charter term, the Charter School shall achieve all six of the following governance performance standards.

a. All Governing Board members complied with all applicable open governance requirements, including the Georgia Open Meetings Act and the Georgia Open Records Act;

AND

b. All Governing Board members attended all required training, including all training required for any new Governing Board members;

AND

c. The Board met a minimum of seven (7) times;

AND

d. The Charter School's leadership and Governing Board successfully implemented the Teacher and Leader Keys Effectiveness System as verified by GaDOE;

AND

e. All Governing Board members acted in accordance with the *Standards for Effective Governance of a Georgia Non-Profit School Governing Board*;

AND

f. The Board reflects the sociodemographic diversity of the community it serves.

Goal 6: By the last year of its Charter term, the Charter School shall implement all Essential or Innovative Features as defined in Section 5 of the Charter in all material respects.

V. LEGAL COMPLIANCE PERFORMANCE STANDARDS

Goal 7: During each year of its Charter term, the Charter School shall implement all legal requirements included in federal and state law, rules, and regulations and in its Charter.

Goal 8: The Charter School shall not do anything which results in GaDOE or the authorizing local school system(s) placing the Charter School on probation more than two times in a single school year (July 1 to June 30).

Goal 9: The Charter School shall not do anything which results in GaDOE or the authorizing local school system(s) placing it on probation more than three times during its Charter term.

CHARTER FOR TAPESTRY PUBLIC CHARTER SCHOOL

ACCOUNTABILITY MONITORING AND REVIEW

The Local Board and State Board shall hold the Charter School accountable for the full performance of the goals outlined in this Charter.

The Local Board is responsible for the annual monitoring and review of the Charter School for full performance of this Charter.

The Department will monitor and review the Charter School for full performance of this Charter.

The State Board shall hold the Local Board accountable for effective authorizing practices in support of this Charter.

The Department will monitor and review the Local Board for effective authorizing practices.

CONSEQUENCES

Failure to meet the goals outlined in this Charter may result in consequences up to and including intervention, probation, termination, or recommendation for nonrenewal.

Appendix B – Locally-Approved Charter School Partner Roles and Responsibilities Chart

Introduction: Locally-approved charter school non-profit governing boards must have decision-making authority in all areas, including personnel decisions, financial decisions and resource allocation, curriculum and instruction, establishing and monitoring the achievement of school improvement goals, and school operations. The columns in the chart below describe the authority that must be exercised by a charter school's governing board, management, and school district respectively. There are also columns provided for other common charter school partners (if applicable).

Instructions: Applicants must submit a proposed version of this chart that shows how roles and responsibilities are and/or will be shared for their particular charter school. If any checkmarks are deleted or added, applicants must highlight in yellow those cells where a checkmark was deleted or added.

Locally-Approved Charter School Partners Roles and Responsibilities Chart

Personnel Decisions	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Post-Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
Select, retain, transfer, promote, demote, and/or terminate the principal or school leader	✓					
Evaluate the principal or school leader (LKES)	✓					
Select, retain, transfer, promote, demote, and/or terminate faculty and all other staff		✓				
Evaluate the teachers (TKES) and all other staff		✓				
Determine whether teacher certification will be required	✓	✓				
Plan professional development for staff		✓				

Financial Decisions and Resource Allocation	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Post-Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
Determine number and type of personnel positions budgeted, including qualifications, roles, and job descriptions	✓	✓				
Establish compensation model including salary ranges, bonus or performance-based increases, supplements, and personal and professional leave, health, dental, disability, and other benefit plans offered (other than TRS, which is mandated) for all employees	✓	✓				
Set budget priorities with funds received that are aligned with school improvement plan, including personnel, curriculum, supply, equipment, maintenance, operations, and all other costs	✓	✓				
Ensure school receives all per-pupil and other funding to which it is entitled by agreement with the local district (its fiscal agent)	✓	✓	✓			
Raise additional funds through fundraising efforts	✓	✓				
Exercise discretion over expenditure for all state and local funds and, as permissible, federal funds		✓				
Final school budget approval	✓					
Establish financial policies and standard operating procedures	✓					
Maintain a reserve fund	✓					

Determine facility uses	✓	✓				
Ensure sound fiscal management and monitor budget implementation	✓	✓				
Curriculum and Instruction	**Charter School Nonprofit Governing Board**	**Charter School Management**	**Local School District***	**Post-Secondary Education Partner(s) (if applicable)**	**Business Partner(s) (if applicable)**	**Community Partner(s) (if applicable)**
Recommend/Adopt instructional delivery model	✓	✓				
Recommend/Adopt curriculum, including any changes in curriculum as needed to improve student achievement	✓	✓				
Recommend/Adopt courses and programs to offer	✓	✓				
Recommend/Adopt textbooks, technology, and instructional materials	✓	✓				
Recommend/Establish additional graduation requirements	✓	✓				
Recommend/Adopt course and credit requirements, including technology and physical education skill requirements	✓	✓				
Recommend/Adopt seat time requirements	✓	✓				
Recommend/Adopt opportunities for student acceleration/remediation	✓	✓				
Create or modify Career Pathway curricula	✓	✓				
Choose dual enrollment options	✓	✓				
Choose credit recovery options	✓	✓				

Utilize online learning platforms (e.g., Georgia Virtual School)		✓				
Establish additional mastery level requirements for performance	✓	✓				
Select additional formative and/or summative assessments to determine student levels of mastery and growth	✓	✓				
Curriculum and Instruction *(continued)*	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Post-Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
Establish delivery model, scheduling, staffing, and supplemental services for English Learner (EL), special education (SPED), gifted, and remedial programs	✓	✓				
Establish curriculum maps, pacing charts, and methods for monitoring the curriculum		✓				
Establish lesson plan requirements for teachers		✓				
Establish placement and promotion criteria	✓	✓				
Set grading and reporting policies, plans, process, schedules, and formats	✓	✓				
Establishing and Monitoring the Achievement of School Improvement Goals	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Post-Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)

School Operations	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Post-Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
Complete self-assessment based on Georgia School Performance Standards		✓				
Develop actions, strategies, and interventions with faculty and staff (i.e., school improvement plan)		✓				
Set a timeline for implementing school improvement timeline	✓	✓				
Set a budget for implementing school improvement timeline	✓	✓				
Recommend/Approve school improvement plan and provide oversight of its implementation	✓	✓				
Hold principal or school leader accountable for school improvement plan implementation and timeline	✓					
Hold faculty and staff accountable for school improvement plan implementation and timeline		✓				
Evaluate success of school improvement plan and recommend/make revisions as needed	✓	✓				
Regularly communicate student and school performance data to all stakeholders		✓				

Provide input into school operations that are consistent with school improvement and charter goals, including establishing human resources policies, procedures, and handbooks	✓	✓				
Establish work schedules of faculty and staff (e.g., hours per day, days per year, calendars)		✓				
Establish experience, training, and other matters related to substitute teachers		✓				
Recommend/Set school daily, weekly, and annual school calendar and class schedules, including length of school year, holidays, early release days, etc.	✓	✓				
Recommend/Approve professional development vendors and resources	✓	✓				
Manage day-to-day human resources		✓				
HR processing, including employment contracts and benefits administration		✓				
Recommend/Select co-curricular and extracurricular activities	✓	✓				
Establish after-school and Saturday programs as needed	✓	✓				
Set enrichment and/or advisory periods as needed		✓				
Establish field trips, including locations and date		✓				
Set class size and student-teacher ratios	✓	✓				
Set staff-to-student ratios for non-class times (e.g., lunch, recess, specials, transitions)	✓	✓				
Establish school partnerships for school growth	✓	✓				
Develop communications strategies, including stakeholder surveys, parent involvement, volunteer support	✓	✓				

Select/Approve vendors aligned with school needs	✓	✓				
Manage transportation decisions, including authority to contract for transportation service	✓	✓				
Select information systems (e.g., Student Information System, financial information systems)	✓	✓				
Manage the facility or facilities that are owned and operated by the school system for use by the charter school	✓	✓				
Approve/manage the food service agreement with a vendor or the school system	✓	✓				
Establish school size	✓	✓				
Establish school grade span different from typical primary, elementary, middle, and high public school models (e.g., 4-8, K-8, K-12)	✓	✓				
Establish attendance policies	✓	✓				
Establish student code of conduct and behavior policies, plans, processes, and formats	✓	✓				
Adopt and implement a marketing plan that is inclusive in its recruitment and retention of all students	✓	✓				
Ensure access to support to address the physical, social, financial, and emotional needs of students in the school	✓	✓				

**The LBOE retains its constitutional authority*

Exhibit 18

Exhibit 18 - Notes

Attached are Letters of Support from current partners in the Atlanta Metro area, and possible future partners within Clayton County.

Letters of Support Include:

- Emory Autism Center - current partner
- View Point Health - current partner
- High Museum of Art - current partner
- Alliance Theatre - current partner
- Horizon Theatre - current partner
- Building Hope - current partner
- Charter School Growth Fund - current partner
- New Schools - current partner
- Success on the Spectrum (Riverdale) - local Clayton County supporter
- Hand, Heart + Soul Project - local Clayton County supporter
- Hommewrk LLC - local Clayton County supporter
- Brenda Lee Strickland Realty, Inc. - local Clayton County supporter

EMORY UNIVERSITY SCHOOL OF MEDICINE | Emory Autism Center

February 3, 2025

To whom it may concern:

My name is Matt Segall, and I am the Program Director for Education and Transition Services at the Emory Autism Center. I first became acquainted with the Tapestry Public Charter School (Tapestry) in 2015 when I was invited to take a tour of the school, and since that time, I have built a strong and rewarding relationship with the Tapestry community, including the Board, Administration, faculty, families and students.

Currently, I am the Principal Investigator for a state-funded project aiming to develop, implement and evaluation a best-practices model of transition planning for students with autism spectrum disorder (ASD). From the inception of our project, Tapestry has been our project pilot site. We selected Tapestry not because of its proximity to the Emory Autism Center but because the mission of Tapestry, focused on providing an authentic inclusive educational experience for students with autism and other differences, is well aligned with the mission of the Emory Autism Center, and my program's work specifically. It truly has been a great honor to learn with and from the Tapestry community. Dr. Matthew Tyson, Tapestry's Principal, sits on our project's Advisory Board along with representatives from the Georgia Department of Education, Georgia Vocational Rehabilitation Agency, and Georgia Department of Public Health. Our Advisory Board is a unique example of positive, functional interagency collaboration and Tapestry's participation is critical to the aptitude of our Board.

It has been a joy to watch Tapestry grow over the years and to have played a meaningful role in that growth. I am pleased to learn that Tapestry is seeking to replicate its model in Clayton County Schools, and I support their efforts. I look forward to working with Tapestry partners in its new site. Please don't hesitate to contact me with questions or requests for additional information.

Sincerely,

Matt Segall

Matthew Segall, Ph.D.
Assistant Professor of Psychiatry and Behavioral Sciences
Emory Autism Center
Emory University School of Medicine
mattsegall@emory.edu

Emory University School of Medicine
Emory Autism Center
The Justin Tyler Truax Building
1551 Shoup Court
Atlanta, Georgia 30322

Tel 404.727.8350
Fax 404.727.3969
www.psychiatry.emory.edu/PROGRAMS/autism

The Robert W. Woodruff Health Sciences Center
An equal opportunity, affirmative action university

View Point Health

February 12, 2025

To Whom It May Concern,

I hope you're well and having a productive year. I'm writing to offer support for Tapestry Charter School and recommend that Tapestry be authorized to expand services and replicate their model through the Clayton County Public Schools (CCPS). We have thoroughly enjoyed our partnership over the past five years - as we collaboratively help students thrive in the classroom.

During our partnership, my team has been quite impressed with Tapestry Charter School teachers and administration on how they care for each student and work diligently to implement an individualized plan of care toward student achievement. This is truly inclusion at the highest level - where individual student needs are met in an integrated and holistic model. This is highly needed and can give additional opportunities to serve students and families within CCPS.

Once again, we are pleased to be a part of Tapestry Charter School, their progressive approach to learning and the overall commitment to student success.

Respectfully,

Chad Jones
Vice President for Business Development
View Point Health

HIGH MUSEUM OF ART ATLANTA

February 11, 2025

Dr. Anthony Smith
Superintendent and CEO of Clayton County Public Schools
1058 Fifth Ave
Jonesboro, Georgia 30236

Dear Dr. Smith,

It is a joy to submit this letter of support for the replication of Tapestry Public Charter School's educational model in Clayton County Public Schools. The High Museum has worked with Tapestry since 2015 through a contract with the Kennedy Center VSA in Washington, D.C. with the goal to expand the High Museum's programming for students with disabilities. We identified Tapestry as a partner based on their uniquely inclusive and individualized educational model for students with disabilities.

Since the partnership began, the High Museum has drastically changed our school programming offerings, as well as our exhibition, curatorial, and security procedures to make our work and galleries as accessible and welcoming as possible for all students. We are endlessly thankful for their partnership, guidance, and leadership in the field. The High Museum has been amazed by Tapestry's commitment to student engagement, academic rigor, and inclusivity for all students. Watching their evolution from being a smaller school to growing in student population, hiring highly qualified educators, and growing the school footprint has been awe-inspiring, to say the least. We are also incredibly impressed by their inclusion of community partners in all that they do. The High Museum has watched the thoughtful integration of the arts and arts educators throughout the larger curriculum development and school planning.

We give our highest recommendation for Tapestry to continue their growth and replicate their model in Clayton County Public Schools. If I can provide additional information, please don't hesitate to reach out at any time.

Most sincerely,

Kate McLeod

Kate McLeod | Assistant Director, Education
HIGH MUSEUM OF ART, ATLANTA | 1280 Peachtree Street, N.E. | Atlanta, GA 30309 404-733-5339 |
kate.mcleod@high.org

Alliance Theatre
institute

Monday, February 3, 2025

To Whom It May Concern:

On behalf of the Alliance Theatre, I am writing to submit this letter of partnership as Tapestry Public Charter School applies for a charter with Clayton County Public Schools.

The Alliance Theatre has partnered with Tapestry since its inception. Over the past several years, our organizations have collaborated on programs such as: Alliance Theatre Institute in-school residencies, the Woodruff Arts Center Educator Conference, Family Fun events featuring Tapestry performances, and a unique, inclusive Summer Intensive program focused on musical theater.

Pictured: Tapestry's 2019 production of *The Nightmare Before Christmas* at the Alliance Theatre

Educators from Tapestry, have served on the Alliance Theatre Institute Advisory Committee, offering insight and expertise on how we can continue to modify our programs to serve all students. Barbara Boone, past Principal at Tapestry, routinely provided professional development workshops to Alliance Theatre teaching artists, equipping our team with the skillset and knowledge required to differentiate instruction. Additionally, I had the privilege of serving on the Tapestry Governing Board from 2015-2017, working most closely with the Partnerships Committee, Internship Program task force, and offering thought partnership on the school's arts and arts integration strategies.

Our partnership over the years has been meaningful, mutually beneficial, and ever-evolving. I can't wait to see how the school continues to grow, thrive, and serve its community for years to come.

Sincerely,

Liz M. Davis

Liz Magovern Davis
Head of Secondary Curriculum & Partnerships
Alliance Theatre

February 11, 2025

To Whom It May Concern:

Horizon Theatre Company is proud to be associated with Tapestry Charter Public School, and strongly support their application to establish a new branch of the school in Clayton County.

In the fall of 2019, Horizon was fortunate enough to partner with Tapestry before, during and after our critically acclaimed production of *A Curious Incident of the Dog in the Night-Time.* On the first day of rehearsal, the cast and directors kicked off our work by visiting the Tapestry Public Charter School, an inclusive middle and high school that serves both students on the autism spectrum and those who are neurotypical. We visited teacher Manny River's drama class and talked with the students about their experiences to get a better understanding of Christopher's world by listening to what they thought about their school, teachers, parents and family.

We also got their thoughts about the play since some of them had read the book upon which the play is based. Many were auditioning Tapestry's school production of *Curious.* The entire experience was truly amazing. Out of that event came the opportunity for several Tapestry students to join Horizon as interns during rehearsals of *Curious* and even for performances. These students worked diligently for 2 to 10 weeks during the fall and spring. Tapestry students were brought to see Horizon's production even as they produced their own.

One of the greatest benefits of our ongoing relationship was their assistance in our ability to offer a Sensory-Friendly performance of *The Curious Incident of the Dog in the Night-time.* Many individuals with autistic-related diagnoses cannot attend the theatre, due to loud sounds or too many lights. A special performance designed to accommodate these restrictions is a rare treat and Tapestry staff and faculty helped make this happen for Horizon and its patrons. We received many thank you's for this gift to their family members.

I can't say enough good things about Mannie Rivers, Molly Thomas, Kantrice Rose and Anna Chaney, who assisted Horizon and ensured the greatest experience for their students. Arts continue to suffer in the academic world due to funding – to find such robust support in a small charter school is a great gift to our entire community.

The mission of Tapestry Public Charter School is to offer an inclusive, individualized learning environment that is academically engaging, both for neurotypical students and those on the autism spectrum, and to create a positive school culture that empowers all students to take possession of their innate talents and become creative builders of their own futures. Too often mission statements fail to deliver on a day-to-day basis. Not Tapestry. We saw this incredible engagement every day we worked with them. It's wonderful that they would like to establish a charter school in Clayton County to be able to offer their unique learning environment to students there as well. Please let me know if I or any of my staff may provide additional information.

Sincerely,

Lisa Adler, Co-Artistic/Producing Director, Horizon Theatre Company

February 18, 2025

Sherilyn Moore
Chief Impact Officer
Building Hope
1730 Pennsylvania Avenue NW, Suite 250
Washington, D.C. 20006

To Whom it May Concern:

We are submitting this letter of support for the application of Tapestry Public Charter School, who plans on replicating their award-winning educational model to serve more students with excellence. Their focus on an inclusive approach to serving students with autism alongside neurotypical students has proven to be effective for children and a great benefit for their families and surrounding community.

Building Hope is a national non-profit that empowers advancements in education through our work with charter schools providing unparalleled facility financing, real estate development, and operational services. During our 20-year history, Building Hope has supported over $1Billion in charter school projects schools serving nearly 200,000 children.

We discovered Tapestry Public Charter School during our rigorous grants process for the 2024 Building Hope IMPACT Awards. Tapestry won one of only three grants in Student Empowerment, rising above a competitive nationwide field of applicants. The school's ability to serve neurotypical and neurodivergent students together by focusing on each individual student's unique needs and gifts is truly remarkable.

Any community would be lifted by having a Tapestry Public Charter School in its neighborhood, and we fully support its efforts at replication. Our IMPACT program includes a "lifetime membership" of support for our winning schools, and we are here to serve alongside the school to ensure its continued growth and success.

Sincerely,

Sherilyn Moore
Chief Impact Officer

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

February 24, 2025

Dear Dr. Chantara Rumph-Carter,

On behalf of Charter School Growth Fund (CSGF), I am writing to express support for the charter school application for Tapestry Public Charter School (Tapestry), a current member of the CSGF portfolio. CSGF is a non-profit venture capital fund that invests philanthropic funds in the nation's highest-performing charter school operators to dramatically expand their impact. To date, we've funded over 1,600 schools that serve more than 725,000 students in 32 states, DC, and Puerto Rico. The organizations in CSGF's active portfolio of schools serve a student population of more than 300,000 students - of which is approximately 75% low-income and over 90% students of color and represents some of the most successful public school networks in the United States. Charter School Growth Fund invests in select charter school management organizations that deliver outstanding academic results while achieving sustainability on public revenues.

Tapestry has shown a consistent commitment to the community of Doraville, a community in Northeast Metro Atlanta, and the growth and development of its students. Tapestry opened in 2014 with the mission to offer an inclusive, individualized learning environment that is academically engaging, both for neurotypical students and those on the autism spectrum in grades 6-12, thereby creating an inclusive, innovative, and replicable academic model. Tapestry is committed to improving the quality of education for students with autism and has now been recognized both locally and nationally for its success.

Some of Tapestry's local and national recognitions include being named the Georgia Charter School of the Year for the 2022-23 school year by the Georgia Charter School Association, a prestigious award that goes to a 'game-changing' school in Georgia each year that exemplifies what a quality charter school can be. Tapestry was named as a national winner in the Student Empowerment category for the Building Hope Impact Awards. The Bill and Melinda Gates Foundation also spent time researching the success of Tapestry's model this past fall as part of an initiative to improve special education services at charter schools.

We strongly support Tapestry's charter application with Clayton County Public Schools. The school's innovative approach, dedication to educational equity, and strong community ties make it an ideal candidate to expand their impact by growing to serve the students and families in Clayton County.

Sincerely,

Soenda Howell
Partner, Charter School Growth Fund

NewSchools

January 22, 2025

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

To Whom it May Concern:

NewSchools submits this letter in support of the application of Tapestry Public Charter School, which plans to replicate their model which focuses on providing an inclusive and academically engaging learning experience for neurotypical students and students on the autism spectrum . NewSchools has financially supported Tapestry's plans for their replication because we believe in the school's mission and vision and in their leadership team.

As a national nonprofit, NewSchools uses the charitable donations we receive to support education entrepreneurs who are reimagining PK-12 education to create great results for all students. NewSchools is known for identifying and supporting some of the highest impact education entrepreneurs in the field over the last twenty years.

Through our current strategy, we provide funding and support for teams of educators with ambitious plans to open new innovative public schools. These schools reimagine the learning experience for students, particularly those who have been traditionally underserved. We are impressed by the track record of the founding team and are compelled by their plans to expand their impact. Tapestry will be eligible for a larger, multi-year grant of up to $645,000 (based on full enrollment) when they have – amongst other requirements – secured charter authorization and a facility, developed an instructional program that prepares all students to achieve at the highest levels, and hired key staff members. NewSchools believes in Tapestry leadership and their ability to meet these requirements.

Sincerely,

Mia Howard
Managing Partner

Dr. Chantara Rumph-Carter

Office of Charter Schools and Strategic Improvement

Clayton County Public Schools

1058 Fifth Avenue Jonesboro, GA 30236

We submit this letter in support of the application of Tapestry Public Charter School, which plans to replicate their model which focuses on providing an inclusive and academically engaging learning experience for neurotypical students and students on the autism spectrum.

Our ABA Clinic, Success on the Spectrum, provides Applied Behavior Analysis Therapy to children diagnosed with Autism Spectrum Disorder. We also work with parents and members of the community in learning more about ASD as well as ABA Therapy, as well as providing resources where needed.

Tapestry has a unique model of educating neurodiverse students with their typical peers. We know many of our clients would benefit from this model which will have a positive impact on our community. Many of our kiddos struggle with transitioning from full days of therapy where they receive one-on-one care with a therapist and a clinical team to the classroom setting within the public school system. Many of our kiddos are lost in-between not being able to being in classroom settings with typical peers due to small deficits but not fitting well into special needs classrooms.

We hope that once Tapestry opens, we will be able to partner with the school by providing ABA therapy within the classroom as needed as well as providing training opportunities to both parents and Tapestry Staff members. We truly see the benefit of the kind of classroom setting Tapestry will provide to not only the autism community but the neurodivergent community as a whole.

Thank you for your time and consideration.

Kacie Meyer, MS, BCBA and Cayla Clarke-Collins, MA, BCBA

Clinical Director and CEO

Success on the Spectrum Riverdale

February 18, 2025

Matt Tyson
Tapestry Public Charter School
3130 Raymond Drive
Doraville, GA 30340

Re: Support for Tapestry Public Charter School's Expansion into Clayton County

I am writing on behalf of Hand, Heart, and Soul Project (HHSP) to express our full support for Tapestry Public Charter School's expansion into Clayton County. As one of the most under-resourced counties in metro Atlanta, Clayton has long been overlooked when it comes to equitable education, leaving too many families without the options they deserve. Tapestry's model, built around serving children with **different abilities**—would bring something truly needed and long overdue to our community.

Every child deserves a learning environment that sees them, supports them, and meets them where they are. Too often, students with different abilities are forced into systems that weren't designed for them, leaving parents with limited choices and children without the resources they need to thrive. Tapestry changes that. By **prioritizing inclusion**, **individualized learning**, and a **community-driven approach**, we are offering a real solution for families who have been waiting additional options.

Bringing Tapestry to Clayton County is about recognizing the potential in **every** child and ensuring that no family has to leave their community just to find the right educational fit. It's not about simply just adding "another school" to the mix. HHSP stands fully behind this effort, and we look forward to collaborating in ways that strengthen access to quality education, wellness, and community-based support and resources for all without impacting existing educational structures.

Sincerely,

Wande Okunoren-Meadows
Chief Visionary Officer + Co- Creator
Hand, Heart, + Soul Project

Letter of Support

Dr. Chantara Rumph-Carter

Office of Charter Schools and Strategic Improvement

Clayton County Public Schools

1058 Fifth Avenue Jonesboro, GA 30236

To Whom It May Concern:
We submit this letter to support the application of Tapestry Public Charter School, which plans to replicate its model, which focuses on providing an inclusive and academically engaging learning experience for neurotypical students and students on the autism spectrum.

Our business, Hommewrk LLC, is a curriculum-based brand from Atlanta, Ga, manufactured in Los Angeles, CA. Our owner and Brand Principal are 2x Grammy Award Winning Nicholaus Williams, aka Trinidad James. At Hommewrk, we love to choose music and subjects on which we believe you should Do Your Homework. Hence, the name of the brand is " Hommewrk". We love teaching through fashion/community and plan to ensure that Tapestry students dream big and understand how to execute their dreams better. Tapestry has a unique model of educating neurodiverse students with their typical peers that deserves to be replicated. I hope you allow us to bring value to our community.

Thank you,
Hommewrk LLC
CEO - Nicholaus Williams - Trinidad James

Letter of Support

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

To Whom it May Concern:

I am writing to recommend that Tapestry Public Charter School be approved to operate a second school in Clayton County Public Schools.

We submit this letter in support of the application of Tapestry Public Charter School, which plans to replicate their model which focuses on providing an inclusive and academically engaging learning experience for neurotypical students and students on the autism spectrum. Brenda Lee Strickland Realty, Inc is a for profit business, and we believe that Tapestry has a unique model of educating neurodiverse students with their typical peers that deserves to be replicated.

Tapestry has a unique model of educating neurodiverse students with their typical peers. We know many of our clients would benefit from this model which will have a positive impact on our community.

We look forward to working with the school to discover ways that we can support its success. We give our highest recommendation for Tapestry to receive their charter.

Sincerely,

Brenda Lee Strickland, Broker
Brenda Lee Strickland Realty, Inc.

Exhibit 19

Tapestry Public Charter School – Proposed Facility

The information provided in this document lists three properties that will meet our needs, and which we feel are good candidates for a future Tapestry Public Charter School within the Clayton County Public Schools district.

We are currently working with GCSA's Facilities Resource Center (FRC) to help vet properties in the area and FRC will continue to provide us with information about available properties that will meet our needs in Clayton County. Although we cannot currently provide a MOU or proof of ownership for the three properties shown in Exhibit 19, we feel certain that we will be able to find alternative properties that will meet our needs should all three of these properties become unavailable.

Also attached to this exhibit is a letter of support from an investment entity that states, based on our performance, they would be able to underwrite financing for a new Tapestry facility.

Clayton County:

1688 Phoenix Parkway, College Park, GA 30349

https://www.loopnet.com/Listing/1688-Phoenix-Pky-College-Park-GA/28616303/

frc

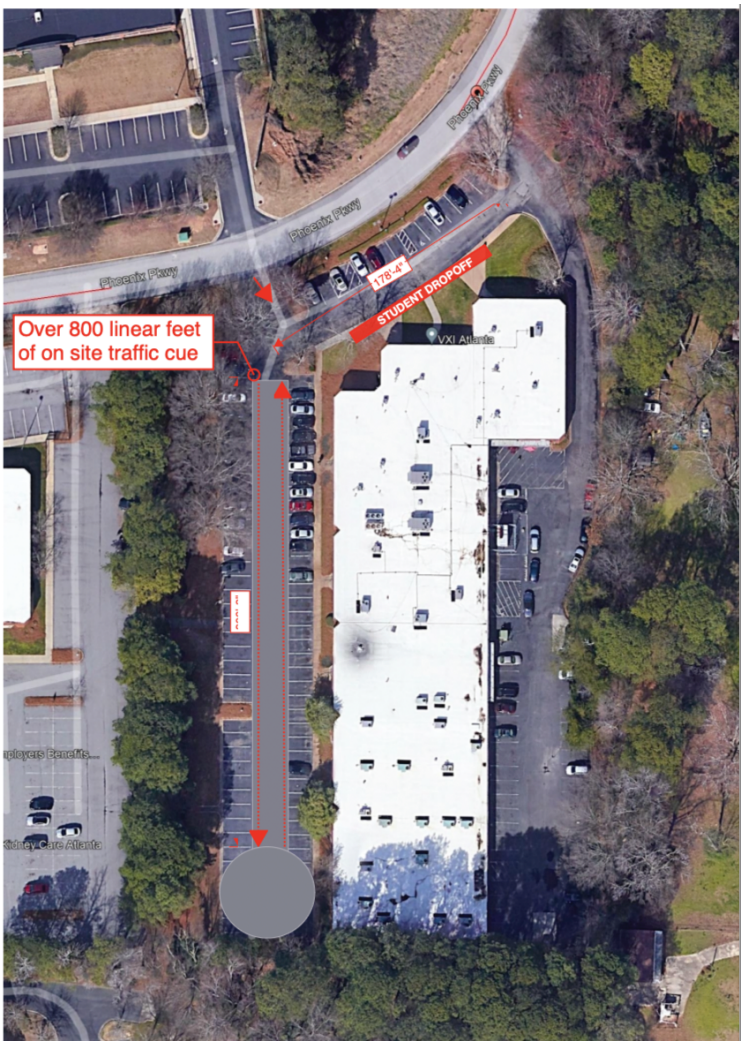
Tapestry Charter School
Feasibility Model
1688 Phoenix Parkway, College Park, GA

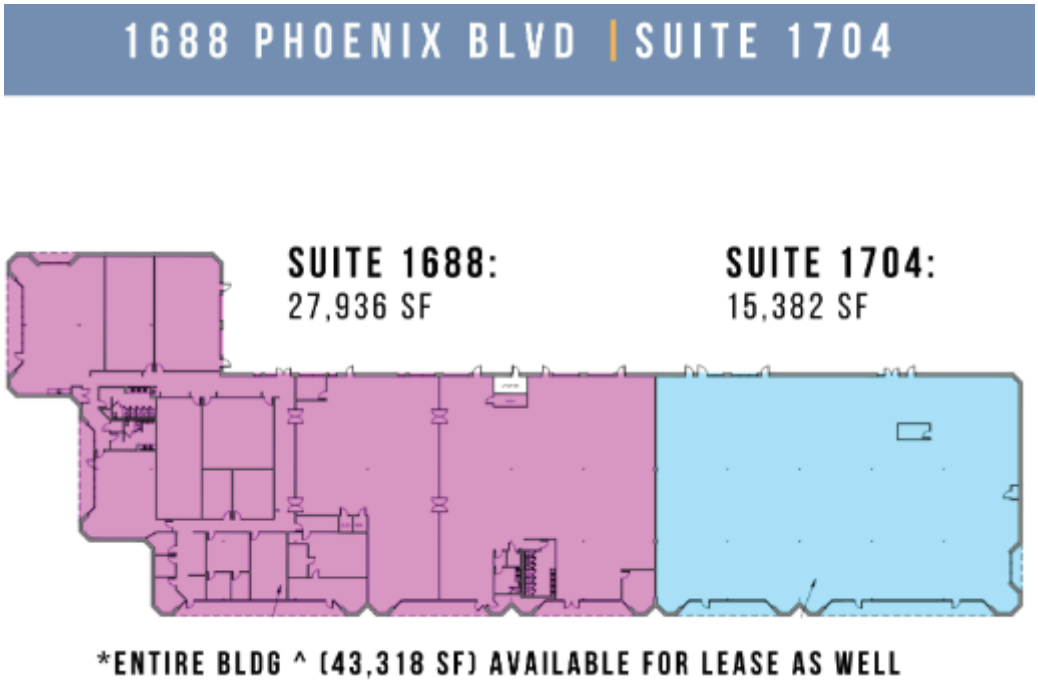
Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
	FY26	FY27	FY28	FY29	FY30
	25-26	26-27	27-28	28-29	29-30
	Budget	Budget	Budget	Budget	Budget
Total Enrollment	225	265	301	301	301
Additional Students Per Year	225	40	36	0	0
Per Pupil Funding Amount (based on Local, State, Federal, and Philanthropic Revenues)	$13,571.65	$13,843.08	$14,119.94	$14,402.34	$14,690.39
Facility Size					
Total Square Footage	16,875	19,875	22,575	22,575	22,575
Additional SF Per Year	16,875	3,000	2,700	0	0
Total Revenue	**$3,053,621**	**$3,668,417**	**$4,250,103**	**$4,335,105**	**$4,421,808**
Facilities Expenses as % of Revenue	13.98%	14.49%	14.94%	14.85%	14.77%

Address	1688 Phoenix Parkway, College Park, GA
Sale/Lease	Lease
County	Clayton
Type	Office Space
Square Feet	22,575 SF
Acreage	3.56 Acres
Annual Lease	Yes
Equity Requirement/Fundraising Requirement	$0
Facilities Expenses as % of Annual Revenue (over 5yrs)	13.98% (lowest) to 14.94% (highest)

1688 Phoenix Parkway, Building #1, in College Park, Clayton County, is an office building that is part of the Royal Phoenix Business Park. The ownership of this office building has signaled an interest in leasing this space to a charter school. All 43,318 square feet of Building #1 is available however Tapestry Charter School (Tapestry) and will lease only the space it needs in two phases. The size and configuration of this

allows Tapestry Charter School (Tapestry) necessary space to grow into and accommodate future enrollment. The first suite available for immediate build out is 16,875 SF allowing Tapestry adequate space for year one while it plans for building out 7,193 SF by year three to provide adequate space for its student body at full enrollment. A provision for adjacent-space expansion will be negotiated in the lease to allow Tapestry to increase the footprint of its facility if finances allow. The size of the lot will allow for programmed outdoor activities by reconfiguring a portion of the rear parking lot. The site allows for plenty of ingress and egress solutions for pick up and drop off without any need for modifications to allow for efficient and safe flow of traffic possibilities. This location is near I-85 and I-285 and is easily accessible via West Fayetteville Road. The building sits on 3.56 acres with one main ingress and egress and significant room for parking, 120 parking spaces, with possibilities for a sufficient and safe flow of traffic for carpool lanes.





The property has the ability to be designed and built into school use, given the current layout and floor plans. A preliminary test-fit conducted by an architect specializing in school design gives us the confidence that the buildings can be expected to house fourteen (14) classrooms between 600 and 700 square feet, staff offices, storage, restrooms, a sizable multi-purpose room, and a warming kitchen. The plan would be to first renovate the front suite to accommodate the needed 10 classrooms in year one and then proceed to add the additional four classrooms, additional offices, break-out rooms, and a recreational room/gym for years three and beyond.

Site improvements will be limited to ensuring all sidewalks and ramps are ADA compliant and to installing an outdoor recreational area on the back parking area. Sanitary, stormwater, water, are all available and adequate for the new school use. Minor landscaping is recommended to renew the exterior of the building.

There will need to be some remodeling costs to ensure the site is brought up to code for both fire-life-safety and ADA. Currently the building has a wet sprinkler system, but will be needed reconfigured to work within the new school layout. Telephone, IT, Wi-Fi, access controls and security cameras will need to be installed throughout the building. A rough-order-of-magnitude estimate to make the building ready for school use in Year 1 is estimated at $2.4MM in hard-cost construction and $1.3MM when including soft cost and closing costs. Lastly, we understand that when acquiring facilities, unexpected costs may come up. As a result, we have budgeted a 10% contingency for these unforeseen costs.

Tapestry will be leasing the property and will leverage the lease duration as collateral for a tenant improvement credit, and if needed secure a loan from a non-profit lender to assist with the remaining building out costs. This strategy and structure would allow the school to make the necessary improvements while maintaining a facilities expense as a percentage of revenue around or below 15.00% of the operating budget.

Our team has contracted with GCSA Facility Resource Center (FRC), who has successfully secured facilities for dozens of Georgia charter schools, to lead our facilities process. Alongside Avalon Accounting, GCSA FRC has assisted in reviewing our school's facility budgets and facility plans to ensure viability and will assist with site tours and continue term discussions with landlords, property owners, and brokers.

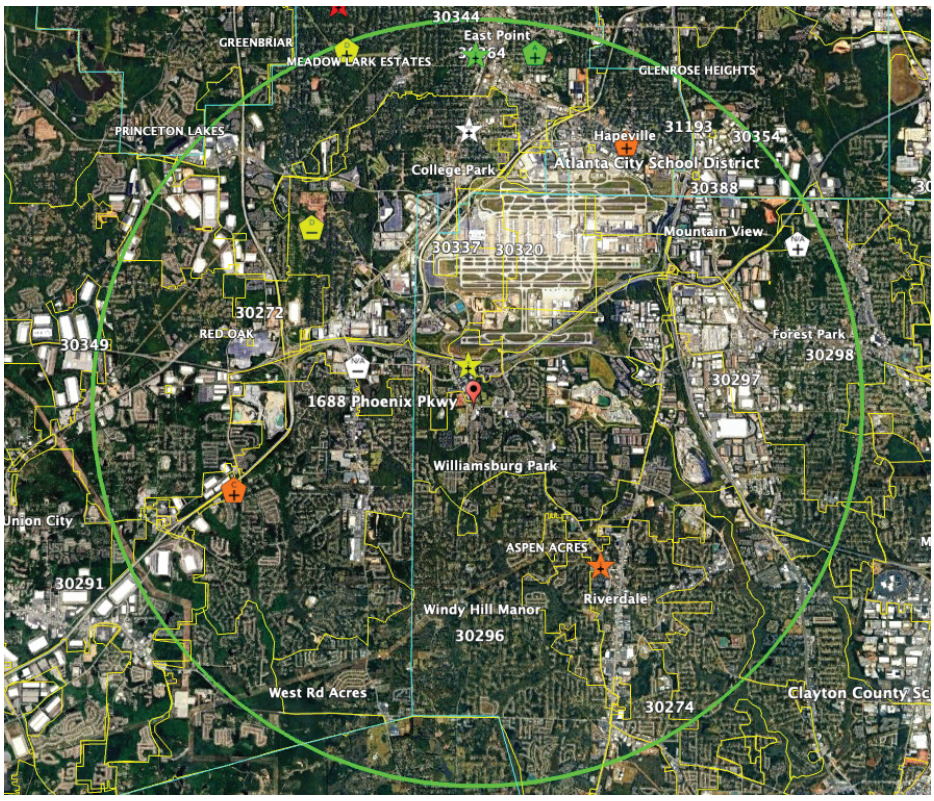
Before ratifying a lease agreement, we will contact the authorizer to receive any necessary review and or input. We will be sure to conduct an initial walkthrough with the GaDOE and our facilities-experts. Once our lease is under legal control and we begin our diligence, an inspector will be brought on to walk through the facility noting any potential environmental safety hazards and identifying issues that require remediation. The Risk/Hazard Analysis completed in accordance with the requirements of guideline for Risk Hazard Assessment of Educational Facility Sites will be completed by a registered, professional engineer, licensed to do business in the State of Georgia and, at minimum, shall include the following information:

- Identification of each hazard.
- An evaluation of each hazard.
- Options for mitigating each identified hazard (if appropriate).
- A statement from the engineer based on his/her professional judgment and the findings of the Risk/Hazard Analysis regarding the suitability of the site for an educational facility.

The GCSA FRC will qualify and engage a Georgia-registered architect to assist with the design and compliance needed for the potential space. Our architect will use this information to produce

construction documents. From there, we will bid out construction to general contractors. The selected general contractor will then submit the applications for appropriate permits by March 2026 for the purpose of conducting necessary construction on site. The general contractor will complete repairs/improvements identified in the safety assessments and inspections. Upon completion of renovations, we will contract with an inspector to ensure all inspections of the school are complete. Once the inspections are complete, we will work with the GaDOE facilities unit to obtain a site code, no later than April 1, 2026. Next, we will commence any renovations that need to be completed and will work on the required safety plan in order to receive a school code before opening. After receiving a site code, the architect will submit as-built drawings in order to receive a school code by May 1, 2026. Following site approval, we will work with GCSA FRC and the contractor to ensure we obtain a certificate of occupancy and appropriate insurance coverages.

Although there are several charter schools, KIPP South Fulton Academy, Resurgence Hall, Atlanta Unbound Academy, Hapeville Charter Career Academy, 7 Pillars Career Academy, Georgia Cyber Academy, Main Street Charter Academy, RISE Prep School, and Dubois Integrity Academy, within the 5-miles radius of this property, Tapestry does not think this will hinder enrollment. Tapestry is confident that its academic model and student body are not in competition with any of these other schools.



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Clayton County:

Blue Star Studios #700, 0 Anvil Block Rd, Forest Park, GA 30297

https://www.loopnet.com/Listing/Blue-Star-Studios/32956236/

Tapestry Charter School
Feasibility Model
Blue Star Studios, Suite 700

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
	FY26	FY27	FY28	FY29	FY30
	25-26	26-27	27-28	28-29	29-30
	Budget	Budget	Budget	Budget	Budget
Total Enrollment	225	265	301	301	301
Additional Students Per Year	225	40	36	0	0
Per Pupil Funding Amount (based on Local, State, Federal, and Philanthropic Revenues)	$13,571.65	$13,843.08	$14,119.94	$14,402.34	$14,690.39
Facility Size					
Total Square Footage	16,875	19,875	22,575	22,575	22,575
Additional SF Per Year	16,875	3,000	2,700	0	0
Total Revenue	**$3,053,621**	**$3,668,417**	**$4,250,103**	**$4,335,105**	**$4,421,808**
Facilities Expenses as % of Revenue	14.60%	14.76%	14.96%	14.87%	14.79%

Address	0 Anvil Block Rd, Studio 700, Forest Park, GA
Sale/Lease	Lease
County	Clayton
Type	Specialty
Square Feet	22,575 SF
Acreage	17.00 Acres
Annual Lease	Yes
Equity Requirement/Fundraising Requirement	$0
Facilities Expenses as % of Annual Revenue (over 5yrs)	14.60% (lowest) to 14.96% (highest)

0 Anvil Block Road, Studio 700 is an industrial building that is part of the Blue Star Studios constellation of properties in Forest Park, Clayton County. All 56,000 square feet of Studio 700 is available. The building sits on 17.00 acres. The ownership of this office building has signaled an interest in leasing this space to a charter school. The size and configuration of this allows Tapestry Charter School (Tapestry)

necessary space to grow into and accommodate future enrollment. The first tranche of tenant-improvement is planned at 16,875 SF allowing Tapestry adequate space for the first year of operations while it plans for building out an additional 5,700 SF by year three to encompass the remainder of the building. A provision for adjacent-space expansion will be negotiated in the lease to allow Tapestry to increase the footprint of its facility if finances allow. The size of the lot will allow for programmed outdoor activities by reconfiguring a portion of the area described as Base Camp #3. The site allows for adequate ingress and egress solutions for pick up and drop off without any need for modifications to allow for efficient and safe flow of traffic possibilities.

The property has the ability to be designed and built into school use, given the current floor plans. Tapestry is confident that the building can house fourteen (14) classrooms between 600 and 700 square feet, staff offices, storage, restrooms, a sizable multi-purpose room, and a warming kitchen. The plan would be to first renovate the front studio to accommodate the needed 10 classrooms in year one and then proceed to add the additional four classrooms, additional offices, break-out rooms, and a recreational room/gym for years three and beyond.

Site improvements will be limited given its current finished condition, but outdoor recreational areas in the area behind the building will need to be built out. Sanitary, stormwater, water, are all available and adequate for the new school use.

There will need to be some remodeling costs to ensure the site is brought up to code for both fire-life-safety and ADA. Currently the building will need a wet sprinkler system. Telephone, IT, Wi-Fi, access controls and security cameras will need to be installed throughout the building. A rough-order-of-magnitude estimate to make the building ready for school use in Year 1 is estimated at

$2.6MM in hard-cost construction and $1.1MM when including soft cost and closing costs. Lastly, we understand that when acquiring facilities, unexpected costs may come up. As a result, we have budgeted a 10% contingency for these unforeseen costs.

Tapestry will be leasing the property and will leverage the lease duration as collateral for a tenant improvement credit, and if needed secure a loan from a non-profit lender to assist with the remaining building out costs. This strategy and structure would allow the school to make the necessary improvements while maintaining a facilities expense as a percentage of revenue around or below 15.00% of the operating budget.

Our team has contracted with GCSA Facility Resource Center (FRC), who has successfully secured facilities for dozens of Georgia charter schools, to lead our facilities process. Alongside Avalon Accounting, GCSA FRC has assisted in reviewing our school's facility budgets and facility plans to ensure viability and will assist with site tours and continue term discussions with landlords, property owners, and brokers.

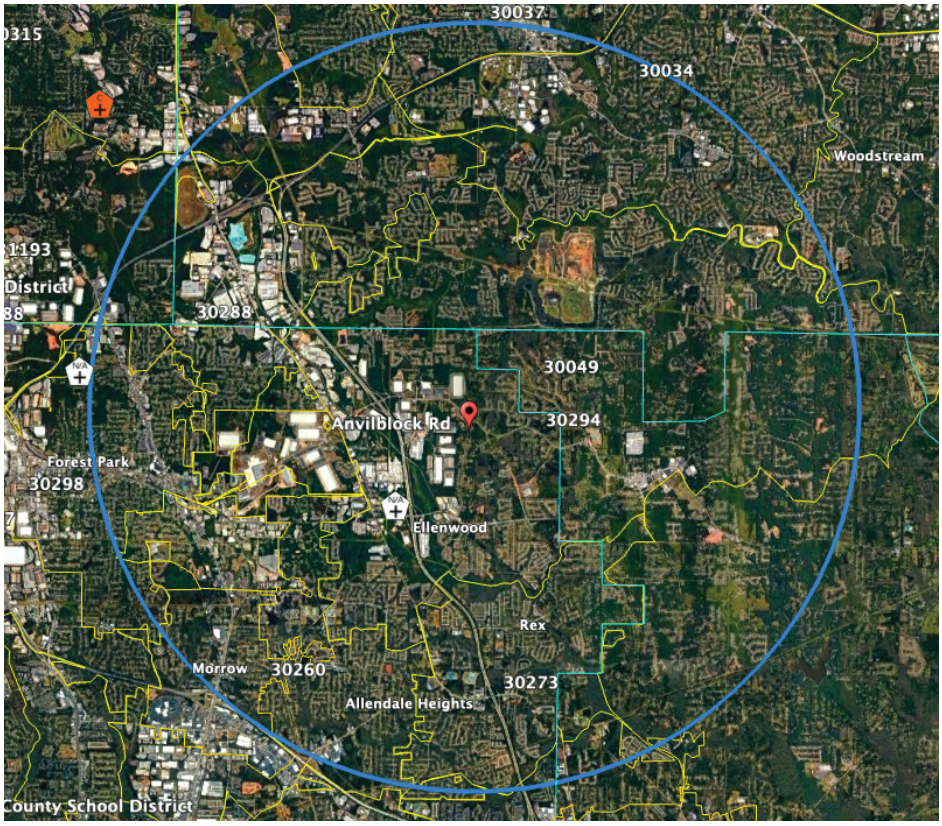
Before ratifying a lease agreement, we will contact the authorizer to receive any necessary review and or input. We will be sure to conduct an initial walkthrough with the GaDOE and our facilities-experts. Once our lease is under legal control and we begin our diligence, an inspector will be brought on to walk through the facility noting any potential environmental safety hazards and identifying issues that require remediation. The Risk/Hazard Analysis completed in accordance with the requirements of guideline for Risk Hazard Assessment of Educational Facility Sites will be completed by a registered, professional engineer, licensed to do business in the State of Georgia and, at minimum, shall include the following information:

- Identification of each hazard.
- An evaluation of each hazard.
- Options for mitigating each identified hazard (if appropriate).
- A statement from the engineer based on his/her professional judgment and the findings of the Risk/Hazard Analysis regarding the suitability of the site for an educational facility.

The GCSA FRC will qualify and engage a Georgia-registered architect to assist with the design and compliance needed for the potential space. Our architect will use this information to produce construction documents. From there, we will bid out construction to general contractors. The selected general contractor will then submit the applications for appropriate permits by March 2026 for the purpose of conducting necessary construction on site. The general contractor will complete repairs/improvements identified in the safety assessments and inspections. Upon completion of renovations, we will contract with an inspector to ensure all inspections of the school are complete. Once the inspections are complete, we will work with the GaDOE facilities unit to obtain a site code, no

later than April 1, 2026. Next, we will commence any renovations that need to be completed and will work on the required safety plan in order to receive a school code before opening. After receiving a site code, the architect will submit as-built drawings in order to receive a school code by May 1, 2026. Following site approval, we will work with GCSA FRC and the contractor to ensure we obtain a certificate of occupancy and appropriate insurance coverages.

Although there is one charter school, Utopian Academy for the Arts Elementary School, within the 5-miles radius of this property, because Tapestry's enrollment model is grade 6 to 12, it does not think this will hinder enrollment. Further, Tapestry is confident that its academic model and student body are not in competition with this school.



Clayton County:

1235 Commerce Road, Morrow, GA 30297

https://www.loopnet.com/Listing/1235-Commerce-Rd-Morrow-GA/29507929/

Tapestry Charter School
Feasibility Model
1235 Commerce Road, Morrow, GA

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
	FY26	FY27	FY28	FY29	FY30
	25-26	26-27	27-28	28-29	29-30
	Budget	Budget	Budget	Budget	Budget
Total Enrollment	225	265	301	301	301
Additional Students Per Year	225	40	36	0	0
Per Pupil Funding Amount (based on Local, State, Federal, and Philanthropic Revenues)	$13,571.65	$13,843.08	$14,119.94	$14,402.34	$14,690.39
Facility Size					
Total Square Footage	16,875	19,875	22,575	22,575	22,575
Additional SF Per Year	16,875	3,000	2,700	0	0
Total Revenue	**$3,053,621**	**$3,668,417**	**$4,250,103**	**$4,335,105**	**$4,421,808**
Facilities Expenses as % of Revenue	12.44%	14.18%	15.00%	14.92%	14.84%

Address	1235 Commerce Road, Morrow, GA
Sale/Lease	Lease
County	Clayton
Type	Industrial
Square Feet	23,308 SF
Acreage	9.10 Acres
Annual Lease	Yes
Equity Requirement/Fundraising Requirement	$0
Facilities Expenses as % of Annual Revenue (over 5yrs)	12.44% (lowest) to 15.00% (highest)

1235 Commerce Road is an industrial building that is located in Morrow, Clayton County. A total of 23,308 square feet of this 159,669 SF facility is currently available. The building sits on 9.10 acres. The size and configuration of this allows Tapestry Charter School (Tapestry) necessary space to operate at this location for the first three years comfortably and slightly tightly in years four and five. The expectation is to negotiate a first right of refusal on adjacent bays to allow for contiguous expansion to accommodate

future full enrollment. The tranche of tenant-improvement build out is planned at 14,400 SF allowing Tapestry adequate space for the first two years of operations while it plans for building out the remaining 8,908 SF by year three to encompass the remainder of the building. A provision for adjacent-space expansion will be negotiated in the lease to allow Tapestry to increase the footprint of its facility if finances allow. The size of the lot will allow for programmed outdoor activities by reconfiguring a portion of the parking lot areas. The site allows for adequate ingress and egress solutions for pick up and drop off without any need for modifications to allow for efficient and safe flow of traffic possibilities.

The property has the ability to be designed and built into school use, given the current floor plans. Tapestry is confident that the building can house fourteen (14) classrooms between 600 and 700 square feet, staff offices, storage, restrooms, a sizable multi-purpose room, and a warming kitchen. The plan would be to first renovate the 14,400 bay to accommodate the needed 10 classrooms, break-out rooms, and offices in year one and two and then proceed to add the additional four classrooms, additional offices for years three, four and five.

Site improvements will be limited given its current finished condition, but outdoor recreational areas in the area building will need to be built out . Sanitary, stormwater, water, are all available and adequate for the new school use.

There will need to be some remodeling costs to ensure the site is brought up to code for both fire-life-safety and ADA. Currently the building will need a wet sprinkler system. Telephone, IT, Wi-Fi, access controls and security cameras will need to be installed throughout the building. A rough-order-of-magnitude estimate to make the building ready for school use in Year 1 is estimated at $2.2MM in hard-cost construction and $1.5MM when including soft cost and closing costs. Lastly, we

understand that when acquiring facilities, unexpected costs may come up. As a result, we have budgeted a 10% contingency for these unforeseen costs.

Tapestry will be leasing the property and will leverage the lease duration as collateral for a tenant improvement credit, and if needed secure a loan from a non-profit lender to assist with the remaining building out costs. This strategy and structure would allow the school to make the necessary improvements while maintaining a facilities expense as a percentage of revenue around or below 15.00% of the operating budget.

Our team has contracted with GCSA Facility Resource Center (FRC), who has successfully secured facilities for dozens of Georgia charter schools, to lead our facilities process. Alongside Avalon Accounting, GCSA FRC has assisted in reviewing our school's facility budgets and facility plans to ensure viability and will assist with site tours and continue term discussions with landlords, property owners, and brokers.

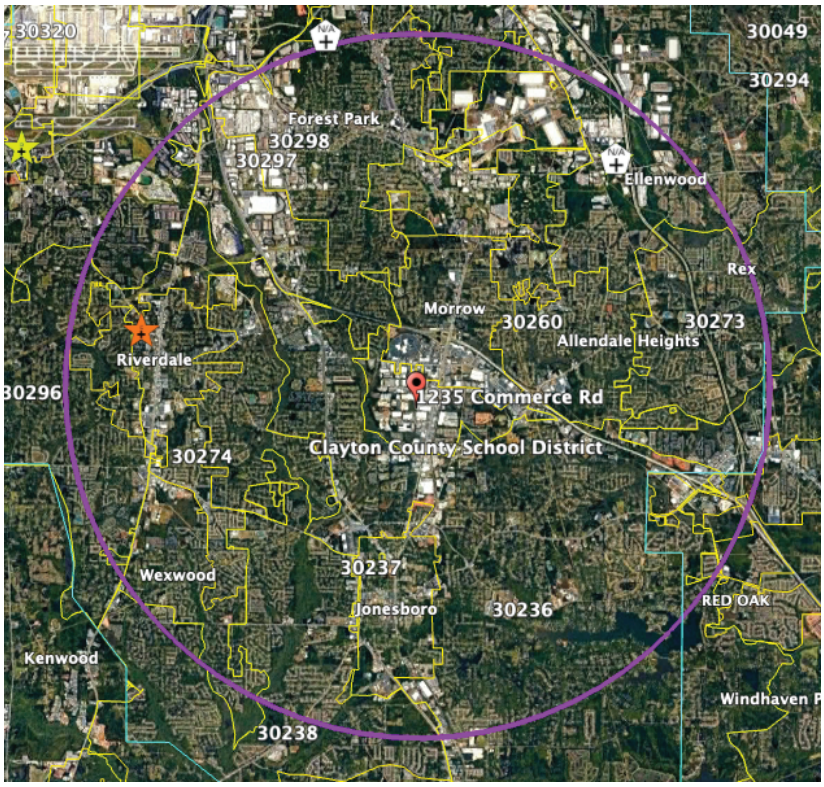
Before ratifying a lease agreement, we will contact the authorizer to receive any necessary review and or input. We will be sure to conduct an initial walkthrough with the GaDOE and our facilities-experts. Once our lease is under legal control and we begin our diligence, an inspector will be brought on to walk through the facility noting any potential environmental safety hazards and identifying issues that require remediation. The Risk/Hazard Analysis completed in accordance with the requirements of guideline for Risk Hazard Assessment of Educational Facility Sites will be completed by a registered, professional engineer, licensed to do business in the State of Georgia and, at minimum, shall include the following information:

- Identification of each hazard.
- An evaluation of each hazard.
- Options for mitigating each identified hazard (if appropriate).
- A statement from the engineer based on his/her professional judgment and the findings of the Risk/Hazard Analysis regarding the suitability of the site for an educational facility.

The GCSA FRC will qualify and engage a Georgia-registered architect to assist with the design and compliance needed for the potential space. Our architect will use this information to produce construction documents. From there, we will bid out construction to general contractors. The selected general contractor will then submit the applications for appropriate permits by March 2026 for the purpose of conducting necessary construction on site. The general contractor will complete repairs/improvements identified in the safety assessments and inspections. Upon completion of renovations, we will contract with an inspector to ensure all inspections of the school are complete. Once the inspections are complete, we will work with the GaDOE facilities unit to obtain a site code, no later than April 1, 2026. Next, we will commence any renovations that need to be completed and will

work on the required safety plan in order to receive a school code before opening. After receiving a site code, the architect will submit as-built drawings in order to receive a school code by May 1, 2026. Following site approval, we will work with GCSA FRC and the contractor to ensure we obtain a certificate of occupancy and appropriate insurance coverages.

Although there is one charter school, Dubois Integrity Academy, within the 5-miles radius of this property, it does not think this will hinder enrollment. Further, Tapestry is confident that its academic model and student body are not in competition with this school.



buildinghope

QUALITY/RESULTS/GROWTH FOR PUBLIC CHARTER SCHOOLS

February 21, 2025

RE: Tapestry Public Charter School

To whom it may concern:

Building Hope is a non-profit foundation based in Washington, DC that works to close the educational achievement gap by giving students access to high quality public charter schools in cities across the country. We support the expansion of academically successful schools with the capacity to grow their enrollments in order to catalyze change across their local public education systems by providing technical and financial assistance related to capital projects. Building Hope has Our services may also include grants to pay for professional fees associated with a project (i.e., architect, engineering), or other project-specific needs and sponsoring school fundraising events to support the academic program.

Building Hope is committed to support Tapestry Public Charter School in securing a long-range plan for the opening of the above-referenced charter school. In order to ensure that the charter school is able to secure working capital for opening, Building Hope can offer a number of different services including facility and working capital financing. Building Hope may provide such financial assistance to the charter school by:

- Lending funds to for facilities acquisitions and/or improvements at below-market rates. Building Hope has facilitated over $2 Billion in charter school financing.
- Guaranteeing, insuring, and reinsuring debt used to assist charter schools to acquire, renovate, or construct school facilities.
- Guaranteeing or insuring leases of personal or real property that are needed to begin or continue the operation of the charter schools.
- Facilitating financing by potential lenders.
- Facilitating the issuance of bonds by charter schools or other public entities for the benefit of charter schools.
- Credit Enhancement Program

In addition, if the charter school is unable to secure a start-up grant, Building Hope can secure a line of credit for the school up to $500,000 to help with the startup costs. The proposed terms have a five-year term with a 1% commitment fee and a 7% annual interest rate, subject to approval of the charter contract and board.

Sincerely,

Richard Moreno

President – Building Hope Services, LLC

Exhibit 20

Exhibit 20 - Note

Tapestry Public Charter School Clayton - Certificate of Occupancy

We will have a facility located within the Clayton County Public Schools district, ready for occupancy, which includes a Certificate of Occupancy, by May 16, 2026.

Exhibit 21

Exhibit 21 - Note

Tapestry Public Charter School Clayton - Safety Plan for New School

Attached is a copy of the Emergency Response procedures we currently use for our Dekalb County School facility, which is the Dekalb County School District Emergency Response Procedures and Protocols. It is our intention to be in alignment with CCPS regarding your safety protocols, therefore TPCSC would follow the Clayton County Public Schools Emergency Response procedures at the new location. We also intend to follow a schedule of all required inspections, including fire safety equipment and county inspections, which has been implemented at our current location.

DeKalb County School District

EMERGENCY RESPONSE PROCEDURES AND PROTOCOLS*

EMERGENCY

FACULTY AND STAFF EDITION

2024-2025

Poison Control: 404-616-9000; 1-800-222-1222

PLEASE KEEP A COPY OF THIS HANDBOOK IN THE CLASSROOM AT ALL TIMES.

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EMERGENCY KIT

All schools should develop at least two emergency evacuation kits to be taken from the school during any evacuation (including drills to ensure consistency). These kits will also prove valuable in other situations as well. It is essential that these kits be maintained and updated frequently. One kit should be kept in the administrator's office. This kit will become the portable "command center" for the lead school administrator during the first critical minutes of any crisis which requires the evacuation of the facility. A second duplicate kit should be located on the opposite side of the facility and taken to the evacuation site or family reunification site, should this procedure be implemented.

The school administrator at each emergency site (incident scene and family reunification site) should quickly contact the public safety site commander and provide access to the information contained in the kit. It is best that the kits remain under the supervision of the school official, as public safety representatives will not be familiar with the information in the box and will often need a school staff member to find and interpret the information that is needed.

Emergency evacuation kits should be stored in an out of site location so as not to be readily accessible to an offender, such as a burglar or hostage taker. Yet, they should be portable and easily accessible to administrators.

***A properly assembled kit that contains updated information can help school officials and public safety responders dramatically improve the way in which a crisis is handled. It is very important to have hard copies of information as power and/or internet may not be available in every situation.**

➲ EMERGENCY KIT CONTENTS

1. A copy of the DeKalb Emergency Response Procedures and Protocols Booklet
2. A copy of the Safe School Plan
3. Current call rosters of all students, including pertinent medical information, phone number, release information and contact information
4. Current list of all staff members, including phone numbers and contact information
5. Copy of school or district personnel directory with phone contact information
6. 10 writing tablets and pens/pencils
7. 10 magic markers
8. Signage for Staging Area
9. 500 plain white peel-off name tag stickers (used to identify injured students or staff)
10. Student release/sign-out sheets
11. Staff sign-in/sign-out sheets
12. List of students on off-campus trips
13. Five sets of safety gloves
14. Floor/Site Plan of the grounds and surrounding areas (Facility floor plan with utility shut offs and detailed instructions on disablement)
15. Copies of photographs of the building (interior and exterior)
16. Copies of student and staff emergency contact/release information
17. Emergency Medical Information for students & staff (Information regarding students & staff with medical problems that may be impacted by evacuation or emergency)
18. Most recent yearbook
19. Flashlight and extra batteries
20. Bullhorn and extra batteries
21. Cell phone and/or walkie-talkie
22. Basic First-Aid Kit
23. Emergency telephone numbers of assistance agencies
24. Set of master keys
25. Bus routes and driver contact information

***Although not included in the emergency evacuation kit, ensure that there is an emergency medical kit (usually maintained by the school nurse) that is also taken during all evacuations. This kit will be more extensive than a basic first aid kit and may also be specific to known medical conditions of students and staff.**

LOCKDOWN PROCEDURES

Lockdown procedures may be implemented in situations involving dangerous intruders or other incidents that may result in harm to persons inside the school building(s). DeKalb County School District adheres to GEMA lockdown levels and procedures.

Important points to consider:

- ❖ When making the announcement to place the school in a lockdown, do **NOT** use "codes." It is best to state in plain speech that the school is in a ___ lockdown until further notice. If deemed necessary, it may be appropriate to provide additional instructions based on the specific situation but do **NOT** announce the reason for the lockdown.
- ❖ The level of lockdown may change at any time. Students and staff should be prepared to respond appropriately.

Suggested levels of lockdowns.

- **Level 1 - Exterior Lockdown**:
  - Lock all exterior doors, lock, and monitor main access door.
  - Monitor movement of students, particularly between classes.
  - Movement is limited to inside the building.
  - Students and staff remain in building.
  - Block visibility into classrooms from exterior windows and doors*

Example: Threat is exterior to school. Criminal activity in area of school.

- **Level 2 - Interior Lockdown**:
  - Lock all exterior doors as well as ensure classroom doors are secured.
  - Open exterior window blinds or curtains to allow exterior visibility into classroom*
  - Conduct accountability procedures and display appropriate emergency status cards.
  - Staff and students do not leave classroom.
  - Continue classroom instruction or normal activities within the classroom.
  - Do not contact office unless you have pertinent information or an emergency.
  - Announce for all visitors/vendors inside the building to return to the office.

Examples: Threat is inside school. Angry parent or student that is verbally upset and agitated but not physically threatening at current time. Medical emergency requiring EMS response.
Also, when a student is missing, level 2 may be implemented to restrict movement which will allow for accountability procedures and a search of the campus.

- **Level 3 - Full Lockdown**:
  - If safe to do so, lock exterior doors (primarily applicable when multiple buildings exist).
  - Immediately ensure classroom doors are locked and consider barricading interior classroom doors.
  - All persons move out of sight in locked room (e.g., next to interior walls, under desks, under tables). Turn off lights and/or block visibility if visibility is possible from interior windows and doors.
  - Remain silent.
  - Open exterior window blinds or curtains to allow exterior visibility into classroom*
  - School officials get into lockdown position also.

*Example: Threat is inside the school. A threatening person is at the school, possible weapon involved/active shooter (student/parent/staff). Work with DeKalb County School District Department of Public Safety on **Avoid, Deny, Defend**. **Avoid** the threat (this may mean different actions depending on location.), **Deny** the threat access to students and faculty through locked doors and barricading, **Defend** the threat as an absolute last resort- do not leave a secure area to "hunt" the threat.*

***Consult with DeKalb County School District, Department of Public Safety to determine their preference based upon their tactical capabilities.**

EMERGENCY EVACUATION and FAMILY REUNIFICATION PROTOCOL

In some situations, it may be necessary to evacuate a school building. The only safe evacuation is an orderly, well-planned evacuation. It is imperative that each school staff understands **Preparedness** and **Response**.

➲ ***Preparedness***

- Identify more than one outside assembly point at least 1,000 feet away from school in the event it becomes necessary to evacuate the school campus. Where the surrounding terrain, buildings, streets, etc. make it impossible to assemble 1,000 feet away from the school, make sure all alternative assembly points are as far away from the school as possible (e.g., athletic fields, parks, businesses, etc.).
- Establish the evacuation routes to the assembly points on an evacuation plan.
- Provide for the special evacuation needs of the disabled.
- Maintain a copy of the evacuation plan at the administrative offices and other areas of the school so that teachers and administrators can evacuate with it and be able to refer to it once outside.
- Orient staff, faculty and students to the evacuation routes, specific duties, requirements, and responsibilities during an evacuation.
- Periodically test the public address system as the primary means of notifying building occupants. Establish alternate means of announcing an evacuation in the event of public address system failure.

➲ ***Response***

- Maps indicating primary and secondary evacuation routes should be posted in all classrooms (for security reasons, only staff members should know assembly points).
- Teachers should bring their class rosters with them to the assembly area(s).
- Teachers should ensure that their students are out of the classrooms and restrooms and workrooms.
- Teachers should close the doors after following their students out of the building.
- The first student in line should be instructed to hold open the exit door(s) until all persons in the class have evacuated.
- Classes should proceed to the designated holding areas/assembly areas. Once there, teachers should make a note of students who are not present and furnish those names to school administrators as soon as possible.
- Teachers should remain with their class until administrators sound the “all clear” signal.
- Assign personnel at the assembly site to collect critical information and to manage and monitor students at the assembly site(s).
- Administrators should collect lists of unaccounted for students from staff members and compare with the daily attendance absentee list.
- Identify the location of classes in the assembly area(s) to facilitate an orderly transfer of students to their parents.
- Direct parents to the Reunification site(s) to pick up students.
- The Principal and/or Area Superintendent should notify school transportation to begin routing school buses to the assembly area(s).

- Designated persons should notify local emergency agencies and the DeKalb School Police Department to proceed to the Reunification site and set up a management center and to set up traffic routing procedures.
- A media area should be identified and provided with detailed instructions to be read to the public to direct concerned relatives to the Reunification site(s).
- When students begin loading on to buses, a manifest should be established to account for all students riding buses. This manifest should be taken to the Reunification site(s) to account for every student.
- At the Reunification site(s), designated personnel should identify all students and identify all non-uniformed personnel.
- Set up a sign-out area at the Reunification site(s) and release students only to authorized persons using the sign-out procedure.
- Instruct parents or guardians to leave the site to make room for others once they have signed out their student.
- Students not riding buses and not picked up by parents or guardians should remain in the Reunification area(s) until an authorized person arrives to pick them up.
- Maintain contact with police/fire department(s) to stay informed about conditions at the school site.

NOTE: When an off-campus evacuation is called (e.g., a field trip to a museum) administrators and teachers should follow the same basic steps as outlined in evacuating the school building.

ACCIDENT/ILLNESS/INJURY

The names and location of staff members certified in First Aid and CPR should be made available to every school employee in the building. A fully stocked First Aid Kit should be always readily available.

➲ ***Response:***

In Non-Critical Situations:

- Administer first aid by a trained staff member, if necessary.
- Send someone to the office for assistance.
- Notify Area Superintendent.
- Call family members.

➲ **In Critical Situations:**

- Notify administrative staff.
- Notify Area Superintendent.
- Notify DCSD Police, when available.
- Call emergency medical services **(911) (Call Poison Control, if needed: 404-616-9000; 1-800-222-1222)**.
- Call DCSD Department of Public Safety **(678-676-1810)**.
- Administer first aid by a trained staff member.
- Limit activity in the vicinity of the affected student(s).
- Call family members.
- Alert the Crisis Management Team **(678-596-2739)**.
- Administrative staff, with assistance from the School District Information Office and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➲ **In Critical Situations with Several Injured or Ill:**

- Notify administrative staff.
- Notify DCSD Police, when available.
- Call DCSD Department of Public Safety **(678-676-1810)**.
- Call emergency medical services **(911)**.
- Notify Area Superintendent.
- Ask other staff members to help control and contain the area.
- Administer first aid by a trained staff member.
- Limit activity in the vicinity of the affected student(s).
- Call family members.
- Alert the Crisis Management Team **(678-596-2739)**.
- Administrative staff, with assistance from the Area Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

BOMB THREATS/SUSPICIOUS PACKAGES

➲ ***Daily Precautions***

- Each morning, all school personnel should check their areas for any suspicious packages or items. Do not just look down at the floor; check all levels, including the tops of cabinets, shelves, etc. Suspicious items should never be moved or touched. School administrators should be immediately notified of the item and the area should be isolated until law enforcement personnel have assessed the item.
- All rooms should be locked when not in use.
- Cleaning and maintenance personnel should lock all doors after cleaning them.
- Persons who handle mail and packages should be alert to unusual packages or letters (i.e., excess postage on a small package or letter indicates that the object was not weighed by the Post Office; no postage or non-canceled postage; handwritten notes such as "to be opened by Mr. Smith;" wires, leaks, stains, or sharp points)

➲ ***Bomb or Bomb Threat Response (See Emergency Evacuation, p. 6-7)***

- Immediately contact the DCSD Department of Public Safety **(678-676-1810)**.
- Contact Area Superintendent
- Assess whether evacuation is necessary (NOTE: Review Bomb Threat Checklist)
- If **NO** evacuation is initiated, immediately institute a **Level 2**/(**Interior) Lockdown** ***(See Lockdown Procedures, p. 5)*** and have Law Enforcement and Administrative & Building Personnel search school premises.
- If evacuation is initiated, conduct the following:
- Move school personnel and students to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE**: administrators must re-direct classes if the predetermined routes pass near the alleged location of the bomb or device.)
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the ***Emergency Kit*** to the assembly area(s).
- Use classroom telephones (where available), bullhorns or adult runners to communicate and confirm that the building has been cleared. **DO NOT USE WALKIE-TALKIES OR CELLULAR PHONES** since radio transmissions may cause detonation of electric blasting caps in certain types of bombs. HOWEVER, walkie-talkies may be used outside for outside-to-outside communication.
- Designated staff should look for suspicious items and report such items to emergency personnel without touching or handling the items.
- Designated staff should account for all students by checking with teachers in the assembly area (s).
- All school personnel and students must remain in the assembly area until the "all clear" signal is sent.
- Alert the Crisis Management Team **(678-596-2739)**, if necessary
- Administrative staff, with assistance from the Area Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

Bomb Threat Call Checklist

(Place a copy of the checklist next to each school phone)
(It may be prudent to limit the utilization of students to answer school phones)

Ask the Caller:

1. Where is the bomb right now?
2. What does the bomb look like?
3. When is the bomb going to explode?
4. What kind of bomb is it?
5. What will cause the bomb to explode?
6. Did you place the bomb?
7. Why?
8. What is your name?

Exact Wording of Bomb Threat:

Caller Information:
Sex: Race: Age: Length of Call:

Caller's Voice:
Calm Nasal Slurred Soft Angry Whispered Stutter Loud Accent
Excited Lisp Disguised Laughter Slow Cracking Raspy Crying
Normal Familiar Voice? Who?

Background Sounds:
Traffic Voices Music House Noises Static Clear Office Noises
Factory Long Distance Machinery PA System Other:

Threat Language:
Well-Spoken Incoherent Offensive Words Message Read Taped Irrational

Notifications:
911/School Police Area Superintendent Other

Calls Received By:
Name:
Title/Position:
Telephone Number:
Date:

Notes/Comments:

CLOSING OF SCHOOL – WEATHER AND/OR SHELTER-IN-PLACE

➲ ***Precautions Before the School Day***

- Listen to local radio and television broadcasts.
- Verify on school district recording **(678-676-1200)**.
- Verify by use of School District phone tree.

➲ ***During the School Day (See Emergency Evacuation, p. 6-7)***

- Check on condition of building and surrounding neighborhood.
- Inform Area Superintendent of building, neighborhood, and weather conditions.
- Keep students and staff away from possible hazardous conditions, such as sidewalks and steps.
- Keep emergency phone numbers close to the phones.
- A hotline early school closing phone message will be sent to each principal.
- Notify staff of early school closing.
- Students will remain in classrooms until buses arrive.
- School staff will ensure that all persons have left the building.
- School staff will secure the building and grounds.
- School staff will leave the building, as necessary.

➲ ***Shelter-in-Place***

If weather conditions (or other reasons) create the necessity for overnight housing, the building must be secured and student movement limited.

- The decision to provide overnight housing will be a joint decision between the building administrative staff, central office staff, and emergency personnel.
- When the decision is made to have overnight housing, the principal will contact the Area Superintendent and the news media will be informed. Transportation, **678-676-1333** should be called.
- The principal should contact the DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to ensure that the school's climate control system is **not** turned off.
- Designated school staff members will help contact family members and will continue to do so throughout the night.
- Students and staff will be routed to the safest part of the building.
- The administrative staff and other staff members will be assigned supervision duties and shifts and will set up an indoor security perimeter to ensure the safety and supervision of the students. Also, shifts to answer the phones will be established.
- Roll should be taken to account for every student and appropriate next day (or release day) checkout procedures should be followed.
- Contact DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to inspect building for possible damage.
- Administrative staff, with assistance from the Area Superintendent, should prepare a written statement to be sent home with students.

DEATH OF A STAFF MEMBER OR STUDENT OR SUICIDE AT SCHOOL (or Threat)

Administrative staff should contact the following immediately upon learning of the death of a staff member or student:

➲ ***<u>During School Hours</u>***

- Alert the Crisis Management Team **(678-596-2739)**.
- Call Area Superintendent.
- Administrative and counseling staffs should begin informing staff members and finally students.
- Administrative staff, with assistance from the Area Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➲ ***<u>Before or After School Hours</u>***

- Call Area Superintendent.
- Alert the Crisis Management Team **(678-596-2739)**.
- Director of Communications **(404-931-9865)**.

➲ ***<u>Suicide at School</u>***

- Call **911**.
- Call DCSD Department of Public Safety **(678-676-1810)**.
- Call Area Superintendent
- Secure the area and keep all students away.
- Send notes and runners to staff members informing them that a medical emergency has occurred. Include any additional instructions (e.g., "The bell schedule will be changed and will be manually sounded at an appropriate time.").
- Alert the Crisis Management Team **(678-596-2739)**.
- Administrative staff, with assistance from the Area Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➲ **<u>NOTE</u>: If a student <u>threatens</u> suicide, the counseling and administrative offices must be informed immediately. Also, the Crisis Management Team must be contacted as soon as possible. The student should be taken to the counseling office, and someone should always remain with the student until the parents and/or the Crisis Management Team arrives.**

FIRE

A fire or smoke in the building requires immediate evacuation of the building. A safe, orderly evacuation depends on effective fire drill practices.

➲ ***Response*** *(See Emergency Evacuation, p. 6-7)*

➲ Principal to call 911. In the absence of the principal a designee(s) will be assigned to call 911. (NOTE: Activating fire alarms sends a distress call to the fire department but calls **911** to make sure alarm was received.)

- Ring fire alarm bell.
- Pull fire alarm.
- Call Area Superintendent.
- Use intercom to start the evacuation.
- Close all windows and doors to confine fire.
- School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE**: administrators must re-direct classes if the predetermined routes pass near the fire or smoke areas.)
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the ***Emergency Kit*** to the assembly area(s).
- Use walkie-talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared.
- Designated staff should account for all students by checking with teachers in the assembly area(s).
- Designated staff should survey students at the assembly point(s) to check for injuries or trauma.
- All school personnel and students must remain in the assembly area until the "all clear" signal is sent.
- Alert the Crisis Management Team **(404-901-9069)**.
- Contact DCSD Service Center, **678-676-1371(during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to inspect building for possible damage.
- Administrative staff, with assistance from the Area Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➲ **See p. 32 Procedures for Reporting Fire/Severe Weather/ Lockdown Drills**

HAZARDOUS MATERIALS/NUCLEAR
Chemical/Biological/Nuclear Threat or Accident

➲ ***Preparation***

- Determine transportation routes (e.g., highway, rail, pipeline, etc.), storage areas and industrial use of potentially dangerous materials which are in the vicinity of the school. School chemicals should be under lock and key.
- Determine logically safe routes and assembly areas for staff and students **inside** and **outside** of the building.

➲ ***INSIDE Building Hazardous Materials Accident or Threat (See Emergency Evacuation, p. 6-7)***

- Immediately remove all students and staff from the area.
- Call 911 and DCSD Department of Public Safety **(678-676-1810)**.
- Call Area Superintendent.
- **DO NOT TOUCH THE HAZARDOUS MATERIAL**.
- Seal off the area(s) around and near the accident.
- Shut down air-conditioning and ventilation units or contact the Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)** School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE**: administrators must re-direct classes if the predetermined routes pass near the hazardous material accident site.)
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the ***Emergency Kit*** to the assembly area (s).
- Use walkie-talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared.
- Designated staff should account for all students by checking with teachers in the assembly area (s).
- Designated staff should survey students at the assembly point to check for injuries or trauma.
- All school personnel and students must remain in the assembly area until the "all clear" signal is sent.
- Alert the Crisis Management Team **(678-596-2739)**.
- Contact DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to inspect building for possible damage.
- Administrative staff, with assistance from the Area Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➲ ***OUTSIDE Building Hazardous Materials Accident or Threat***

NOTE: Schools usually receive emergency notice from either emergency personnel or citizens of hazardous material accidents or threats originating outside of the school building. If the notice comes from *non-emergency sources*, the school administrative staff should contact emergency personnel at **911** and the Department of School Police, **678-676-1810**, to confirm or refute the report. If the notice comes from *emergency sources*, the following procedures should be immediately initiated.

- Contact Area Superintendent.
- Return all students and personnel from athletic fields and playground areas into the school.
- **Initiate Level 1 (Exterior) or Level 2 (Interior) Lockdown** ***(See Lockdown Procedures, p. 5)*** and assign designated staff to ensure that students and staff do not leave the building.
- Contact Transportation, **678-676-1333**, to keep school buses out of the hazardous material accident/threat area.
- Use intercom to inform students and staff that precautionary measures are being taken due to a report of an accident near the school.
- All teachers should account for all students.
- Close all windows and outside doors to the school.
- Shut down air-conditioning and ventilation units or contact the DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to do so.
- Alert the Crisis Management Team **(678-596-2739)**.
- Be prepared to quickly evacuate the facility, **based on the directions of emergency personnel**.
- Have first aid trained staff members on alert.
- Remain in lockdown mode until the "all clear" signal/message is received from emergency personnel.
- Use intercom to inform students and staff of the "all clear" signal/message and to give a brief explanation of the reason for the lockdown response.
- Contact Transportation, **678-676-1333**, when the "all clear" signal/message is received.
- Contact DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to inspect building for possible damage.
- Administrative staff, with assistance from the Area Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

NOTE: IN THE EVENT OF A NATIONAL NUCLEAR WARNING, USE THE SAME PROCEDURES ABOVE AND TUNE TO THE WEATHER/HAZARD MONITOR AND TELEVISION NETWORKS.

INTRUDER/SUSPICIOUS PERSON HOSTAGE/BARRICADE

An intruder/suspicious person is someone whose presence is uninvited and unwelcome and/or whose behavior jeopardizes the safety of the school building. An intruder/suspicious person situation may escalate into a hostage/barricade emergency.

➲ INTRUDER/SUSPICIOUS PERSON

Preparation

Being prepared often discourages outsiders from attempting to intrude upon the school environment.

- Restrict free access to the building to as few doors as possible.
- All exterior doors locked during the day should have signs that provide directions to visitors advising them to use the main entrance.
- Discourage students and staff from opening locked doors for others because this will breach school security.
- Schools should use a visitor identification name-tag system. Visitor tags should be returned to the security/front desk when the visitor leaves the building.
- Designate a school employee to periodically check all exterior doors that have been designated as secured doors.

Response

- When a lockdown is necessary to protect students and staff, it is essential that the lockdown take place immediately – delaying a lockdown may be dangerous. ***(See Lockdown Procedures, p. 5)***
- When a lockdown is deemed necessary, use the intercom system to announce school-wide lockdown.
- Call **911** and the DCSD Department of Public Safety, **678-676-1810**.
- Call Area Superintendent.
- Make sure the hallways are clear of students and staff.
- Use walkie/talkie to inform teachers on the athletic fields or playground to stay away from the building.
- Be prepared to seek protection in a nearby room if the intruder/suspicious person approaches.
- Monitor the location of the intruder/suspicious person using the surveillance cameras and monitors and walkie-talkies.
- Allow no one to leave the classrooms.
- Close all windows and blinds.
- Encourage students to remain calm and quiet.
    - Remain in lockdown mode until the “all clear” signal/message is received.
- Alert the Crisis Management Team **(678-596-2739)**.
- Administrative staff, with assistance from the Area Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➲ **HOSTAGE/BARRICADE:** *(Staff SHOULD NOT attempt to negotiate with the hostage taker.)*

- Call **911** and the DCSD Department of Public Safety **(678-676-1810)**.
- Call Area Superintendent.
- Make sure the hallways are clear of students and staff.
- Use walkie/talkie to inform teachers on the athletic fields or playground to stay away from the building.
- Use the intercom system to announce school-wide lockdown **(Level 3 (Full) Lockdown).**
- Be prepared to initiate evacuation procedures.
- Have first-aid trained staff members on alert.
- Remain in lockdown mode until further communications from emergency personnel.

➲ **EVACUATION** ***(See Emergency Evacuation, p. 6-7)***

- School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE**: administrators must re-direct classes if the predetermined routes pass near the hostage/barricade area.)
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the ***Emergency Kit*** to the assembly area(s).
- Use walkie-talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared.
- Designated staff should account for all students by checking with teachers in the assembly area(s).
- Designated staff should survey students at the assembly point to check for injuries or trauma.
- Everyone should remain in assembly areas until the "all clear" signal/message is given. Once students are in the building, use intercom to explain situation.
- Contact DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to inspect building for possible damage.
- Alert the Crisis Management Team **(678-596-2739)**.
- Administrative staff, with assistance from the Area Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

ACTIVE SHOOTER PROTOCOL

The following is to be used as a guide by all district personnel in the event of an active shooter situation at any school or school center.

An active shooter situation is defined as an incident involving one or more subjects participating in a random or systematic shooting spree and demonstrating their intent to continuously harm others. The activity is not contained to any one area and presents an immediate risk of death or serious bodily injury to all building occupants.

- With the report of a **weapon** or significant **threat,** an immediate **Level 3 (Full Lockdown)** will be initiated. ***(Lockdown Procedures, p. 5)***
    a. Any person or staff member can advise of the threat.
    b. The Principal or Designee can initiate the Lock down.
    c. Any reasonable means of communication should be used to communicate the threat and appropriate response.
        i. Example: School PA system, school radio, **pre-determined** alarm signal or verbal alert by staff member.
- Staff shall immediately contact emergency response personnel by calling **911** on any available **school phone or cellular phone**.
    a. Caller should give their **location**, the location of any threat, and a **description** of the threatening person.
- **Shelter in Place**
    a. All staff members should take measures to protect the lives of students and their own lives by **Sheltering-In-Place**.
    b. Teachers should, if possible, immediately **check the hallway** area near their classrooms and allow any students or staff members who may be in without shelter to enter.
    c. Teachers should **secure door** by closing the door and ensuring the door is properly locked.
    d. The **light** for the classroom should be **switched to the off position**.
    e. If possible, the **interior** door **window should be completely covered** as to not allow anyone from outside of the classroom to see inside.
    f. **According to Full Lockdown procedures set forward by GEMA: Exterior blinds or window coverings are to be opened to allow visibility into classroom. ***
    *******Consult DCSD Police Department to determine their preference based upon their tactical capabilities.*
    g. All occupants of the room should move **out of sight to a blind corner** or a portion of the room which cannot be seen from the doorway or any windows.
    h. Teachers should make every effort to keep the room's occupants **silent,** to not alert any threatening persons to the room.
    i. Communication should be limited to emergency information only.

- **Evacuation**
    a. Occupants of the room should **only leave when directed to do so** by **Law Enforcement** personnel.
    b. Once directed to leave by Law Enforcement Personnel, teachers will **escort and monitor** their class to the location directed by Law Enforcement personnel.
    c. Teachers will **remain with their class** or group of students under all circumstances.
    d. Designated staff should take the **Emergency Evacuation Kit** to the designated assembly area.
- **Defense**
    a. **If locking mechanism are not working properly, all** effort should be put forth to **barricade the door** to keep possible threats out of the room occupied by staff and/or students.
    b. If the room is penetrated by threatening individual, occupants are **authorized to defend** themselves against the threat.
    c. Occupants may:
        i. Throw items, if possible, as defense tools.
        ii. Use books, pens, pencils, chairs, and other items as defense tools.

REPORT OF A WEAPON ON CAMPUS/GUNSHOTS HEARD

➲ ***Response***

- Call **911** or immediately inform the DCSD Police or the DCSD Department of Public Safety, **678-676-1810**.
- Notify Area Superintendent.
- Administrator and School Resource Officer (or other law enforcement officer) should proceed to the classroom or area where the weapon is reported to be.
- While the School Resource Officer and an administrator escort the suspected student (or person) to a private area, another administrator or designated staff member should carry all the student's belongings at a safe distance.
- The student should always walk in front of the escort; never allow the student to walk behind any member of the escort.
- At no time should the student be allowed to put his/her hands in pockets or to approach his/her belongings, nor should the student be allowed to go to a classroom or restroom while on the way to a private area.
- The student should be asked to empty his/her pockets and take off his/her shoes.
- The belongings should be thoroughly searched.
- Any weapon found should be immediately secured. If found by an administrator or teacher or other staff member, the weapon **must** be turned over to the police.
- At least two administrators or staff members should search the student's locker. If a weapon is found in the locker, the area should be secured and the DCSD Police or other police officer should remove the weapon.
- Administrators or school staff **should not** confront or attempt to disarm anyone who is in possession of a weapon.
- Administrators or school staff **should never** attempt to unload a firearm, even if they have weapons experience.

NOTE: If the suspected person is in a classroom or other crowded area, the approach to the student should be carefully planned. The person should be asked to leave the area before asking him/her to follow to private area for the search. If the person runs, he/she should not be chased. Secure the building and contact the local police jurisdiction.

WHEN GUNSHOTS ARE HEARD IN OR NEAR THE SCHOOL

- Immediately lockdown the school (Identify whether **Level 1 (Exterior) or Level 2 (Interior) Lockdown**. ***(See Lockdown Procedures, p. 5)***
- Contact staff outdoors with students to take refuge in a predetermined site.
- **Call 911.**
- View surveillance monitors to determine location and nature of the incident.

OTHER CONTACT

- Area Superintendent

STUDENT DISRUPTION/CIVIL DISTURBANCES

- **Level 1 Disturbance** - Disruption is confined to one area, but no threat to students or staff.
- **Level 2 Disturbance** - Disruption forces are mobile and/or pose a threat to students and/or staff.
- **Level 3 Disturbance** – Disruption is widespread with large-scale student participation and is a serious threat to students and staff.
- When available, notify the DCSD Police.
- Use intercom system to signal level and location of disturbance (e.g., "We have a Level 3 in third hall) and specific instructions.
- Isolate the disruption.
- Clear the immediate area, including restrooms and hallways.
- Use walkie-talkies to monitor and assess the situation to provide instructions for staff members.
- Keep students in classrooms by announcing building lockdown (Interior Lockdown). ***(See Lockdown Procedures, p. 5)***
- For **Level 2** (**Interior)** or **Level 3 (Full) Lockdown**, call **911**, DCSD Department of Public Safety, **678-676-1810** and Area Superintendent.
- For **Level 2** (**Interior)** or **Level 3 (Full) Lockdown**, staff members trained in CPR and First Aid should go to the area (if they are supervising students, a staff member should be designated to relieve them when they move to the area).

NOTES:

1. *Teachers should not leave students unsupervised.*
2. *Staff members should not approach the disturbance area alone.*
3. *Staff should clearly communicate simple instructions to students.*
4. *When approaching a crowd, remove the crowd one "layer" at a time from the outside in; do not push through the crowd toward the center or point of the disruption.*
5. *Do not allow students removed from the disturbance area access to lockers.*

- Use intercom to inform students and staff of the "all clear" signal/message and to give a brief explanation of the reason for the lockdown response.
- Plan close supervision of students during dismissal and boarding of buses. Coordinate with DCSD Department of Public Safety, **678-676-1810**, to ensure adequate protection of students until they have left the premises.
- Contact Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to inspect building for possible damage.
- Alert the Crisis Management Team **(678-596-2739)**.
- Administrative staff, with assistance from the Area Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

STUDENT RUNAWAY/ABDUCTION/ MISSING STUDENT

➲ ***Preparation***

- Ensure that student accountability procedures are in place and strictly always followed:
  1. Daily attendance kept and parents notified of absences.
  2. Daily tardiness recorded and parents notified.
  3. Procedures to ensure students are checked out of school by authorized persons.
  4. Field-trip student rosters are kept on each bus and a copy at the school.
  5. At field-trip destination, all students are accounted for upon arrival and prior to departure.
- Maintain accurate up-to-date student files, which include:
  1. Emergency medical information
  2. Emergency contact numbers
  3. Contact information for guardians and individuals authorized to make decisions on behalf of the student and individuals authorized to assume custody of the student.
- Inform staff to report any intruders/suspicious persons loitering on or near the school campus.
- Enforce identification and accountability procedures for adults who enter the school while the school is in session.
- Ensure that procedures are followed when releasing students to parents or guardians.

➲ ***Response*** *(State law prohibits the exchange of child custody on school property.)*

- Notify administrative staff immediately.
- Notify Area Superintendent.
- Call **911** and the DCSD Department of Public Safety **(678-676-1810)**.
- Have a description or picture of the child ready to give law enforcement.
- Notify the parents/guardians.
- Notify Transportation, **(678-676-1333)**, if the student normally rides the bus.
- Conduct a room-by-room search for the student. Also, search grounds and other potential hiding areas.
- Survey students from the missing student's class for information.
- Siblings of the missing student should be ***closely always monitored***. If the siblings attend a different school, the administrator of that facility should be notified immediately.
- Secure the perimeter of the building. Make sure students do not leave.
- Curtail outside activities until the situation has stabilized.
- Alert the Crisis Management Team **(678-596-2739)**.

TORNADO

(ALSO SEE INFORMATION ON SEVERE THUNDERSTORM WARNINGS)

➲ ***Definitions***

➢ **Tornado WATCH:** Indicates that weather conditions are present that **may** develop into a tornado. ***Designate staff members to monitor weather reports on weather/hazard monitor and weather conditions and be prepared to move students from mobile classrooms and other unsafe areas if conditions change.***

⇒ **Tornado WARNING:** Indicates that a tornado has been sighted in the immediate area or indicated on radar. ***Protective measures must be taken immediately, starting with moving students from all mobile classrooms to the main building.***

➲ ***Preparedness***

- Evaluate the physical plant and develop plans for the use of secure areas by student and staff.
- Plan for the use of lower floors and/or interior areas such as hallways.
- Do not use gyms and other areas with wide roof spans.
- Inform staff and students that several short bell rings signify a **Tornado WARNING** (it is imperative that students and staff know the bell signal for a tornado warning).
- Keep First Aid supplies current and convenient.
- At least twice a year, inform staff and students about severe weather and the appropriate response.
- Designate the best areas to serve as shelters, such as interior rooms, hallways, lowest floors, enclosed smaller areas away from glass, etc.
- Prepare diagrams of the building and mark the tornado shelter areas thereon. Include the quickest route to access those shelters and post the diagrams in each room.
- Conduct drills/exercises so that everyone can become familiar with tornado warning procedures.
- Designate staff members to monitor weather reports on the weather/hazard monitor.

➲ ***Response to WARNING***

- Move students from all temporary or mobile classrooms and gymnasiums and multi-purpose buildings to the main building.
- Take personal belongings only to provide extra protection from flying or falling debris (e.g., notebooks or coats to hold over head and shoulders).
- Secure the building by closing windows and doors.
- Direct everyone to seek cover in the hallways and to take a protective kneeling position facing the wall with hands/arms covering the head, neck, and face.
- **If possible**, secure or store articles that may become missiles indoors.
- Students in unsafe locations will go to a pre-determined location.
- Students should not be allowed to leave the building during a **WARNING**. ****If students are on a field trip at the time inclement weather occurs, bus drivers will be alerted to get students back on the bus and return to school or a safe haven*.
- Teachers should keep their class rosters with them during the drill and remain with the class to be sure all students are present and are taking safety precautions.
- Staff members trained in CPR and First Aid should be assigned to the sheltered areas.

- Students and teachers should remain in the secured areas and safety positions until the "all clear" signal is given.
- The administrator should contact **911**, the DCSD Department of Public Safety, **678-676-1810** and the Area Superintendent to report injuries and/or damage.
- Contact DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to inspect building for possible damage.
- Alert the Crisis Management Team **(678-596-2739).**
- Administrative staff, with assistance from the Area Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

NOTE:

⇒ If the storm causes damage to the building, student and staff movement in the building following the storm should be closely monitored to identify unsafe parts of the building. Also, if the school day ends early due to the storm, activate the early dismissal procedures. If parents come to the school to check on and to check out their children, set up an orderly check out procedure in the school cafeteria area (if safe), requiring identification and using student attendance logs.

⇒ If the storm damaged the building, the decision to open or close the school the next school day should be made jointly by:

- Superintendent's Office **(678-676-0791)**
- Principal and staff
- Area Superintendent
- DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**
- DCSD Department of Public Safety **(678-676-1810)**

⇒ School District Staff will inform the local news media to announce the decision to the public.

➲ **SEVERE THUNDERSTORM WARNING:**

- Move students from all temporary or mobile classrooms and gymnasiums and multi-purpose buildings to the main building.
- Bring all students into the building from outside activities and keep students from leaving the building until the warning is cancelled.
- **Where possible**, all electronic equipment should be unplugged.
- Keep students and staff away from glassed areas.
- Closely monitor weather developments and announcements.
- Contact above-listed phone numbers and initiate above-listed procedures if damage occurs.

*NOTE: Each school should keep its Digital Weather/Hazard Alert Monitor turned on and located where alerts can be heard.

FLOODING

➲ ***Preparedness***

- Know the local history of flooding near the school.
- Know what a river, stream, or lake height forecast means in terms of the school, community, bus routes and student residential areas.
- Know local elevations.
- Monitor forecasts and alert Area Superintendent of any potential for flooding at the school prior to the day's opening. Early notification may result in students and staff being re-routed to another location.
- Plan alternative transportation routes to avoid flood-prone areas.
- Make provisions for students living in flood affected areas to be taken home early, kept at school, or taken to relatives.

➲ ***Response***

- Monitor weather conditions in the affected areas via radio or television broadcasts.
- Evacuate students immediately in accordance with emergency early dismissal procedures.
  ⇒ ***Contact Area Superintendent concerning the issuance of a news release regarding early dismissal.***
- If the situation, according to emergency personnel, does not permit an evacuation, keep the students at school or in an alternate safe location.
- Closely monitor dismissal to keep students away from flooded, flooding, or possible flooding areas.
- Warn students walking home from school to stay away from creeks, rivers, stream, lakes, dams, and any flooding areas or areas with flash flood potential.
- Shut off the water at mains so that contaminated water will not back up into the school water supply.

NOTE: If flood approaches the building or if a flash flood warning area includes the building,

⇒ Students and staff should be relocated from low-lying levels and all electrical equipment should be unplugged.

⇒ If the storm causes damage to the building, student and staff movement in the building following the storm should be closely monitored to identify unsafe parts of the building. If parents come to the school to check on and to check out their children, set up an orderly check out procedure in the school cafeteria area (if safe), requiring identification and using student attendance logs.

⇒ The decision to open or close the school the next school day should be made jointly by:

- Superintendent's Office **(678-676-0791)**
- Principal and staff
- Area Superintendent
- DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**
- DCSD Department of Public Safety **(678-676-1810)**
- DeKalb and/or Georgia Emergency Management Personnel

EARTHQUAKE

The northern part of Georgia is designated a "MODERATE-EXPECTED EARTHQUAKE DAMAGE ZONE." Therefore, schools should be prepared.

➲ ***Response***

- Movement during the actual tremors is not recommended. **Inside** the building, inform staff and students to take cover under desks, when possible, and cover their heads and necks. They should stay away from glass, outside windows and doors, shelves, and any objects that may fall. Students and staff in classrooms with windows should relocate to the hallways or stairwells. **Outside** the building, staff and students should move away from buildings and avoid utility lines.

➲ ***After the Tremors Stop (See Emergency Evacuation, p. 6-7)***

- School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE**: administrators must re-direct classes if the predetermined routes pass near damaged areas.)
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the ***Emergency Kit*** to the assembly area(s).
- Use walkie-talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared.
- Designated staff should account for all students by checking with teachers in the assembly area(s).
- Designated staff should survey students at the assembly point to check for injuries or trauma and alert staff members trained in CPR and First Aid.
- **DO NOT RE-ENTER BUILDING**
- Alert the Crisis Management Team **(678-596-2739)**.
- Call Area Superintendent.
- Contact DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to inspect building for possible damage.
- Administrative staff, with assistance from the Area Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

HURRICANE

DeKalb County School District is far enough inland to have several hours of advanced warning of a pending or possible hurricane. In such cases, the Superintendent will announce school closings. However, some schools are designated emergency shelters and should make appropriate preparations.

➲ ***Preparedness***

- Monitor weather reports and be available to receive calls from emergency personnel and the DCSD Service Center.
- Bring all outdoor equipment inside of the building.
- Move equipment away from doors and windows.
- Unplug all electrical equipment.
- Remove all objects that may fall to floor level.
- Contact the DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, for more information on building preparations.
- If the building has been designated as an evacuation shelter, determine its "structural integrity" with assistance from the DeKalb and Georgia Emergency Management Agencies (DEMA and GEMA).
- With the assistance of DEMA/GEMA, identify and designate the most appropriate protective areas within the school building.
- Work with DEMA/GEMA to develop a plan to provide provisions for temporary shelter and for checking-in and checking-out evacuees.
- Check school activity calendar to identify school activities or events that conflict within the estimated time for the hurricane warning area. Reschedule those activities in time to announce to students, staff, and public.
- If a hurricane or storms related to the hurricane move through the area of the building, carefully survey the building after the danger has passed, but do not enter the building if it appears structural damage has occurred. Instead, immediately report the damage to the DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-3771 (after school hours)**, the DCSD Department of Public Safety, **678-676-1810**, and the appropriate Area Superintendent.
- Do not approach down electrical lines near or on the building.
- All damage, even minor damage, should be immediately reported to the Service Center.

UTILITY EMERGENCY/AFTER-HOURS EMERGENCY

(Electrical power failure, gas line break or leak, water main or sewer break)

➲ **Should building need to be evacuated** ***(See Emergency Evacuation, p. 6-7)***

- Contact Area Superintendent.
- School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits.
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the ***Emergency Kit*** to the assembly area(s).
- Use walkie-talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared.
- Designated staff should account for all students by checking with teachers in the assembly area(s).
- Designated staff should survey students at the assembly point to check for injuries or trauma.
    - Everyone should remain in assembly areas until the "all clear" signal/message is given. Once students are in the building, use intercom to explain situation.
    - Contact DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to inspect building for possible damage or danger.
- Alert the Crisis Management Team **(678-596-2739)**.
- Administrative staff, with assistance from the Area Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➲ ***Electrical Power Failure***

During and After School Hours:

- **Georgia Power Company 1-888-660-5890 (24-hours)**

Evacuation Protocol

By order of the Dekalb County Fire Marshall, anytime an occupied school loses electrical power, and the facility does not have a working backup generator, the school must be evacuated after 90 minutes.

An emergency fire watch must be established anytime a school loses electrical power. The fire watch shall consist of personnel who have a flashlight and a walkie/ talkie and stationed throughout the school with no other responsibility but to watch for fire. Schools having emergency generators may remain occupied during a power failure as long as the generator is operating, and the fire watch is in place.

➲ ***Gas Line Break***

During or After School Hours:

- **Atlanta Gas Light 770-994-1946 (24 hours)**

➲ ***Water Main Break or Sewer Break***

During or After School Hours:

- **DeKalb County Dept. of Watershed Management 770-270-6243 (24 hours)**

OTHER CONTACTS

- DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**
- Area Superintendent

BACTERIA OR MICROORGANISM THREAT

(Receipt of or threat to receive a bacteria-laced or microorganism-laced letter, box, container, envelope, etc.)

➲ ***Preparedness***

- Persons who handle mail and packages should be alert to unusual packages or letters (e.g., excess postage on a small package or letter indicates that the object was not weighed by the Post Office, no postage or non-canceled postage, handwritten notes such as "to be opened by Mr. Smith," leaks, stains or sharp points. Students and volunteers should NOT be allowed to open or handle school mail).

➲ ***Response (See Emergency Evacuation, p. 6-7)***

- Call **911** and DCSD Department of Public Safety **(678-676-1810)**.
- Call Area Superintendent.
- Isolate letter or package.
- Cover letter or package with a heavy cloth or similar item to minimize contamination.
- Evacuate and seal off the area of building.
- Assign staff to prevent others from entering the area.
- Isolate victim or victims who have come into contact with letter or package.
- Identify victims fully with name, address, and telephone number for first responders and health officials.
- Decontaminate as instructed by medical/health personnel.
- Contact DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to inspect building for danger.
- Alert the Crisis Management Team **(678-596-2739)**.
- Administrative staff, with assistance from the Area Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

AFTER-SCHOOL AND WEEKEND SAFETY

➲ **An Expectation of Safety**

While schools can be accessible to members of the school and community for extracurricular activities and community use, there is also a reasonable expectation for the safety and security of facility users by students, staff, parents, and community members. Unfortunately, most, if not all, schools have some level of potential risk. While the threat level may vary from school to school and community to community, school and community officials must take safety and security into account when allowing such activities to occur at school facilities.

After-School and Weekend School Facility Use Suggestions:

- Assign a staff member to schedule and coordinate after-school activities and community use of the building. Keep written records of scheduled use, contracts and agreements, and other related issues.
- Within contractual agreements with community organizations and other non-school event sponsors, there should be specific security requirements (supervision, security personnel, etc.) included as part of your agreement in allowing them to use school facilities.
    - Adult supervision is one of the most critical elements to adequate after-school and weekend facility safety. Supervising personnel may range from an overall activity's coordinator to specific school security personnel and/or law enforcement officers, as appropriate.
- Always have a school representative meet with the facility user before and after the use of the site.
    - Prior to use of the site, meet and discuss accessibility, expectations for the use of the facility, known hazards, and rules and guidelines. It is also very important to ensure that all personnel using the building are familiar with emergency procedures (i.e., fire evacuations, safe sheltering locations, and emergency contacts).
    - Meet at the conclusion of the use of the facility to ensure that no damage to the site has occurred and that all terms of the contract have been met.
- The number of open doors that are accessible to outsiders once the normal school day has ended should be limited.
- Concentrate after-school and weekend activities in limited areas of the school campus. If possible, avoid having activities spread out all over the school grounds. If you do have multiple activities taking place, try to identify ways to contain them to their designated areas.
- Restrict access to sections of the building not being used for after-school activities, being sure to comply with fire code standards.
- Contact DCSD Service Center**, 678-676-1371 (during school hours)** or **678-410-3771 / 470-422-0405 (after school hours),** to inspect building for possible damage.
- Notify DCSD Police, when available.
- Call DCSD Department of Public Safety **(678-676-1810).**

*Other strategies may also need to be employed. The specific needs and actions will vary based upon the unique nature of each school, district, and community.

HELPFUL TIPS AND INFORMATION

➲ INFORMATION NEEDED WHEN CALLING THE AREA SUPERINTENDENT:

- Name of person calling
- School name
- Description of the incident
- Names of people involved
- Grade of students involved
- Injuries (if applicable)
- Damage (if applicable)
- What action the school has taken thus far
- Other information, as necessary that impacts the school or School District
- Provide phone numbers to school, including private number
- If incident necessitates someone coming to the school, give specific instructions (e.g., where to park, who to meet, what door to use, etc.)

➲ HOW TO DEAL WITH THE NEWS MEDIA

- Greet the reporter/crew politely. Tell them to wait in the press car/truck or designate an area for them to sit in the school office away from students and the incident or incident area.
- Call the Director of Communications **404-931-9865** and Area Superintendent. Ask them for advice or request that someone come to the scene as the official spokesperson.

➲ LIST CPR AND FIRST AID STAFF PERSONS

- Names:

➲ QUICK REFERENCE PHONE NUMBERS

- Superintendent's Office, **678-676-0791**
- Director of Communications, **404-931-9865**
- Crisis Management Team, **678-596-2739**
- Atlanta Gas Light, **770-994-1946**
- Georgia Power, **1-888-660-5890**
- DeKalb County Department of Watershed Management, **770-270-6243**
- DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**
- DCSD Department of Public Safety, **678-676-1810**
- DCSD Department of Public Safety Safe Schools Unit, **678-676-1810**
- DCSD Department of Student Relations, **678-676-1811**
- Transportation, **678-676-1333**
- Poison Control, **404-616-9000; 1-800-222-1222**

REPORTING OF FIRE / SEVERE WEATHER AND LOCKDOWN DRILLS

1. Conduct FIRE DRILLS consistent with the districts most current adopted "EMERGENCY RESPONSE PROCEDURES AND PROTOCOLS" manual.
    a. Two (2) fire drills must be conducted and reported online within the first 30 days of school opening, with the first fire drill due within the first ten (10) days of the start of school. After the first two, the fire drills are conducted and reported online once monthly.
    b. During the months of November and February, the Georgia State Fire Marshal Office requires a severe weather drill is conducted and reported online, instead of a fire drill.
    c. The district requires the drills be performed by the 15th of each month. Schools will have until the 20th to add the required information to the Office of Insurance and Safety Fire Commissioner's fire drill reporting portal.

2. Conduct LOCKDOWN DRILLS consistent with the most current adopted "EMERGENCY REPSONSE PROCEDURES AND PROTOCOLS" manual.
    a. Safe Schools will provide guidance and training the first month of the first semester. During the first ten (10) days of school and **unobserved** practice lockdown drill should be conducted by the administrators/staff and posted to the Safety Fire Commissioner website. In addition, the Safe Schools Team will be checking documentation of fire drills, severe weather drills, and lockdown drills.
    b. During second semester and **observed** Lockdown drill will be conducted and scored. Schools will be evaluated on the following criteria:
        i. Was there a quick and orderly response to the school's signal for lockdown?
        ii. Were the doors locked?
        iii. Was anyone in an unsecured area?
    c. Lockdown drills **cannot** replace a required fire or severe weather drill. This would be an addition to the required drills.

3. Report all drills to the Office of Insurance and Safety Fire Commissioner's website fire drill reporting portal, located at: https://www.oci.ga.gov/PublicEducation/SchoolFireDrills.aspx

4. Ensure all dropdowns on the reporting portal are selected appropriate for the actual drill performed. Please choose "Fire Drill", "Lockdown Drill", "Tornado Drill", or "Severe Weather Drill".

5. Print out the confirmation of drill performed from the Office of the Safety Fire Commissioners website and place in the "RED FOLDER" under the tab marked "Fire Drills".

If you have any questions concerning any of the mentioned, please contact:

Fire/Emergency Evacuation Drills	**Lockdown Drills**
Chet Walker	Kenneth Gilstrap
Fire & Life Safety Specialist	Safe Schools Specialist
678-676-1352 / 678-525-7121	678-676-1810 / 404-436-7080

VIRAL PANDEMIC PROCEDURES AND PROTOCOLS

➲ **Preparedness**

- Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering as feasible.
- Intensify cleaning, disinfecting, and ventilation of areas.
- Encourage social distancing through increased spacing, small groups and limited mixing between groups as feasible.
- Train all employees on health and safety protocols.

➲ **Response**

- Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival as feasible.
- Encourage anyone who is ill to stay home.
- Plan for if/when students or employees get ill.
- Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- Monitor student and employee absences and have flexible leave policies and practices.
- Consult with the local health authorities if there are cases in the facility or an increase in cases in the local area.

NOTE: If an outbreak occurs in building

⇒ Faculty, staff, students, and parents should abide by procedures and protocols set forth by DCSD.

⇒ Principals should notify their Area Superintendent in the event of any cases or outbreaks. At that point, should the need to close a school building arise the decision will be made jointly by:

- Superintendent's Office **(678-676-0791)**
- Principal and staff
- Area Superintendent
- DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**
- DCSD Department of Public Safety **(678-676-1810)**

Disclaimer: DCSD is consistently monitoring, updating, and providing stakeholders with the necessary information due to ever changing data pertaining to the pandemic procedures and protocols.

ADVANCED WEAPON SYSTEM

CENTEGIX CrisisAlert

In Dekalb County School District, safety of our students and staff is our top priority. To achieve this goal, we have partnered with CENTEGIX, a company that specializes in creating safer spaces through innovative solutions that empower and protect people. Our schools now have CENTEGIX's CrisisAlert solution installed, which provides real-time, precise alert location, immediate audio, visual incident notifications, lighted strobes, screen messages, and intercom integration. With a simple activation by pressing the button on an assigned CrisisAlert badge, staff and security professionals can request assistance and implement emergency protocols from anywhere on campus.

CrisisAlert Test/Drill Procedures

1. Press CrisisAlert badge three (3) times.
   a. Ensure a Staff Alert notification is sent to the responders' CrisisAlert phone and desktop apps.
   b. Close the alert with the reason "testing."
2. Wait 2-5 minutes.

Activate a Full Lockdown Alert:

All FULL Lockdown Drills will be conducted after school or before school. If students are on campus, an intercom announcement will be broadcast indicating that you are testing.

Press your badge continually until:

a. Strobes flash red and the CrisisAlert badge emits a slight chirping sound and vibration,
b. A desktop takeover message will display on staff computers and *eventually an automated intercom message will play.
c. In CrisisAlert, categorize the FULL Lockdown as "testing" and ensure you close the alert.

Campus Wide Alerts via Mobile/Desktops

- Red – Full Lockdown – Level 3 (Lockdown Procedures p.5)
- Orange – Interior Lockdown – Level 2 (Lockdown Procedures p.5)
- Yellow – Exterior Lockdown – Level 1 (Lockdown Procedures p.5)
- Blue – Severe Weather – Tornado (Tornado Procedures p.23)
- White – Evacuate
- Green – All Clear

EVOLV TECHNOLOGY WEAPON DETECTION SYSTEM

The DeKalb County School District has implemented additional security measures to keep our staff and students safe. Our high schools and middle schools are now equipped with a Touchless Weapon Detection system called Evolv Express. This system allows students, staff, and visitors to enter the school building through designated entrances equipped with advanced sensor technology scanners without waiting in long lines. It is important to note that the system only evaluates items passing through, not the students themselves, to check for potential threats.

Key Points

1. The Evolv's free-flow system operates faster than traditional metal detectors, which makes the entry process quicker and more efficient for staff, students, parents, and guests.
2. The EVOL system uses image-aided alarms to detect potential threats on individuals inside of backpacks, bookbags and other personal belongings.
3. Despite its efficiency, the system respects the privacy of staff, students, parents, and visitors as the flow through our key entry points.
4. With such high flow rates, the system requires far fewer staff to efficiently screen people when compared to traditional metal detectors.

THREATS/TERRORISTIC THREATS TO SCHOOL OR DISTRICT

Threats to harm persons and/or property at school or the DeKalb County School district pose a significant concern and must be taken seriously and immediately addressed. These procedures must be utilized for threats sent via social media, text, email, and/or other means.

➲ ***Threat Response***

- Immediately contact your School Resource Officer (SRO) or the DCSD Department of Public Safety **(678-676-1810)**. Upon receipt of this notification, DCSD will conduct a Behavioral Threat Assessment and advise.
- Immediately contact your Area Superintendent.
- If the threat was via social media, text, or email, immediately screenshot, print, and/or save the message, per the directions of your SRO or DCSD Public Safety. Once archived, do not use the device until cleared by SRO or DCSD Public Safety.
- Per the advice of the SRO or DCSD Public Safety, assess whether evacuation is necessary (NOTE: Review Threat Checklist)
- If **NO** evacuation is warranted, consult with your SRO or DCSD Public Safety on the need to institute a **Level 2**/(**Interior) Lockdown** ***(See Lockdown Procedures, p. 5)***.
- Alert the Crisis Management Team **(678-596-2739)**, if necessary
- If deem appropriate, administrative staff, with assistance from the Area Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

NOTES

Exhibit 22 a

5 YEAR BUDGET PROJECTION

School Name: Tapestry Public Charter School Clayton	FY2026		FY2027		FY2028		FY2029		FY2030		FY2031	
	Planning Year	% of Total	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total
ASSUMPTIONS												
Number of Students			220		263		301		301		301	
Facility Square Footage			16875		19875		22575		22575		22575	
Number of Full Time Employees			27		33.5		40		40		40	
Full Time Employees (eligible for benefits)			27		33.5		40		40		40	
Number of Administrators			1.5		2.5		2.5		2.5		2.5	
Number of Teachers			19		23		27		27		27	
Number of Other Instructional Staff			2		2		4		4		4	
Number of Clerical Staff			2		2		2		2		2	
Number of Maintenance Staff			1		1		1		1		1	
Number of Food Service Staff												
Student Teacher Ratio			1:12		1:13		1:13		1:13		1:13	
Revenue Per Pupil (State and/or Local)			$13,572		$13,843		$14,120		$14,402		$14,690	
Average Teacher Salary			$59,000		$59,457		$60,468		$61,072		$62,294	
REVENUES												
State and/or Local Revenue (Rev Per Pupil*# of students)	$0	0.0%	$2,985,763	93.2%	$3,640,731	94.2%	$4,250,103	96.0%	$4,335,105	94.9%	$4,421,808	93.3%
2% District Administrative Fee (Explain any changes in notes)	$0	0.0%	($59,715)	-1.9%	($72,815)	-1.9%	($85,002)	-1.9%	($86,702)	-1.9%	($88,436)	-1.9%
Meal Fees		0.0%	$108,680	3.4%	$129,922	3.4%	$148,694	3.4%	$151,668	3.3%	$154,701	3.3%
Donation		0.0%	$50,000	1.6%	$75,000	1.9%	$112,500	2.5%	$168,750	3.7%	$253,125	5.3%
Redefined Ed Grant	$225,000	42.9%	$120,400	3.8%	$90,300	2.3%		0.0%		0.0%		0.0%
Foundation	$300,000	57.1%		0.0%		0.0%		0.0%		0.0%		0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Total Revenues	**$525,000**		**$3,205,128**		**$3,863,138**		**$4,426,295**		**$4,568,821**		**$4,741,198**	
EXPENSES												
PERSONNEL												
Principal		0.0%	$100,000	3.5%	$102,000	2.8%	$104,040	2.5%	$105,080	2.5%	$107,182	2.5%
Social Services (Social Worker/Counselor/Nurse)		0.0%	$59,000	2.1%	$119,180	3.3%	$121,564	2.9%	$122,779	2.9%	$125,235	2.9%
Technology Support		0.0%	$22,500	0.8%	$22,950	0.6%	$45,909	1.1%	$46,368	1.1%	$47,295	1.1%
Teachers	$0	0.0%	$1,121,000	39.4%	$1,367,517	37.3%	$1,632,624	39.1%	$1,648,950	39.0%	$1,681,929	39.1%
Arts/PE/Comp Sci		0.0%	$117,000	4.1%	$177,840	4.9%	$239,897	5.7%	$242,296	5.7%	$247,142	5.7%
Athletics/Extracurricular Coaches		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Guidance Counselor		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Special Education Teacher		0.0%	$75,000	2.6%	$76,500	2.1%	$78,030	1.9%	$78,810	1.9%	$80,387	1.9%
Office Manager		0.0%	$55,000	1.9%	$111,100	3.0%	$113,322	2.7%	$114,455	2.7%	$116,744	2.7%
Office Assistant		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Business manager		0.0%	$50,000	1.8%	$51,000	1.4%	$52,020	1.2%	$52,540	1.2%	$53,591	1.2%
Maintenance		0.0%	$20,000	0.7%	$20,400	0.6%	$20,808	0.5%	$21,224	0.5%	$21,649	0.5%
Food Service		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Retirement Benefits		0.0%	$319,249	11.2%	$423,752	11.6%	$463,666	11.1%	$491,223	11.6%	$501,047	11.6%
Health Benefits		0.0%	$75,600	2.7%	$95,676	2.6%	$116,508	2.8%	$118,860	2.8%	$121,240	2.8%
FICA		0.0%	$42,561	1.5%	$56,487	1.5%	$64,832	1.6%	$65,481	1.6%	$66,790	1.6%
Other Payroll Expenses/Taxes		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%
CEO & COO		0.0%	$63,000	2.2%	$70,500	1.9%	$75,000	1.8%	$75,000	1.8%	$76,500	1.8%
Assistant Principle		0.0%		0.0%	$90,000	2.5%	$91,800	2.2%	$93,636	2.2%	$95,509	2.2%
Total Personnel	**$0**	**0.0%**	**$2,119,910**	**74.5%**	**$2,784,902**	**76.0%**	**$3,220,019**	**77.1%**	**$3,276,703**	**77.6%**	**$3,342,239**	**77.7%**
INSTRUCTION												
Textbooks		0.0%	$16,500	0.6%	$20,120	0.5%	$23,478	0.6%	$23,930	0.6%	$24,411	0.6%
Classroom Supplies	$10,000	2.7%	$5,000	0.2%	$10,000	0.3%	$5,000	0.1%	$5,100	0.1%	$5,202	0.1%

Computers	$55,000	14.8%		0.0%	$10,750	0.3%	$9,500	0.2%	$5,000	0.1%	$5,000	0.1%
Software	$20,000	5.4%		0.0%	$20,400	0.6%	$20,808	0.5%	$21,224	0.5%	$21,649	0.5%
Field Trips		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Instructional Equipment	$80,000	21.5%	$5,000	0.2%	$10,000	0.3%	$20,000	0.5%	$2,500	0.1%	$1,000	0.0%
Library and Media Center		0.0%	$500	0.0%	$510	0.0%	$520	0.0%	$531	0.0%	$541	0.0%
Student Assessment		0.0%	$500	0.0%	$510	0.0%	$520	0.0%	$531	0.0%	$541	0.0%
Classroom Furniture	$15,000	4.0%	$15,000	0.5%	$2,500	0.1%	$2,500	0.1%	$2,500	0.1%	$2,500	0.1%
PE Equipment		0.0%	$2,500	0.1%	$2,550	0.1%	$2,601	0.1%	$2,653	0.1%	$2,706	0.1%
Art Supplies		0.0%	$1,500	0.1%	$1,530	0.0%	$1,561	0.0%	$1,592	0.0%	$1,624	0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Total Instruction	**$180,000**	**48.4%**	**$46,500**	**1.6%**	**$78,870**	**2.2%**	**$86,488**	**2.1%**	**$65,560**	**1.6%**	**$65,174**	**1.5%**
SERVICES & SUPPLIES												
Student Uniforms		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Athletic Program		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Office Supplies	$2,500	0.7%	$500	0.0%	$510	0.0%	$520	0.0%	$531	0.0%	$541	0.0%
Office Furniture	$2,500	0.7%	$500	0.0%	$500	0.0%	$2,500	0.1%	$500	0.0%	$500	0.0%
Office Computers & Software	$16,200	4.4%		0.0%	$6,000	0.2%	$3,000	0.1%	$1,200	0.0%	$1,200	0.0%
Printing and Copy Services		0.0%	$500	0.0%	$510	0.0%	$520	0.0%	$531	0.0%	$541	0.0%
Postage and Shipping		0.0%	$500	0.0%	$510	0.0%	$520	0.0%	$531	0.0%	$541	0.0%
Bookkeeping		0.0%	$66,000	2.3%	$67,320	1.8%	$68,666	1.6%	$70,040	1.7%	$71,441	1.7%
Audit		0.0%	$8,000	0.3%	$8,160	0.2%	$8,323	0.2%	$8,490	0.2%	$8,659	0.2%
Payroll Services		0.0%	$2,400	0.1%	$2,448	0.1%	$2,497	0.1%	$2,547	0.1%	$2,598	0.1%
Banking Fees		0.0%	$180	0.0%	$184	0.0%	$187	0.0%	$191	0.0%	$195	0.0%
Legal Services	$2,500	0.7%	$2,000	0.1%	$2,000	0.1%	$2,000	0.0%	$2,000	0.0%	$2,000	0.0%
Liability & Property Insurance	$15,000	4.0%	$15,000	0.5%	$15,300	0.4%	$15,606	0.4%	$15,918	0.4%	$16,236	0.4%
Staff Development	$2,500	0.7%	$2,500	0.1%	$2,500	0.1%	$2,550	0.1%	$2,601	0.1%	$2,653	0.1%
Special Education		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Health Services		0.0%	$3,000	0.1%	$3,060	0.1%	$3,121	0.1%	$3,184	0.1%	$3,247	0.1%
Staff Recruitment	$500	0.1%		0.0%	$500	0.0%	$510	0.0%	$520	0.0%	$531	0.0%
Student Recruitment	$500	0.1%		0.0%	$500	0.0%	$510	0.0%	$520	0.0%	$531	0.0%
Tech Support		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Phone/Internet Service		0.0%	$4,800	0.2%	$4,896	0.1%	$4,994	0.1%	$5,094	0.1%	$5,196	0.1%
Food Service		0.0%	$91,960	3.2%	$108,680	3.0%	$125,818	3.0%	$125,818	3.0%	$125,818	2.9%
Transportation		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Health Supplies		0.0%	$2,500	0.1%	$2,550	0.1%	$2,601	0.1%	$2,653	0.1%	$2,706	0.1%
Pest Control		0.0%	$1,500	0.1%	$1,530	0.0%	$1,561	0.0%	$1,592	0.0%	$1,624	0.0%
Janitorial Supplies & Services		0.0%	$61,200	2.2%	$62,424	1.7%	$63,672	1.5%	$64,946	1.5%	$66,245	1.5%
Waste Disposal		0.0%	$1,800	0.1%	$1,836	0.1%	$1,873	0.0%	$1,910	0.0%	$1,948	0.0%
Marketing		0.0%	$5,000	0.2%	$2,000	0.1%	$2,040	0.0%	$2,081	0.0%	$2,122	0.0%
Travel		0.0%	$1,500	0.1%	$1,530	0.0%	$1,561	0.0%	$1,592	0.0%	$1,624	0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Total Services & Supplies	**$42,200**	**11.3%**	**$271,340**	**9.5%**	**$295,448**	**8.1%**	**$315,151**	**7.5%**	**$314,988**	**7.5%**	**$318,697**	**7.4%**
FACILITIES												
Rent/Lease/Mortgage		0.0%	$335,898	11.8%	$440,210	12.0%	$510,012	12.2%	$520,213	12.3%	$530,617	12.3%
Grounds Maintenance		0.0%	$5,880	0.2%	$5,998	0.2%	$6,118	0.1%	$6,240	0.1%	$6,365	0.1%
Maintenance & Repair		0.0%	$10,000	0.4%	$10,200	0.3%	$10,404	0.2%	$10,612	0.3%	$10,824	0.3%
Utilities		0.0%	$24,000	0.8%	$24,480	0.7%	$26,928	0.6%	$27,467	0.7%	$28,016	0.7%
Fire Safety and Compliance		0.0%	$1,500	0.1%	$1,530	0.0%	$1,561	0.0%	$1,592	0.0%	$1,624	0.0%
Rennovation	$150,000	40.3%	$30,000	1.1%	$25,000	0.7%		0.0%		0.0%		0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Total Facilities	**$150,000**	**40.3%**	**$407,278**	**14.3%**	**$507,418**	**13.8%**	**$555,023**	**13.3%**	**$566,123**	**13.4%**	**$577,446**	**13.4%**
Total Expenses	**$372,200**		**$2,845,028**		**$3,666,637**		**$4,176,681**		**$4,223,373**		**$4,303,556**	
Contingency Fund	$0		$200,000		$0		$50,000		$100,000		$150,000	
Surplus (Deficit)	**$152,800**		**$160,100**		**$196,502**		**$199,614**		**$245,448**		**$287,642**	

Cash Balance												
Beginning Cash (Renewals, conversions, or org. funding amounts)			$152,800		$312,900		$509,401		$709,016		$954,464	
Net Surplus (Deficit)	$152,800		$160,100		$196,502		$199,614		$245,448		$287,642	
Ending Cash	$152,800		$312,900		$509,401		$709,016		$954,464		$1,242,106	

Notes
Principal, Assistant Principle, CEO
Classroom teachers, Special ed teachers, special ed inclusion facilitator
PE, Art, Music and language, para
Registrar, bookkeeper
Facility
Outsourced
consevative meansure with no increase per year with 2% increase
Based on Clayton county average teacher salaries
Clayton county 2% admin fee only
Each year based on the $3.25/meal collected with 80% participation at 190 days
Starting 50K donation per year with 2 % increase per year
Use for facilities related expense
Foundation seed money
1 Principal Each year included 2% increase
Y1 1 conselor, Y2 2 add FT nurse. Y3-5: 3 conselors and 1 nurse. Each year included 2% increase
Each year included 2% increase
Auto calculate, included salary increase per average salary. Included classroom teachers and special ed teachers
Y1 :2FT art, music, PE, drama, languge. Y2&3: Add 1FT each year. Each year included 2% increase.
Inlcude FT special Ed coordinator and Austim Specailst. special ed teachers are included in teachers. Each year with 2% increase
Sceretary/Registrar. Each year included 2% increase
Bookkeeper. Each year included 2% increase
Facility maintainence and sanitation. Each year included 2% increase by utilize the current service provider for current campus
100% outsourced, in house needs will be met with other staffs.
Projected with TRS rate at 20.78%
Based on actual $4000 per employee. Each year incldued 2% increase with 70% participation rate
projected with ER tax rate at 2.77%.
CEO salary share with Tapestry Charter school. Y1: 25%, Y2:35%, Y3-5: 50%
Assistant priciple Y2 1 FT
Based on $75/student * # of student. Unit cost included 2% increase pe ryear
Y1&2 needs more, then Y3 supplies should be steablized.

Exhibit 22 b

CASH FLOW PROJECTIONS-YEAR 1

School Name: Tapestry Public Charter School Clayton	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$152,800	$166,142	$179,483	$192,825	$206,167	$219,508	$232,850	$246,191	$259,533	$272,875	$286,216	$299,558	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	$243,837	$243,837	$243,837	$243,837	$243,837	$243,837	$243,837	$243,837	$243,837	$243,837	$243,837	$243,837	$2,926,048
Meal Fees	$9,057	$9,057	$9,057	$9,057	$9,057	$9,057	$9,057	$9,057	$9,057	$9,057	$9,057	$9,057	$108,680
Donation	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$50,000
Redefined Ed Grant	$10,033	$10,033	$10,033	$10,033	$10,033	$10,033	$10,033	$10,033	$10,033	$10,033	$10,033	$10,033	$120,400
													$0
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$267,094**	**$267,094**	**$267,094**	**$267,094**	**$267,094**	**$267,094**	**$267,094**	**$267,094**	**$267,094**	**$267,094**	**$267,094**	**$267,094**	**$3,205,128**
Cash Disbursements:													
PERSONNEL													
Principal	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$100,000
Social Services (Social Worker/Counselor/Nurse)	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$59,000
Technology Support	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	$22,500
Teachers	$93,417	$93,417	$93,417	$93,417	$93,417	$93,417	$93,417	$93,417	$93,417	$93,417	$93,417	$93,417	$1,121,000
Arts/PE/Comp Sci	$9,750	$9,750	$9,750	$9,750	$9,750	$9,750	$9,750	$9,750	$9,750	$9,750	$9,750	$9,750	$117,000
Athletics/Extracurricular Coaches	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Guidance Counselor	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special Education Teacher	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$75,000
Office Manager	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$55,000
Office Assistant	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Business manager	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$50,000
Maintenance	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$20,000
Food Service	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Retirement Benefits	$26,604	$26,604	$26,604	$26,604	$26,604	$26,604	$26,604	$26,604	$26,604	$26,604	$26,604	$26,604	$319,249
Health Benefits	$6,300	$6,300	$6,300	$6,300	$6,300	$6,300	$6,300	$6,300	$6,300	$6,300	$6,300	$6,300	$75,600
FICA	$3,547	$3,547	$3,547	$3,547	$3,547	$3,547	$3,547	$3,547	$3,547	$3,547	$3,547	$3,547	$42,561
Other Payroll Expenses/Taxes	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
CEO & COO	$5,250	$5,250	$5,250	$5,250	$5,250	$5,250	$5,250	$5,250	$5,250	$5,250	$5,250	$5,250	$63,000
Assistant Principle													$0
Total Personnel	**$176,659**	**$176,659**	**$176,659**	**$176,659**	**$176,659**	**$176,659**	**$176,659**	**$176,659**	**$176,659**	**$176,659**	**$176,659**	**$176,659**	**$2,119,910**
INSTRUCTION													
Textbooks	$1,375	$1,375	$1,375	$1,375	$1,375	$1,375	$1,375	$1,375	$1,375	$1,375	$1,375	$1,375	$16,500
Classroom Supplies	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$5,000
Computers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Software	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Field Trips	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Instructional Equipment	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$5,000
Library and Media Center	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Student Assessment	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Classroom Furniture	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$15,000
PE Equipment	$208	**$208**	**$208**	**$208**	**$208**	**$208**	**$208**	**$208**	**$208**	**$208**	**$208**	**$208**	$2,500
Art Supplies	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$1,500

													$0
													$0
Total Instruction	**$3,875**	**$3,875**	**$3,875**	**$3,875**	**$3,875**	**$3,875**	**$3,875**	**$3,875**	**$3,875**	**$3,875**	**$3,875**	**$3,875**	**$46,500**
SERVICES & SUPPLIES													
Student Uniforms	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletic Program	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Supplies	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Office Furniture	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Office Computers & Software	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Printing and Copy Services	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Postage and Shipping	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Bookkeeping	$5,500	$5,500	$5,500	$5,500	$5,500	$5,500	$5,500	$5,500	$5,500	$5,500	$5,500	$5,500	$66,000
Audit	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$8,000
Payroll Services	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$2,400
Banking Fees	$15	$15	$15	$15	$15	$15	$15	$15	$15	$15	$15	$15	$180
Legal Services	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$2,000
Liability & Property Insurance	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$15,000
Staff Development	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$2,500
Special Education	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Services	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$3,000
Staff Recruitment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Student Recruitment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Tech Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Phone/Internet Service	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$4,800
Food Service	$7,663	$7,663	$7,663	$7,663	$7,663	$7,663	$7,663	$7,663	$7,663	$7,663	$7,663	$7,663	$91,960
Transportation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Supplies	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$2,500
Pest Control	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$1,500
Janitorial Supplies & Services	$5,100	$5,100	$5,100	$5,100	$5,100	$5,100	$5,100	$5,100	$5,100	$5,100	$5,100	$5,100	$61,200
Waste Disposal	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$1,800
Marketing	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$5,000
Travel	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$1,500
													$0
Total Services & Supplies	**$22,612**	**$22,612**	**$22,612**	**$22,612**	**$22,612**	**$22,612**	**$22,612**	**$22,612**	**$22,612**	**$22,612**	**$22,612**	**$22,612**	**$271,340**
FACILITIES													
Rent/Lease/Mortgage	$27,992	$27,992	$27,992	$27,992	$27,992	$27,992	$27,992	$27,992	$27,992	$27,992	$27,992	$27,992	$335,898
Grounds Maintenance	$490	$490	$490	$490	$490	$490	$490	$490	$490	$490	$490	$490	$5,880
Maintenance & Repair	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Utilities	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$24,000
Fire Safety and Compliance	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$1,500
Rennovation	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$30,000
													$0
Total Facilities	**$33,940**	**$33,940**	**$33,940**	**$33,940**	**$33,940**	**$33,940**	**$33,940**	**$33,940**	**$33,940**	**$33,940**	**$33,940**	**$33,940**	**$407,278**
(C) TOTAL DISPURSEMENTS	**$237,086**	**$237,086**	**$237,086**	**$237,086**	**$237,086**	**$237,086**	**$237,086**	**$237,086**	**$237,086**	**$237,086**	**$237,086**	**$237,086**	**$2,845,028**
CONTINGENCY FUND	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	**$200,000**
(D) NET REVENUE (B-C)	**$13,342**	**$13,342**	**$13,342**	**$13,342**	**$13,342**	**$13,342**	**$13,342**	**$13,342**	**$13,342**	**$13,342**	**$13,342**	**$13,342**	**$160,100**
ENDING CASH (A+D)	**$166,142**	**$179,483**	**$192,825**	**$206,167**	**$219,508**	**$232,850**	**$246,191**	**$259,533**	**$272,875**	**$286,216**	**$299,558**	**$312,900**	

CASH FLOW PROJECTIONS-YEAR 2

School Name: Tapestry Public Charter School Clayton	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$312,900	$329,275	$345,650	$362,025	$378,400	$394,775	$411,150	$427,525	$443,901	$460,276	$476,651	$493,026	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	$297,326	$297,326	$297,326	$297,326	$297,326	$297,326	$297,326	$297,326	$297,326	$297,326	$297,326	$297,326	$3,567,916
Meal Fees	$10,827	$10,827	$10,827	$10,827	$10,827	$10,827	$10,827	$10,827	$10,827	$10,827	$10,827	$10,827	$129,922
Donation	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$75,000
Redefined Ed Grant	$7,525	$7,525	$7,525	$7,525	$7,525	$7,525	$7,525	$7,525	$7,525	$7,525	$7,525	$7,525	$90,300
													$0
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$321,928**	**$321,928**	**$321,928**	**$321,928**	**$321,928**	**$321,928**	**$321,928**	**$321,928**	**$321,928**	**$321,928**	**$321,928**	**$321,928**	**$3,863,138**
Cash Disbursements:													
PERSONNEL													
Principal	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	$102,000
Social Services (Social Worker/Counselor/Nurse)	$9,932	$9,932	$9,932	$9,932	$9,932	$9,932	$9,932	$9,932	$9,932	$9,932	$9,932	$9,932	$119,180
Technology Support	$1,913	$1,913	$1,913	$1,913	$1,913	$1,913	$1,913	$1,913	$1,913	$1,913	$1,913	$1,913	$22,950
Teachers	$113,960	$113,960	$113,960	$113,960	$113,960	$113,960	$113,960	$113,960	$113,960	$113,960	$113,960	$113,960	$1,367,517
Arts/PE/Comp Sci	$14,820	$14,820	$14,820	$14,820	$14,820	$14,820	$14,820	$14,820	$14,820	$14,820	$14,820	$14,820	$177,840
Athletics/Extracurricular Coaches	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Guidance Counselor	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special Education Teacher	$6,375	$6,375	$6,375	$6,375	$6,375	$6,375	$6,375	$6,375	$6,375	$6,375	$6,375	$6,375	$76,500
Office Manager	$9,258	$9,258	$9,258	$9,258	$9,258	$9,258	$9,258	$9,258	$9,258	$9,258	$9,258	$9,258	$111,100
Office Assistant	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Business manager	$4,250	$4,250	$4,250	$4,250	$4,250	$4,250	$4,250	$4,250	$4,250	$4,250	$4,250	$4,250	$51,000
Maintenance	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$20,400
Food Service	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Retirement Benefits	$35,313	$35,313	$35,313	$35,313	$35,313	$35,313	$35,313	$35,313	$35,313	$35,313	$35,313	$35,313	$423,752
Health Benefits	$7,973	$7,973	$7,973	$7,973	$7,973	$7,973	$7,973	$7,973	$7,973	$7,973	$7,973	$7,973	$95,676
FICA	$4,707	$4,707	$4,707	$4,707	$4,707	$4,707	$4,707	$4,707	$4,707	$4,707	$4,707	$4,707	$56,487
Other Payroll Expenses/Taxes	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
CEO & COO	$5,875	$5,875	$5,875	$5,875	$5,875	$5,875	$5,875	$5,875	$5,875	$5,875	$5,875	$5,875	$70,500
Assistant Principle	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$90,000
Total Personnel	**$232,075**	**$232,075**	**$232,075**	**$232,075**	**$232,075**	**$232,075**	**$232,075**	**$232,075**	**$232,075**	**$232,075**	**$232,075**	**$232,075**	**$2,784,902**
INSTRUCTION													
Textbooks	$1,677	$1,677	$1,677	$1,677	$1,677	$1,677	$1,677	$1,677	$1,677	$1,677	$1,677	$1,677	$20,120
Classroom Supplies	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Computers	$896	$896	$896	$896	$896	$896	$896	$896	$896	$896	$896	$896	$10,750
Software	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$20,400
Field Trips	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Instructional Equipment	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Library and Media Center	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$510
Student Assessment	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$510
Classroom Furniture	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$2,500
PE Equipment	$213	$213	$213	$213	$213	$213	$213	$213	$213	$213	$213	$213	$2,550
Art Supplies	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$1,530

work study	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Out of state field study	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
													$0
													$0
Total Instruction	**$6,572**	**$6,572**	**$6,572**	**$6,572**	**$6,572**	**$6,572**	**$6,572**	**$6,572**	**$6,572**	**$6,572**	**$6,572**	**$6,572**	**$78,870**
SERVICES & SUPPLIES													
Student Uniforms	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletic Program	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Supplies	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$510
Office Furniture	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Office Computers & Software	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$6,000
Printing and Copy Services	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$510
Postage and Shipping	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$510
Bookkeeping	$5,610	$5,610	$5,610	$5,610	$5,610	$5,610	$5,610	$5,610	$5,610	$5,610	$5,610	$5,610	$67,320
Audit	$680	$680	$680	$680	$680	$680	$680	$680	$680	$680	$680	$680	$8,160
Payroll Services	$204	$204	$204	$204	$204	$204	$204	$204	$204	$204	$204	$204	$2,448
Banking Fees	$15	$15	$15	$15	$15	$15	$15	$15	$15	$15	$15	$15	$184
Legal Services	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$2,000
Liability & Property Insurance	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$15,300
Staff Development	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$2,500
Special Education	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Services	$255	$255	$255	$255	$255	$255	$255	$255	$255	$255	$255	$255	$3,060
Staff Recruitment	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Student Recruitment	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Tech Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Phone/Internet Service	$408	$408	$408	$408	$408	$408	$408	$408	$408	$408	$408	$408	$4,896
Food Service	$9,057	$9,057	$9,057	$9,057	$9,057	$9,057	$9,057	$9,057	$9,057	$9,057	$9,057	$9,057	$108,680
Transportation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Supplies	$213	$213	$213	$213	$213	$213	$213	$213	$213	$213	$213	$213	$2,550
Pest Control	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$1,530
Janitorial Supplies & Services	$5,202	$5,202	$5,202	$5,202	$5,202	$5,202	$5,202	$5,202	$5,202	$5,202	$5,202	$5,202	$62,424
Waste Disposal	$153	$153	$153	$153	$153	$153	$153	$153	$153	$153	$153	$153	$1,836
Marketing	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$2,000
Travel	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$1,530
													$0
Total Services & Supplies	**$24,621**	**$24,621**	**$24,621**	**$24,621**	**$24,621**	**$24,621**	**$24,621**	**$24,621**	**$24,621**	**$24,621**	**$24,621**	**$24,621**	**$295,448**
FACILITIES													
Rent/Lease/Mortgage	$36,684	$36,684	$36,684	$36,684	$36,684	$36,684	$36,684	$36,684	$36,684	$36,684	$36,684	$36,684	$440,210
Grounds Maintenance	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$5,998
Maintenance & Repair	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$10,200
Utilities	$2,040	$2,040	$2,040	$2,040	$2,040	$2,040	$2,040	$2,040	$2,040	$2,040	$2,040	$2,040	$24,480
Fire Safety and Compliance	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$1,530
Rennovation	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$25,000
													$0
Total Facilities	**$42,285**	**$42,285**	**$42,285**	**$42,285**	**$42,285**	**$42,285**	**$42,285**	**$42,285**	**$42,285**	**$42,285**	**$42,285**	**$42,285**	**$507,418**
(C) TOTAL DISPURSEMENTS	**$305,553**	**$305,553**	**$305,553**	**$305,553**	**$305,553**	**$305,553**	**$305,553**	**$305,553**	**$305,553**	**$305,553**	**$305,553**	**$305,553**	**$3,666,637**
CONTINGENCY FUND	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0	**$0**
(D) NET REVENUE (B-C)	**$16,375**	**$16,375**	**$16,375**	**$16,375**	**$16,375**	**$16,375**	**$16,375**	**$16,375**	**$16,375**	**$16,375**	**$16,375**	**$16,375**	**$196,502**
ENDING CASH (A+D)	**$329,275**	**$345,650**	**$362,025**	**$378,400**	**$394,775**	**$411,150**	**$427,525**	**$443,901**	**$460,276**	**$476,651**	**$493,026**	**$509,401**	

Exhibit 22 c

5 YEAR BUDGET PROJECTION

School Name: Tapestry Public Charter School Clayton	FY2026		FY2027		FY2028		FY2029		FY2030		FY2031	
	Planning Year	% of Total	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total
ASSUMPTIONS												
Number of Students			110		131.5		150.5		150.5		150.5	
Facility Square Footage			8437.5		9937.5		11287.5		11287.5		11287.5	
Number of Full Time Employees			13.5		16.75		20		20		20	
Full Time Employees (eligible for benefits)			13.5		16.75		20		20		20	
Number of Administrators			1		2		2		2		2	
Number of Teachers			5		6		6.5		6.5		6.5	
Number of Other Instructional Staff			1		2		4		4		4	
Number of Clerical Staff			2		2		2		2		2	
Number of Maintenance Staff			1		1		1		1		1	
Number of Food Service Staff			0		0		0		0		0	
Student Teacher Ratio			I:12		1:23:00		1:23:00		1:23:00		1:23:00	
Revenue Per Pupil (State and/or Local)			$13,572		$13,843		$14,120		$14,402		$14,690	
Average Teacher Salary			$59,000		$57,977		$58,870		$59,708		$59,509	
REVENUES												
State and/or Local Revenue (Rev Per Pupil*# of students)	$0	0.0%	$1,492,882	96.7%	$1,820,365	96.0%	$2,125,052	95.0%	$2,167,553	92.9%	$2,210,904	89.9%
3% District Administrative Fee (Explain any changes in notes)	$0	0.0%	($44,786)	-2.9%	($54,611)	-2.9%	($63,752)	-2.9%	($65,027)	-2.8%	($66,327)	-2.7%
Meal Fees		0.0%	$45,980	3.0%	$54,967	2.9%	$62,909	2.8%	$62,909	2.7%	$62,909	2.6%
Donation		0.0%	$50,000	3.2%	$75,000	4.0%	$112,500	5.0%	$168,750	7.2%	$253,125	10.3%
Grants	$225,000	42.9%		0.0%		0.0%		0.0%		0.0%		0.0%
Foundation	$300,000	57.1%		0.0%		0.0%		0.0%		0.0%		0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Total Revenues	**$525,000**		**$1,544,075**		**$1,895,721**		**$2,236,709**		**$2,334,185**		**$2,460,611**	
EXPENSES												
PERSONNEL												
Principal		0.0%	$100,000	6.6%	$102,000	5.6%	$104,040	4.9%	$106,121	4.9%	$108,243	4.9%
Social Services (Social Worker/Counselor/Nurse)		0.0%	$59,000	3.9%	$60,180	3.3%	$61,384	2.9%	$62,611	2.9%	$63,863	2.9%
Technology Support		0.0%	$22,500	1.5%	$22,950	1.3%	$23,409	1.1%	$23,877	1.1%	$24,355	1.1%
Teachers	$0	0.0%	$295,000	19.4%	$347,863	19.0%	$382,652	18.1%	$388,105	17.9%	$386,807	17.4%
Arts/PE/Comp Sci		0.0%	$59,000	3.9%	$60,180	3.3%	$120,384	5.7%	$122,791	5.7%	$125,247	5.6%
Athletics/Extracurricular Coaches		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Guidance Counselor		0.0%		0.0%	$0	0.0%	$0	0.0%	$25,000	1.2%	$25,500	1.1%
Special Education Teacher		0.0%	$75,000	4.9%	$76,500	4.2%	$78,030	3.7%	$79,591	3.7%	$81,182	3.6%
Office Manager		0.0%	$55,000	3.6%	$56,100	3.1%	$57,222	2.7%	$58,366	2.7%	$59,534	2.7%
Office Assistant		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Business manager		0.0%		0.0%	$0	0.0%	$50,000	2.4%	$51,000	2.4%	$52,020	2.3%
Maintenance		0.0%	$20,000	1.3%	$20,400	1.1%	$20,808	1.0%	$21,224	1.0%	$21,649	1.0%
Food Service		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Retirement Benefits		0.0%	$314,090	20.6%	$315,713	17.2%	$340,018	16.1%	$347,355	16.1%	$349,643	15.7%
Health Benefits		0.0%	$37,800	2.5%	$46,900	2.6%	$56,000	2.7%	$56,000	2.6%	$56,000	2.5%
FICA		0.0%	$27,101	1.8%	$31,539	1.7%	$36,685	1.7%	$38,034	1.8%	$38,384	1.7%
Other Payroll Expenses/Taxes		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
CEO & COO		0.0%	$37,500	2.5%	$52,500	2.9%	$75,000	3.6%	$75,000	3.5%	$76,500	3.4%

Assistant Principle		0.0%		0.0%	$90,000	4.9%	$91,800	4.3%	$93,636	4.3%	$95,509	4.3%
Total Personnel	**$0**	**0.0%**	**$1,101,991**	**72.4%**	**$1,282,825**	**70.0%**	**$1,497,432**	**70.9%**	**$1,548,711**	**71.6%**	**$1,564,436**	**70.2%**
INSTRUCTION												
Textbooks		0.0%	$8,250	0.5%	$9,863	0.5%	$11,288	0.5%	$11,288	0.5%	$11,288	0.5%
Classroom Supplies	$5,000	1.8%	$5,000	0.3%	$5,000	0.3%	$5,000	0.2%	$5,100	0.2%	$5,202	0.2%
Computers	$27,500	9.8%		0.0%	$5,375	0.3%	$4,750	0.2%	$0	0.0%	$0	0.0%
Software	$15,000	5.3%		0.0%	$15,300	0.8%	$15,606	0.7%	$15,918	0.7%	$16,236	0.7%
Field Trips		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Instructional Equipment	$40,000	14.2%	$5,000	0.3%	$10,000	0.5%	$2,750	0.1%	$2,750	0.1%	$13,750	0.6%
Library and Media Center		0.0%	$500	0.0%	$510	0.0%	$2,208	0.1%	$2,508	0.1%	$3,852	0.2%
Student Assessment		0.0%	$500	0.0%	$510	0.0%	$26,864	1.3%	$30,514	1.4%	$46,866	2.1%
Classroom Furniture	$15,000	5.3%	$15,000	1.0%	$2,500	0.1%	$3,500	0.2%	$3,500	0.2%	$17,500	0.8%
PE Equipment		0.0%	$2,500	0.2%	$2,550	0.1%	$2,601	0.1%	$2,653	0.1%	$3,000	0.1%
Art Supplies		0.0%	$1,500	0.1%	$1,530	0.1%	$500	0.0%	$500	0.0%	$500	0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%	$0	0.0%
Total Instruction	**$102,500**	**36.4%**	**$38,250**	**2.5%**	**$53,138**	**2.9%**	**$75,067**	**3.6%**	**$74,731**	**3.5%**	**$118,194**	**5.3%**
SERVICES & SUPPLIES												
Student Uniforms		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Athletic Program		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Office Supplies	$2,500	0.9%	$500	0.0%	$510	0.0%	$520	0.0%	$531	0.0%	$541	0.0%
Office Furniture	$2,500	0.9%	$500	0.0%	$500	0.0%	$2,500	0.1%	$500	0.0%	$500	0.0%
Office Computers & Software	$8,100	2.9%		0.0%	$6,000	0.3%	$3,000	0.1%	$1,200	0.1%	$1,200	0.1%
Printing and Copy Services		0.0%		0.0%	$0	0.0%		0.0%		0.0%		0.0%
Postage and Shipping		0.0%	$500	0.0%	$510	0.0%	$520	0.0%	$531	0.0%	$541	0.0%
Bookkeeping		0.0%	$45,000	3.0%	$45,900	2.5%	$46,818	2.2%	$47,754	2.2%	$48,709	2.2%
Audit		0.0%	$8,000	0.5%	$9,000	0.5%	$9,180	0.4%	$9,364	0.4%	$9,551	0.4%
Payroll Services		0.0%	$2,400	0.2%	$238	0.0%	$243	0.0%	$248	0.0%	$253	0.0%
Banking Fees		0.0%	$180	0.0%	$184	0.0%	$187	0.0%	$191	0.0%	$195	0.0%
Legal Services	$2,500	0.9%	$2,000	0.1%	$2,000	0.1%	$2,000	0.1%	$2,000	0.1%	$2,000	0.1%
Liability & Property Insurance	$10,000	3.6%	$10,000	0.7%	$10,200	0.6%	$10,404	0.5%	$10,612	0.5%	$10,824	0.5%
Staff Development	$2,500	0.9%	$2,500	0.2%	$68,000	3.7%	$69,360	3.3%	$70,747	3.3%	$72,162	3.2%
Special Education		0.0%		0.0%	$0	0.0%		0.0%		0.0%		0.0%
Health Services		0.0%	$3,000	0.2%	$3,060	0.2%	$3,121	0.1%	$3,184	0.1%	$3,247	0.1%
Staff Recruitment	$500	0.2%		0.0%	$500	0.0%	$510	0.0%	$520	0.0%	$531	0.0%
Student Recruitment	$500	0.2%	$500	0.0%	$510	0.0%	$520	0.0%	$531	0.0%	$541	0.0%
Tech Support		0.0%		0.0%	$0	0.0%		0.0%		0.0%		0.0%
Phone/Internet Service		0.0%	$4,800	0.3%	$4,896	0.3%	$4,994	0.2%	$5,094	0.2%	$5,196	0.2%
Food Service		0.0%	$45,980	3.0%	$54,967	3.0%	$62,909	3.0%	$62,909	2.9%	$62,909	2.8%
Transportation		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Health Supplies		0.0%	$2,500	0.2%	$2,550	0.1%	$2,601	0.1%	$2,653	0.1%	$2,706	0.1%
Pest Control		0.0%	$1,500	0.1%	$1,530	0.1%	$1,561	0.1%	$1,592	0.1%	$1,624	0.1%
Janitorial Supplies & Services		0.0%	$30,000	2.0%	$30,600	1.7%	$31,212	1.5%	$31,836	1.5%	$32,473	1.5%
Waste Disposal		0.0%	$1,020	0.1%	$1,040	0.1%	$1,061	0.1%	$1,082	0.1%	$1,104	0.0%
Marketing		0.0%	$5,000	0.3%	$5,100	0.3%	$5,202	0.2%	$5,306	0.2%	$5,412	0.2%
Travel		0.0%	$1,500	0.1%	$1,530	0.1%	$1,561	0.1%	$1,592	0.1%	$1,624	0.1%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Total Services & Supplies	**$29,100**	**10.3%**	**$167,380**	**11.0%**	**$249,325**	**13.6%**	**$259,984**	**12.3%**	**$259,976**	**12.0%**	**$263,843**	**11.8%**
FACILITIES												
Rent/Lease/Mortgage		0.0%	$183,263	12.0%	$215,843	11.8%	$245,165	11.6%	$245,165	11.3%	$245,165	11.0%
Grounds Maintenance		0.0%	$5,880	0.4%	$5,998	0.3%	$6,118	0.3%	$6,240	0.3%	$6,365	0.3%
Maintenance & Repair		0.0%	$10,000	0.7%	$10,200	0.6%	$10,404	0.5%	$10,612	0.5%	$10,824	0.5%
Utilities		0.0%	$14,400	0.9%	$14,688	0.8%	$16,157	0.8%	$16,480	0.8%	$16,810	0.8%

Fire Safety and Compliance		0.0%	$1,500	0.1%	$1,530	0.1%	$1,561	0.1%	$1,592	0.1%	$1,624	0.1%
Rennovation	$150,000	53.3%		0.0%		0.0%		0.0%		0.0%		0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Total Facilities	**$150,000**	**53.3%**	**$215,043**	**14.1%**	**$248,258**	**13.5%**	**$279,403**	**13.2%**	**$280,088**	**12.9%**	**$280,787**	**12.6%**
Total Expenses	**$281,600**		**$1,522,664**		**$1,833,545**		**$2,111,886**		**$2,163,506**		**$2,227,260**	
Contingency Fund	$0		$0									
Surplus (Deficit)	**$243,400**		**$21,411**		**$62,176**		**$124,823**		**$170,679**		**$233,351**	

Cash Balance

Beginning Cash (Renewals, conversions, or org. funding amounts)			**$243,400**		**$264,811**		**$326,987**		**$451,811**		**$622,490**	
Net Surplus (Deficit)	**$243,400**		**$21,411**		**$62,176**		**$124,823**		**$170,679**		**$233,351**	
Ending Cash	**$243,400**		**$264,811**		**$326,987**		**$451,811**		**$622,490**		**$855,841**	

Exhibit 22 d

CASH FLOW PROJECTIONS-YEAR 1

School Name: Tapestry Public Charter School Clayton	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$243,400	$241,353	$243,903	$246,454	$249,004	$251,555	$254,106	$256,656	$259,207	$261,758	$264,308	$266,859	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	$120,675	$120,675	$120,675	$120,675	$120,675	$120,675	$120,675	$120,675	$120,675	$120,675	$120,675	$120,675	$1,448,095
Donation	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$50,000
Grants													$0
Meal Fees		$4,598	$4,598	$4,598	$4,598	$4,598	$4,598	$4,598	$4,598	$4,598	$4,598		$45,980
													$0
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$124,841**	**$129,439**	**$129,439**	**$129,439**	**$129,439**	**$129,439**	**$129,439**	**$129,439**	**$129,439**	**$129,439**	**$129,439**	**$124,841**	**$1,544,075**
Cash Disbursements:													
PERSONNEL													
Principal	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$100,000
Social Services (Social Worker/Counselor/Nurse)	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$59,000
Technology Support	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	$22,500
Teachers	$24,583	$24,583	$24,583	$24,583	$24,583	$24,583	$24,583	$24,583	$24,583	$24,583	$24,583	$24,583	$295,000
Arts/PE/Comp Sci	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$4,917	$59,000
Athletics/Extracurricular Coaches	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Guidance Counselor	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special Education Teacher	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$75,000
Office Manager	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$55,000
Office Assistant	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Business manager	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Maintenance	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$20,000
Food Service	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Retirement Benefits	$26,174	$26,174	$26,174	$26,174	$26,174	$26,174	$26,174	$26,174	$26,174	$26,174	$26,174	$26,174	$314,090
Health Benefits	$3,150	$3,150	$3,150	$3,150	$3,150	$3,150	$3,150	$3,150	$3,150	$3,150	$3,150	$3,150	$37,800
FICA	$2,258	$2,258	$2,258	$2,258	$2,258	$2,258	$2,258	$2,258	$2,258	$2,258	$2,258	$2,258	$27,101
Other Payroll Expenses/Taxes	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
CEO & COO	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$37,500
Assistant Principle	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Personnel	**$91,833**	**$91,833**	**$91,833**	**$91,833**	**$91,833**	**$91,833**	**$91,833**	**$91,833**	**$91,833**	**$91,833**	**$91,833**	**$91,833**	**$1,101,991**
INSTRUCTION													
Textbooks	$688	$688	$688	$688	$688	$688	$688	$688	$688	$688	$688	$688	$8,250
Classroom Supplies	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$5,000
Computers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Software	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Field Trips	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Instructional Equipment	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$5,000
Library and Media Center	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Student Assessment	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Classroom Furniture	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$15,000
PE Equipment	$208	**$208**	**$208**	**$208**	**$208**	**$208**	**$208**	**$208**	**$208**	**$208**	**$208**	**$208**	$2,500
Art Supplies	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$1,500

	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Instruction	**$3,188**	**$3,188**	**$3,188**	**$3,188**	**$3,188**	**$3,188**	**$3,188**	**$3,188**	**$3,188**	**$3,188**	**$3,188**	**$3,188**	**$38,250**
SERVICES & SUPPLIES													
Student Uniforms	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletic Program	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Supplies	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Office Furniture	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Office Computers & Software	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Printing and Copy Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Postage and Shipping	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Bookkeeping	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$45,000
Audit	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$8,000
Payroll Services	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$2,400
Banking Fees	$15	$15	$15	$15	$15	$15	$15	$15	$15	$15	$15	$15	$180
Legal Services	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$2,000
Liability & Property Insurance	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Staff Development	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$2,500
Special Education	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Services	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$3,000
Staff Recruitment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Student Recruitment	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Tech Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Phone/Internet Service	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$4,800
Food Service	$3,832	$3,832	$3,832	$3,832	$3,832	$3,832	$3,832	$3,832	$3,832	$3,832	$3,832	$3,832	$45,980
Transportation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Supplies	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$2,500
Pest Control	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$1,500
Janitorial Supplies & Services	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$30,000
Waste Disposal	$85	$85	$85	$85	$85	$85	$85	$85	$85	$85	$85	$85	$1,020
Marketing	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$5,000
Translation Service	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$1,500
													$0
Total Services & Supplies	**$13,948**	**$13,948**	**$13,948**	**$13,948**	**$13,948**	**$13,948**	**$13,948**	**$13,948**	**$13,948**	**$13,948**	**$13,948**	**$13,948**	**$167,380**
FACILITIES													
Rent/Lease/Mortgage	$15,272	$15,272	$15,272	$15,272	$15,272	$15,272	$15,272	$15,272	$15,272	$15,272	$15,272	$15,272	$183,263
Grounds Maintenance	$490	$490	$490	$490	$490	$490	$490	$490	$490	$490	$490	$490	$5,880
Maintenance & Repair	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Utilities	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$14,400
Fire Safety and Compliance	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$1,500
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
													$0
Total Facilities	**$17,920**	**$17,920**	**$17,920**	**$17,920**	**$17,920**	**$17,920**	**$17,920**	**$17,920**	**$17,920**	**$17,920**	**$17,920**	**$17,920**	**$215,043**
(C) TOTAL DISPURSEMENTS	**$126,889**	**$126,889**	**$126,889**	**$126,889**	**$126,889**	**$126,889**	**$126,889**	**$126,889**	**$126,889**	**$126,889**	**$126,889**	**$126,889**	**$1,522,664**
CONTINGENCY FUND	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
(D) NET REVENUE (B-C)	**($2,047)**	**$2,551**	**$2,551**	**$2,551**	**$2,551**	**$2,551**	**$2,551**	**$2,551**	**$2,551**	**$2,551**	**$2,551**	**($2,047)**	**$21,411**
ENDING CASH (A+D)	**$241,353**	**$243,903**	**$246,454**	**$249,004**	**$251,555**	**$254,106**	**$256,656**	**$259,207**	**$261,758**	**$264,308**	**$266,859**	**$264,811**	

CASH FLOW PROJECTIONS-YEAR 2

School Name: Tapestry Public Charter School Clayton	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$264,811	$269,993	$275,174	$280,355	$285,537	$290,718	$295,899	$301,081	$306,262	$311,443	$316,625	$321,806	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	$147,146	$147,146	$147,146	$147,146	$147,146	$147,146	$147,146	$147,146	$147,146	$147,146	$147,146	$147,146	$1,765,754
Donation	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$75,000
Grants	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Meal Fees	$4,581	$4,581	$4,581	$4,581	$4,581	$4,581	$4,581	$4,581	$4,581	$4,581	$4,581	$4,581	$54,967
													$0
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$157,977**	**$157,977**	**$157,977**	**$157,977**	**$157,977**	**$157,977**	**$157,977**	**$157,977**	**$157,977**	**$157,977**	**$157,977**	**$157,977**	**$1,895,721**
Cash Disbursements:													
PERSONNEL													
Principal	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	$102,000
Social Services (Social Worker/Counselor/Nurse)	$5,015	$5,015	$5,015	$5,015	$5,015	$5,015	$5,015	$5,015	$5,015	$5,015	$5,015	$5,015	$60,180
Technology Support	$1,913	$1,913	$1,913	$1,913	$1,913	$1,913	$1,913	$1,913	$1,913	$1,913	$1,913	$1,913	$22,950
Teachers	$28,989	$28,989	$28,989	$28,989	$28,989	$28,989	$28,989	$28,989	$28,989	$28,989	$28,989	$28,989	$347,863
Arts/PE/Comp Sci	$5,015	$5,015	$5,015	$5,015	$5,015	$5,015	$5,015	$5,015	$5,015	$5,015	$5,015	$5,015	$60,180
Athletics/Extracurricular Coaches	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Guidance Counselor	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special Education Teacher	$6,375	$6,375	$6,375	$6,375	$6,375	$6,375	$6,375	$6,375	$6,375	$6,375	$6,375	$6,375	$76,500
Office Manager	$4,675	$4,675	$4,675	$4,675	$4,675	$4,675	$4,675	$4,675	$4,675	$4,675	$4,675	$4,675	$56,100
Office Assistant	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Business manager	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Maintenance	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$20,400
Food Service	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Retirement Benefits	$26,309	$26,309	$26,309	$26,309	$26,309	$26,309	$26,309	$26,309	$26,309	$26,309	$26,309	$26,309	$315,713
Health Benefits	$3,908	$3,908	$3,908	$3,908	$3,908	$3,908	$3,908	$3,908	$3,908	$3,908	$3,908	$3,908	$46,900
FICA	$2,628	$2,628	$2,628	$2,628	$2,628	$2,628	$2,628	$2,628	$2,628	$2,628	$2,628	$2,628	$31,539
Other Payroll Expenses/Taxes	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
CEO & COO	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$52,500
Assistant Principle	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$90,000
Total Personnel	**$106,902**	**$106,902**	**$106,902**	**$106,902**	**$106,902**	**$106,902**	**$106,902**	**$106,902**	**$106,902**	**$106,902**	**$106,902**	**$106,902**	**$1,282,825**
INSTRUCTION													
Textbooks	$822	$822	$822	$822	$822	$822	$822	$822	$822	$822	$822	$822	$9,863
Classroom Supplies	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$5,000
Computers	$448	$448	$448	$448	$448	$448	$448	$448	$448	$448	$448	$448	$5,375
Software	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$15,300
Field Trips	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Instructional Equipment	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Library and Media Center	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$510
Student Assessment	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$510
Classroom Furniture	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$2,500
PE Equipment	$213	$213	$213	$213	$213	$213	$213	$213	$213	$213	$213	$213	$2,550
Art Supplies	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$1,530

work study	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Out of state field study	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
													$0
	$0												$0
Total Instruction	**$4,428**	**$4,428**	**$4,428**	**$4,428**	**$4,428**	**$4,428**	**$4,428**	**$4,428**	**$4,428**	**$4,428**	**$4,428**	**$4,428**	**$53,138**
SERVICES & SUPPLIES													
Student Uniforms	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletic Program	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Supplies	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$510
Office Furniture	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Office Computers & Software	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$6,000
Printing and Copy Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Postage and Shipping	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$510
Bookkeeping	$3,825	$3,825	$3,825	$3,825	$3,825	$3,825	$3,825	$3,825	$3,825	$3,825	$3,825	$3,825	$45,900
Audit	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$9,000
Payroll Services	$20	$20	$20	$20	$20	$20	$20	$20	$20	$20	$20	$20	$238
Banking Fees	$15	$15	$15	$15	$15	$15	$15	$15	$15	$15	$15	$15	$184
Legal Services	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$2,000
Liability & Property Insurance	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$10,200
Staff Development	$5,667	$5,667	$5,667	$5,667	$5,667	$5,667	$5,667	$5,667	$5,667	$5,667	$5,667	$5,667	$68,000
Special Education	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Services	$255	$255	$255	$255	$255	$255	$255	$255	$255	$255	$255	$255	$3,060
Staff Recruitment	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Student Recruitment	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$510
Tech Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Phone/Internet Service	$408	$408	$408	$408	$408	$408	$408	$408	$408	$408	$408	$408	$4,896
Food Service	$4,581	$4,581	$4,581	$4,581	$4,581	$4,581	$4,581	$4,581	$4,581	$4,581	$4,581	$4,581	$54,967
Transportation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Supplies	$213	$213	$213	$213	$213	$213	$213	$213	$213	$213	$213	$213	$2,550
Pest Control	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$1,530
Janitorial Supplies & Services	$2,550	$2,550	$2,550	$2,550	$2,550	$2,550	$2,550	$2,550	$2,550	$2,550	$2,550	$2,550	$30,600
Waste Disposal	$87	$87	$87	$87	$87	$87	$87	$87	$87	$87	$87	$87	$1,040
Marketing	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$5,100
Translation Service	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$1,530
													$0
Total Services & Supplies	**$20,777**	**$20,777**	**$20,777**	**$20,777**	**$20,777**	**$20,777**	**$20,777**	**$20,777**	**$20,777**	**$20,777**	**$20,777**	**$20,777**	**$249,325**
FACILITIES													
Rent/Lease/Mortgage	$17,987	$17,987	$17,987	$17,987	$17,987	$17,987	$17,987	$17,987	$17,987	$17,987	$17,987	$17,987	$215,843
Grounds Maintenance	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$5,998
Maintenance & Repair	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$10,200
Utilities	$1,224	$1,224	$1,224	$1,224	$1,224	$1,224	$1,224	$1,224	$1,224	$1,224	$1,224	$1,224	$14,688
Fire Safety and Compliance	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$1,530
													$0
													$0
Total Facilities	**$20,688**	**$20,688**	**$20,688**	**$20,688**	**$20,688**	**$20,688**	**$20,688**	**$20,688**	**$20,688**	**$20,688**	**$20,688**	**$20,688**	**$248,258**
(C) TOTAL DISPURSEMENTS	**$152,795**	**$152,795**	**$152,795**	**$152,795**	**$152,795**	**$152,795**	**$152,795**	**$152,795**	**$152,795**	**$152,795**	**$152,795**	**$152,795**	**$1,833,545**
CONTINGENCY FUND	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
(D) NET REVENUE (B-C)	**$5,181**	**$5,181**	**$5,181**	**$5,181**	**$5,181**	**$5,181**	**$5,181**	**$5,181**	**$5,181**	**$5,181**	**$5,181**	**$5,181**	**$62,176**
ENDING CASH (A+D)	**$269,993**	**$275,174**	**$280,355**	**$285,537**	**$290,718**	**$295,899**	**$301,081**	**$306,262**	**$311,443**	**$316,625**	**$321,806**	**$326,987**	

Exhibit 22 e

Exhibit 22e- Notes

Attached - Tandem Bank Statement (1/31/2025) and redefinED Grant Agreement (12/20/2024)

Enrollment

The projected enrollment opens the campus with grades 6-10 beginning with 220 students adding 43 students in year 2 in grade 11, and another 38 with year 3 bringing the campus to its full capacity of 301. The contingency budget reduces this enrollment by 50% each year.

Revenue

Utilizing the CCPS budget worksheet we assumed we would receive 13,571.65 per student. In filling out the worksheet we presumed student qualities similar to those of our current campus. Specifically we presumed special education segments similar to those of our current student body. Through targeted recruitment we have successfully recruited 50% of students with disabilities and believe that this will continue. This and the other presumptions within the student body for QBE are based upon our historic recruitment within our current school, conversations with parents who have indicated an intent to enroll and overall understanding of the CCPS community. We believe these presumptions to be conservative in light of current revenue projections and proposed increased funding for K-12 education. In addition we presumed no annual increase in QBE for the five years of the charter.

In addition to QBE projections we utilized 180,000 of funds already raised to support replication. We also utilized the commitment of a donor which includes 150,000 of unrestricted funds and 75,000 of facility restricted for year 0, 120,400 for year 1, 90,300 for year 2. While we have applied for additional funding to include private grant funding, CSP grant funding, state facility grant funding and other fundraising activities we have not included any of these additional funds within our projected budget.

Facility/Operations

The budget for monthly mortgage and/or loan payments presumes the publicly listed price for purchase of the property utilizing the most costly identified facility. Also included is loan repayment for anticipated renovations based upon a high average market rate for materials and labor. Repayment for all loans no payment for year 0, interest only for the first two years of operations adding principal for year three. If additional funds are available they will be utilized towards reducing debt.

Tapestry Inc. retains a significant amount of donated furniture resulting in low need to purchase furniture. All other operational costs are premised upon costs associated with the operations of the existing Tapestry facility utilizing historical budgeting based upon eight years located within a similarly sized facility. These include services for cleaning and maintenance, utilities, insurance and landscaping. The budget presumes responsibility for all of these costs regardless of whether Tapestry owns or leases the facility. In the event of reduced revenue, facilities costs are presumed constant.

Tapestry will not operate a kitchen. The budget presumes utilizing either CCPS or a private lunch vendor for lunch service. Generally this service results in zero net cost and at times has produced some revenue. The budget presumes a zero net profit/loss.

Staffing

TPCS presumed a payscale in line with CCCPS. This payscale presumes and consequently the budget reflects regular 2% raises for all staff. In the event that there is a significant budget shortfall resulting from under-enrollment or other impacts, the Board will review the payscale and may freeze or reduce steps to ensure economic viability. The contingency budget, however, includes raises. Staffing matrix reflects two teachers including one special education and one general education for each core taught class. Each middle school grade is divided by two teams with a general education and special education teacher assigned to teach a block class for ELA/SS for each grade and a single math and science teacher co-teaching team to loop through the three grades. This model has proven successful at TPCS. In addition staffing includes staffing for music, art, drama and foreign language. The HS staffing presumes students will utilize a block schedule of four classes with core classes being co-taught by a special education and general education teacher. In the event of ½ enrollment staffing will be cut in half and teams collapsed to one in order to ensure appropriate coverage. Tapestry teachers frequently teach elective courses and this will be expanded to cover specials as necessary in the unlikely event the school is significantly under-enrolled. These efforts will be supplemented by leveraging Tapestry's partnership with the art community.

Staffing models include a principal and assistant principal as well as cost sharing for a Chief Executive Officer. Students are also supported by counselors (one upon opening with a guidance counselor being added in year 2), a special education coordinator, an autism specialist and an on-going partnership with Viewpoint Health to provide in-school mental health services. The budget also includes paraprofessionals leveraged to support students most in need. The number of paraprofessionals reflected changes with increase or decreases in enrollment. In the event that there is a significant reduction in enrollment, the administrative team will reduce to one full-time administrator. In addition to the lead building administrator, staffing within the

contingency budget includes one counselor. The contingency budget also shows that the school will continue to be supported by a counselor, part-time special education coordinator, part-time autism specialist and inclusion facilitator as well as Viewpoint Health.

Tapestry provides contributions to benefits outside of the state's health benefit program. The Board makes decisions related to this contribution based upon available budget and market rates available each year and the budget presumes contribution consistent with that of its current campus of 400 per employee per month. Staff also use this contribution to pay for additional life insurance, disability insurance and other provided benefits. The full budget presumes a 4000 per employee the contingency budget presumes 3000 contribution per employee both with a 70% participation rate. Tapestry contributes to TRS consistent with annual requirements. Both budgets presume current levels of contribution.

Curriculum

Tapestry utilizes chromebooks to provide differentiated curriculum to its students. The budget reflects the purchase of 1 x 1 chromebooks and software that evidences this focus. All staff similarly utilized laptops to push out individualized materials to students. The contingency budget reflects a reduction in devices and software expense commensurate with the reduction in enrollment.

Exhibit 23

Brian Thomas Visel

2154 Briarlake Trace, Atlanta, Georgia 30345 • (404) 862-1999 • brianvisel@gmail.com

SUMMARY OF QUALIFICATIONS

- Twenty-two years of private industry experience with SEC registered mutual funds, hedge funds, private equity funds and fund of funds with responsibilities for periodic net asset value calculations, tax and reporting, audit assistance, and compliance issues.
- Member of board of directors/managers which has general oversight responsibilities for multiple private equity funds with capital commitments of approximately $10 billion.
- Appointed to the Board of Trustees for a SEC registered investment company and served as Chairman of the Audit Committee.
- Two years of Big 4 audit experience with a primary focus on investment management, specifically, audits of SEC registered mutual funds, hedge funds, private equity partnerships and benefit plans for a Fortune 500 company.
- Licensed Certified Public Accountant (inactive status) and Registered Certified Public Accountant in the State of Illinois.

PROFESSIONAL EXPERIENCE

Trident Fund Services, Inc., Atlanta, Georgia (February 2009 – current)
Director and Senior Vice President

- At various times throughout tenure, responsible for all corporate functions of the domestic fund administration business for the Trident Trust Group ("Trident"), including corporate record keeping, negotiation of corporate contracts, budgeting, cash management, payroll, benefits, Information technology, human resources and reporting financial results to executive management.
- Increased annual revenues every year from inception of Trident's domestic fund administration business in February 2009 through the end of 2013 when company successfully merged with a larger fund administration firm.
- In capacity as Director of Trident Fund Services, Inc., am responsible for the general oversight of multiple institutionally managed private equity funds for which Trident provides an independent general partner or board of directors/managers. Reviewed, consulted on and approved, in conjunction with other board members, the investment advisor and the fund's attorneys, the initial form of and subsequent amendments to the governing documents of the funds.
- Direct multiple cross-jurisdictional engagements with Trident staff and fund clients located in the North America, South America, Europe, Africa and the Caribbean.
- Serve as product lead for Trident's primary private equity accounting platform with responsibilities for system configuration, training of staff and adoption across Trident's global footprint.
- Acted as system administrator for Trident's primary hedge fund accounting system in North America and the Caribbean with responsibilities for general system maintenance, including proper segregation of data between jurisdictions, appropriate allocation of user permissions and data integrity.
- Successfully led and supported a team consisting of members from Trident's European and Middle East offices on the implementation of a second instance of the Trident's core accounting software in Europe.
- Designed and maintain custom data queries using SQL to facilitate daily financial reporting and reconciliation for certain fund advisors.
- Customized workflows for data retrieval from various sources (e.g. Bloomberg) to facilitate automation of transaction loading, corporate actions and pricing for Trident's portfolio of hedge fund clients.
- Wrote, implemented and maintain the anti-money laundering and know your client procedures for Trident's domestic hedge fund and private equity clients based on industry best practices.

Brian Thomas Visel

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PROFESSIONAL EXPERIENCE (continued)

Trident Fund Services, Inc., Atlanta, Georgia (continued)
Director and Senior Vice President (continued)

- Researched, engaged, implemented and currently serve as administrator for various cloud-based solutions for customer relationship management (Salesforce), office productivity (Office 365, Adobe Sign, Hub Planner, LastPass), anti-money laundering (World-Check One) and human resource management (Employee Navigator).
- Support Trident's worldwide marketing efforts through consultation with other Trident offices on service proposals, fee negotiations, marketing brochures and advertisements and other general marketing initiatives related to fund services.

BlueArc Multi-Strategy Fund, Atlanta, Georgia (November 2014 – January 2018)
Independent Trustee

- As one of three independent trustees on the Board of Trustees, was responsible for oversight of all aspects of the business dealings of a SEC registered investment company with a focus on investing in other private investment partnerships (i.e. hedge funds). Oversight responsibilities included conducting due diligence on service providers, negotiation of the commercial terms with such providers and monitoring performance.
- Designated as a "financial expert" by the Board of Trustees and served as Chairman of the fund's Audit Committee with responsibility for selecting and negotiating commercial terms with the fund's independent public accountants and ensuring timely completing of the annual audit and tax filings.

MadisonGrey Fund Services, LLC, Atlanta, Georgia (June 2006 – January 2009)
Managing Director and Vice President – Fund Accounting, 2007-2009

- Developed and maintained guidelines used by executive management to evaluate variable fees charged for services provided to current and potential clients.
- Reviewed and revised financial services agreements to ensure all documents were consistent with current capabilities and practices.
- Organized, led and maintained documentation on operational calls with potential new clients.
- Revamped operational policies relating to all areas of accounting operations including investment valuation, system maintenance and monitoring, anti-money laundering and know your client procedures and documentation.

Assistant Vice President – Fund Accounting, 2006-2007

- Managed the monthly close of approximately sixty hedge funds.
- Researched and implemented plan for interface of partnership accounting software with portfolio accounting software to reduce reliance on manual entry of accounting records.
- Reviewed hedge fund governing documents to resolve issues related to incentive fees and management fees.
- Teamed with other members of junior and senior management to analyze internal controls and develop a plan for implementation of "best practices" in anticipation of SAS 70 examination.

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PROFESSIONAL EXPERIENCE (continued)

PricewaterhouseCoopers, LLP, Atlanta, Georgia (June 2004 – June 2006)
Senior Associate, 2005-2006

- Developed and executed a tailored audit strategy for a variety of clients in the investment management industry.
- Coached junior staff on industry specific issues and testing methods to ensure planned audit approach was followed and properly documented according to firm and industry standards.
- Researched, resolved and cleared complex accounting issues with the client and firm senior staff, including FAS 133, FAS 140 and FAS 150.
- Monitored actual expenses incurred on each job to budgeted time to assess realization and identify areas of inefficiency.
- Added value to the client's audit experience through recommendations to improve the client's internal control environment.

Associate, 2004-2005

- Executed the planned audit approach with specific responsibility for testing of complex areas such as investment valuations, derivatives and securities lending programs.
- Led meetings with the client to address audit issues and outstanding items.
- Coordinated the drafting and receipt of third-party confirmations.
- Utilized available resources such as Bloomberg, Reuters, EDGAR and internal firm software to research accounting issues and report the findings to senior staff.

Jackson National Asset Management, LLC, Chicago, Illinois (November 1999 – June 2004)
Supervisor - Fund Accounting, 2003-2004

- Supervised a team of 3-4 accountants with responsibility for accounting functions for 15-20 mutual funds.
- Recommended, drafted and implemented new procedures for security setups within accounting system.
- Developed database in Microsoft Access to calculate money market yields, eliminating manual data entry in Microsoft Excel spreadsheets.
- Led multi-class conversion team, which included identifying potential problem areas, creating procedures, educating the staff, and processing the conversion.

Senior Fund Accountant, 2001-2002

- Responsible for the accounting of 2-3 mutual funds including international equities, international fixed income securities, and derivatives.
- Developed and maintained relationships with sub-advisors including PIMCO, Salomon Brothers, T. Rowe Price, and Janus.
- Reviewed the accounting for 7-8 domestic equity mutual funds.
- Researched and corrected fixed–income security setups and made the appropriate changes, eliminating the need for manual monthly adjustment entries.
- Calculated 100% of fund NAV per share figures successfully.
- Tested procedures and participated in the development of the disaster recovery plan.

Brian Thomas Visel

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PROFESSIONAL EXPERIENCE (continued)

Jackson National Asset Management, LLC, Chicago, Illinois (continued)
Staff Accountant, 1999-2000

- Responsible for the accounting of 8-10 mutual funds including domestic equities, international equities, and fixed-income securities.
- Calculated 100% of fund NAV per share figures accurately.
- Processed the daily review of trading and benchmark comparisons.
- Streamlined the nightly reporting process by developing macros to eliminate the need for manual data entry.

EDUCATION

Bachelor of Science, Finance, Cum Laude
Minor in Mathematics
Bradley University, Peoria, Illinois
GPA: 3.55/4.00

Certificate in Accounting Studies
DePaul University, Chicago, Illinois
GPA: 3.86/4.00

INFORMATION SYSTEMS SKILLS

Adobe Sign, Allvue (formerly AltaReturn), Bloomberg, Employee Navigator, Geneva by Advent, Hub Planner, HWM Mantra, Intralinks, LastPass, Microsoft Dynamics CRM, Microsoft Dynamics NAV, Microsoft Office, QuickBooks, Reuters Eikon, Salesforce, SunGard InvestOne, World-Check One

Yui (Candy) Yu

(678) 462-1197 E-Mail: candy@avolonabs.com
2959 Chapel Hill Road, D208, Douglasville, GA 30135
http://www.avolonabs.com

Achievement

2014 Top Ten Young Professional by Chamber of Commerce

2013 Assisted Brighten Academy (2014 Charter School of the Year) obtained over 10M in bond issuance

2011 President's Award for Excellence by American Business Women's Association

2005-Current: Avolon Accounting has presence in 13 states with two office locations (GA and CA)

Education

1998-2005 California State University, Hayward Hayward, CA

- B.S. Business Administration, Major in Accounting & CIS

Skills

Computer: Microsoft Excel, Word, Publisher, PowerPoint, Access, 10 Key by touch, Lotus 123, QuickBooks (multiple version), Porpack, Advantage, and Great Plains.

Accounting: Earned London of Chamber Commerce and Industry Examinations Boards' certificate of second level of bookkeeping and accounts.

Languages: English, Mandarin, Cantonese, Kunming Dialect.

Related Work Experiences

01/06 – Current Avolon Accounting & CFO Service Atlanta, GA

Owner/ CFO consultant

- Established sole proprietorship in Jan 05 with CA & GA locations.
- Provide full charge of bookkeeping services included but not limited to A/R, A/P, period ending closing, financial statements, cash flows, payroll, etc and secretary services.
- Provide CFO consultant services, provide strategy planning in streamline accounting infrastructure, establish effective financial business models for expansion, and merge and acquisitions or exit strategy.
- Customized financial statements and reports to meet individual clients' needs.
- Provide HR services included but not limited to payroll processing, HR hire process and training, monitor employee benefits, etc.

02/03 – 12/06 American Baptist Homes of the West Pleasanton, CA

Accountant

- Elected as Financial Department Representative in Steering Committee.
- Oversees 9 individual senior community properties' monthly operations by reviewing their monthly operation reports such as tenant report, SD reports, monthly revenue reports, etc.
- Prepare each property's monthly financial statements by recording their monthly activities and reconcile their individual bank statements and all related G/L accounts.
- Review and adjust each property's monthly financial statements & reports for board meetings and year ended audit. Provide reports and assistance to outside audit firms for these properties year ended audit and prepare adjustments accordingly.

Yui (Candy) Yu

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2959 Chapel Hill Road, D208, Douglasville, GA 30135
http://www.avolonabs.com

01/07 – 04/08 Gallo Reporting, LLC Atlanta, GA

Sr. Accountant

- Oversees 12 companies' (over 17 office locations) monthly operation and manages their month end closing process by interacting with AP, AR and Payroll departments.
- Review all companies' financial statements on an individual and consolidated basis. Analysis COS costs and SGA expensive monthly.
- Prepare final financial statements for controller and CFO reviews, prepare and coordinate annual audit and various due diligence.
- Perform special analytic management reports per management request.
- Lead two staff accountants to achieve month end closing date from 45 days to 25 days.

Trained 1 Sr. accountant, 4 staff accountants & 4 GL Interns.

08/00 – 02/03 Robert Half International Inc. Walnut Creek, CA

Accountant

Completed following temporary assignments:

- 02/02 -- 02/03 GWF Energy Power System, Inc. Pittsburg, CA

Audit varies contractors and subcontractors' monthly billings for three in progress energy power station constructions by complying individual construction code, contract terms and restrictions. Prepare various accounting reports upon request by contractors.

- 02/01 – 03/01 Pinkerton Systems Integration Walnut Creek, CA

  Reconciled 5 banks' monthly statements, various individual Asset and Liabilities accounts. Prepared the adjustment JE entries accordingly.

- 10/00 – 02/01 Hilton Farnkopf & Hobson LLC. Walnut Creek, CA

  Processed cash receipts & disbursement, over 15 employee's payroll and expense reimbursements. Reconciled whole Year 2000 monthly bank statements, G/L balance, employee's accrue time schedule, 401K a/c and payroll ach a/c. Prepared the adjustment entries accordingly. Assist CFO with monthly financial statements.

- 10/00 JVC Partners, Inc. Walnut Creek, CA

Reconciled 5 rental properties' individual bank statements, tenant a/c and trial balance. Prepared the adjustment entries accordingly. Assist CFO with monthly and quarterly financial statements.

- 08/00 – 10/00 Bi-Bett Concord, CA

  Audited branch's cash receipts for 1 & 2 quarters. Assisted CEO to prepare over 6 branches' quarterly profit and loss statements. Reconciled and update employee's accrue time schedule. Reconciled over 20 banks' monthly statements.

09/99 – 07/00 Orion Pacific Traders, Inc. Walnut Creek, CA

Accountant

- Fully responsible for A/R after 3 months of hiring, and fully responsible for both A/R and A/P after 6 months of hiring.
- Established and responsible for weekly cash flow projection for the following three weeks. Achieved to maintain average of $100,000.00 cash flow by carefully budget weekly cash receipt and disbursement, especially during peak trading season.
- Reconciled monthly bank statement, control petty cash and employee expenses reimbursement. Assisted CFO with monthly and annually financial statements.
- Trained three new employees for A/R, A/P and office assistant duties.

Exhibit 24

ASSURANCES FORM AND SIGNATURE SHEET

Georgia law and State Board of Education Rule requires your school to provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your Charter School Application Package, you are providing the legal assurance that your charter school understands and will do these things. This form must be signed by the school's governing board chair.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for *(name of school)* located in County is true to the best of my knowledge and belief; I also certify that if awarded a charter the school:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall be subject to the control and management of the local board of the local school system in which the charter school is located, as provided in SBOE Rule 160-4-9-.054 in relations to pre- and post-charter approval, in the charter contract, and in a manner consistent with the U.S. and Georgia Constitutions;
3. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability, age, or sexual orientation;
4. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
5. Shall be subject to the provisions of O.C.G.A § 20-2-1050 requiring a brief period of quiet reflection;
6. Shall ensure that the charter school and its governing board are subject to the provisions of O.C.G.A. § 50-14-1 *et seq.* (Open and Public Meetings) and O.C.G.A. § 50- 18-70 *et seq.* (Open Records);
7. Shall ensure that the charter school's governing board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
8. Shall ensure that the charter school's governing board members receive initial training and annual training thereafter, provided by a SBOE-approved vendor pursuant to O.C.G.A. § 20-2-2072 and State Board of Education Rule 160-4-9-.06;
9. Shall ensure that the charter school's governing board adopts and abides by a conflict of interest policy;
10. Shall comply with O.C.G.A. §20-2-210(b)(1) and implement an evaluation system as adopted and defined by the State Board of Education for elementary and secondary school teachers of record, assistant principals, and principals;

11. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14- 41 and federal accountability requirements, and participate in statewide assessments;

12. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;

13. Shall provide state and federally mandated services for English Learners, as applicable;

14. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;

15. Shall notify the state of any intent to contract with any entity for education and/or management services;

16. Shall notify the state of any changes in any entity contracted with for education and/or management services;

17. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;

18. Shall comply with federal due process procedures regarding student discipline and dismissal;

19. Shall be subject to all laws relating to unlawful conduct in or near a public school;

20. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;

21. Shall have a written procedure for resolving conflicts between the charter school and the local board of education;

22. Shall comply with the provisions of O.C.G.A. § 20 -2-211.1 relating to fingerprinting and criminal background checks;

23. Shall remit payments to Georgia Teacher Retirement System (TRS) on behalf of employees and shall employ teachers in accordance with TRS;

24. Shall ensure that if transportation is provided for its students, the school shall comply with all applicable state and federal laws;

25. Shall ensure that if the charter school participates in federal school meals programs, then it shall comply with all applicable state and federal laws and rules;

26. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;

27. Shall comply with the state facility requirements regarding site codes, facility codes, schools codes, the submission of architectural plans for any new facility that the school may build or occupy during the charter term, and all other facility requirements as established by the Department;

28. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;

29. Shall be subject to an annual financial audit conducted by the state auditor or by an independent certified public accountant licensed in Georgia;
30. Shall designate a Chief Financial Officer that meets all requirements as established by the Charter Schools Rule 160-4-9-.05(2)(h)(1);
31. Shall secure adequate insurance coverage prior to opening and shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia;
32. Shall acknowledge that none of the criteria used to calculate QBE funding maybe waived;
33. Shall ensure that 90% of QBE funds earned for out-of-system students enrolled in a virtual school must be spent on their instruction pursuant to O.C.G.A. § 20-2-167.1; and
34. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Charter School's Governing Board on the 24th *day of* Feb, *20*25.

Governing Board Chair, Charter School — Date: 2/27/2025

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Board of Education on the _____ *day of* _____, *20*___.

Chair, Local Board of Education — Date

If a Charter is granted, Petitioners assure that the proposed charter school's programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.

Governing Board Chair, Charter School — Date: 2/27/2025

Chair, Local Board of Education — Date

Exhibit 25

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

O.C.G.A. § 50-36-1(e)(2) Affidavit

By executing this affidavit under oath, as an applicant for a charter school contract from the State Board of Education, as referenced in O.C.G.A. § 50-36-1, the undersigned applicant verifies one of the following with respect to my application for a public benefit:

1) ✓ I am a United States citizen.

2) _____ I am a legal permanent resident of the United States.

3) _____ I am a qualified alien or non-immigrant under the Federal Immigration and Nationality Act with an alien number issued by the Department of Homeland Security or other federal immigration agency.

My alien number issued by the Department of Homeland Security or other federal immigration agency is: _____.

The undersigned applicant also hereby verifies that he or she is 18 years of age or older and has provided at least one secure and verifiable document (e.g., driver's license, passport, birth certificate), as required by O.C.G.A. § 50-36-1(e)(1), with this affidavit.

The secure and verifiable document provided with this affidavit can best be classified as:

Drivers License.

In making the above representation under oath, I understand that any person who knowingly and willfully makes a false, fictitious, or fraudulent statement or representation in an affidavit shall be guilty of a violation of O.C.G.A. § 16-10-20, and face criminal penalties as allowed by such criminal statute.

Executed in Osraville (city), Georgia (state).

Signature of Governing Board Chair

Elizabeth Radford

Printed Name of Governing Board Chair

SUBSCRIBED AND SWORN
BEFORE ME ON THIS THE
14th DAY OF February, 2025

NOTARY PUBLIC
My Commission Expires:

ELIZABETH D ROBERTSON
NOTARY PUBLIC
MY COMMISSION EXPIRES
MARCH 07, 2026
DEKALB COUNTY, GEORGIA

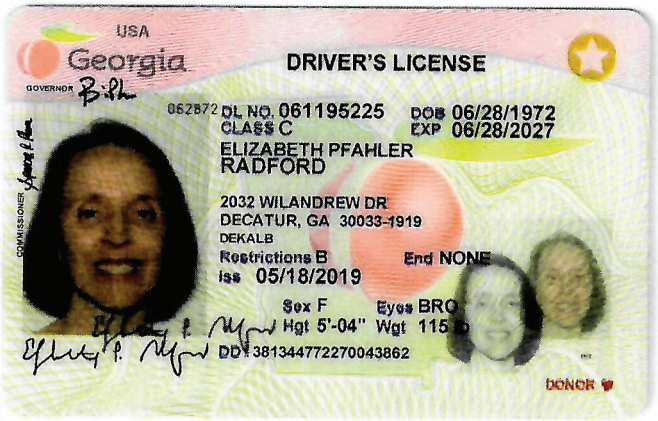
USA
Georgia
GOVERNOR
DRIVER'S LICENSE
062872
DL NO. 061195225
DOB 06/28/1972
CLASS C
EXP 06/28/2027
ELIZABETH PFAHLER
RADFORD
2032 WILANDREW DR
DECATUR, GA 30033-1919
DEKALB
Restrictions B
End NONE
Iss 05/18/2019
Sex F
Eyes BRO
Hgt 5'-04"
Wgt 115
DD 381344772270043862
DONOR
COMMISSIONER

Exhibit 26

Exhibit 26 - Note

This document will come from the Clayton County BoE once the Charter is approved.

Exhibit 27

Tapestry Public Charter School Clayton - Tapestry Board Resolution

Tapestry Public Charter School

Be it resolved that on 24 Feb, 2025, the Governing Board of Tapestry Public Charter School approved the submission of the petition to replicate in the Clayton County Public Schools district.

So stated and recorded by,

Cicely Thornton
Board Secretary
Tapestry Public Charter School

24 Feb 2025
Date

Exhibit A

Exhibit a - notes

The attached are names/signatures of Clayton County residents that are either interested in sending their child/children to Tapestry Public Charter School Clayton, or support having a TPCSC in the Clayton County Public School District. These list of names were obtained before 2/25/2025, but we will continue to educate the community about Tapestry Public Charter School Clayton.

Interested in send a student(s) to Tapestry Public Charter School Clayton = 249

Support having a Tapestry Public Charter School Clayton = 68

Clayton County Tapestry Online Interest Form
Intents to Enroll

Name	Email	Address
Ophelia Nnorom	opheliannorom@gmail.com	7145 Greystone Dr, Riverdale, Ga 30296
Kenyonna Satterwhite	Kikisatt3@gmail.com	8268 Parkwood Place Jonesboro, ga 30238
Leslie Crawford	Crawford-05@hotmail.com	9497 Hidden Branch Drive Jonesboro, GA 30236
Patricia Nealy	panealy0612@gmail.com	11964 Lovejoy Crossing Place, Hampton, GA
Sashana Pusey	Saship208@gmail.com	1115 Pebble Creek Lane
Uzoma Nnorom	uzomannorom02@gmail.com	7145 Greystone Dr Riverdale, GA 30296
Kenya Hartry	knrhartrt@gmail.com	5708 Grande River Road, Atlanta, GA 30349
Nicole	N.morgan411@yahoo.com	431 Mundys Mill Rd
Latasha Millens	Millens25@hotmail.com	10911 Tara blvd
Amy Sims	Simsamy89@gmail.com	5391 W Fayetteville Rd. #3202 College Park GA 30349
Brandon Owens		9497 Hidden Branch Drive, Jonesboro, GA 30236
Tiffany King	tking36693@gmail.com	6726 Tara Blvd, Jonesboro, GA 30236, USA
Adrianna Edwards	Aedwards1257@gmail.com	5673 Grande Rivdr Rd
Carnecia Graham	Carneciab@gmail.com	507 ancaster dr. Hampton, GA 30236
Edrika Ford	Fordedrika@yahoo.com	8555 plumtree dr,RIVERDALE,ga,30274
Santrice Robinson	Dreamiiikitty@gmail.com	5800 summerglen lane Atlanta ga
Kenyonna Satterwhite	Kikisatt3@gmail.com	8268 Parkwood Place Jonesboro,ga 30238
Ashley Manning	aemanning3@gmail.com	5423 Katherine Village Dr, Ellenwood, Ga 30294
Kimberly Davis	kcdavis1908@gmail.com	4935 Terrace Drive Ellenwood Ga 30294
Laquisha White	laquisha.white416@gmail.com	3297 Mt.Zion rd stockbridge ga G308
Foday Kanu	foday715@yahoo.com	1065 garrison court
Brenda king	Bungyboo22@yahoo.com	9267 Whaleys lake ln Jonesboro ga 30238
Tiffany King	tking36693@gmail.com	6726 Tara Blvd Apt 34A Jonesboro,GA 30236
Valene Henry	kagrienekafani@gmail.com	2066 Ocee Drive Riverdale GA
Jay Patel	jpatel062487@gmail.com	Hitt Trce, McDonough, GA
Vanessa Battle	battleformycredit@gmail.com	950 Eagles Landing Pkwy Unit 233
Cecilia L Brown	cebrown_81@yahoo.com	145 South McDonough Street 20 D
Whitney Honeywood	honeywood8616@gmail.com	3196 Mt. Zion Rd, Apt 702, Stockbridge, GA 30281
Leslie crawford	Crawford-05@hotmail.com	9497 Hidden Branch Drive
Shamika Dozier	sldozier18@gmail.com	3156 Mt. Zion Rd apt 2105 Stockbridge Ga. 30281
Allyssa Barber	Allyssa_barber@yahoo.com	10168 point view drive Jonesboro Georgia 30238
Carnecia Graham	Carneciab@gmail.com	507 Ancaster Dr
Tracee Bethea	Cjmja11@gmail.com	1625 Conley rd Conley ga unit 130
Jeri Rucker	Njeri_rucker@yahoo.com	1625 Conley rd Conley ga unit 30
Elsa Moreno	elsamoreno1991@gmail.com	Forest Park
Amor Penix	Amorpenix@gmail.com	Glen Hollow Drive Rex, Ga
Virgil Casey	virgilcasey1@gmail.com	797 Rock Shoals Ct College Park Ga 30349
Rayshun Casey	Mrcasey6@gmail.com	797 Rockshoals Ct College Park Ga, 30349
Ty Williams	Popimpn54@gmail.com	9517 creekside rd
Keshaunna Irby	Kekizzle1214@gmail.com	6120 Phillips Dr
Christy J James	bbgrl410@gmail.com	1596 Iris Walk
Janeese Hoagland	Janeese.hoagland33@gmail.com	8084 Birch Walk Dr. Riverdale, Ga 30274
Maliqah Dumas	Maliqahd@gmail.com	1089 Flat Shoals Rd College Park GA 30349
Tierra Callender	tierracallender@yahoo.com	9080 Par Drive,Douglasville,GA
Calista Kelly	calista_e_kelly@yahoo.com	8245 Brittany Ln. Riverdale
Nykia Person	Nykiaeperson@icloud.com	3712 William Trl, Ellenwood, GA 30294
Jakesha Hall	jakeshahall2011@gmail.com	323 River chase drive jonesboro 30238
Salma Deyji	sdeyji@gmail.com	3017 huntcreek court Rex, GA 30281
Fatuma Abu	fatimah1017@icloud.com	449 caledon way Hampton GA 30228
Tiona	Shedispatch45@gmail.com	123 lonely lne
Brittany Rhea-Neely	Brittanyrhea30289@yahoo.com	1573 Arbor Place Drive
Bernadette McCullough	Mcculloughb678@gmail.com	832 Sinclair Way, Jonesboro GA, 30238
Alisha Hill	alishahill23@comcast.net	23 Rockport dr

Linda Fitzpatrick	Belovedbelinda@yahoo.com	4881 Price St. Forest Park, GA 30297
Michael white	Music7474@gmail.com	8205 greenmar way riverdale ga 30274
Tyneisha Kleckley	tyj1059@icloud.com	5543 Pineridge Ct
Isis Barrett	isistiara@gmail.com	3156 Mount Zion Rd Apt 401 Stockbridge Ga 30281
Samantha Tarver	Samantha.Tarver@gmail.com	6437 Ashland act. Riverdale, Ga 30297
Marquisa Mack	marquisa4322@gmail.com	3297 Mount Zion Rd Apt C102 Stockbridge GA 30281
Bria Davis	Briad215@gmail.com	N/A
Maritza Jeffery	weetie03@gmail.com	214 Heathrow Drive
Courtney Worford	Courtneyworford@gmail.com	770 Jamestown Xing Jonesboro ga 30238
Laquita White	lseay002@gmail.com	11643 Kades Trail, Hampton, GA 30228-4010, USA
Jamie Turner	jcobb4685@gmail.com	3196 Mount Zion Rd Stockbridge GA 30281
Soteria McQueen	Mcqueensoteria@gmail.com	538 chastleton dr
Kaillee King	Kailleeking@yahoo.com	640 Pineridge Rd
Johnese mitchell	Johnesemitchell28@gmail.com	5898 Elaine drive
Sheree Hill	Free2bsheree@gmail.com	763 Waterview Dr Riverdale
Jessica varner	Jessvarner8920@icloud.com	6210 walker rd
Mauricia Williams	Williams4life@myyahoo.com	421 Autumn Dr. RIVERDALE, GA 30274
Cameron DeLoach	camerondeloach21@gmail.com	139 Claxton court Jonesboro ga 30238
Carmen Dukes	carmendukes114@gmail.com	764 Anderson drive Jonesboro Georgia 30236
Dominique McCray	dommccray1214@gmail.com	7322 Tracy Lane Riverdale, GA. 30274
Veronica Rodriguez	iveroamerica1@yahoo.com	2792 kathie lane Ellenwood Ga 30294
Janina T	Jthornton8335@gmail.com	269 Hwy 138 Riverdale GA 30264
Janeth Gonzalez	jvnnethgonzalez@gmail.com	610 North Ave
Kasie	Sandrachasity1@gmail.com	1287 foxvale drive hampton
Talika Harp	Tjharp42@gmail.com	8540 Kaden Dr Jonesboro Ga 30238
Takia Smith	Mzkiababi@gmail.com	10216 Top Tree Court
Lajanda Casey	lajandacasey@yahoo.com	2687 Lower Village Dr Ellenwood, GA 30294
Melanese Montgomery	Melmont@bellsouth.net	4030 Villager Way Rex, GA 30273
Norman Gipson	normangipson10@gmail.com	47 ROCKPORT DRIVE
Joycelyn Lee	Joycelynlee11@gmal.com	12333 Styron Dr Hampton GA 30228
Jameelah Gary	Jameelahgary@yahoo.com	1507 Pine Drive Apt C4
Swan Fleming	slegrandfleming@gmail.com	5626 Cypress Drive, Forest Psrk, GA 30297
Kenyonna Satterwhite	kikisatt3@gmail.com	8268 Parkwood Place Jonesboro, ga 30238
Ebony McCoy	Ebony.white19@icloud.com	8764 Ashton Road
Deja Lloyd	quiet.true933@gmail.com	548 Roy Huie Rd., Riverdale GA 30274
Nairobi Armstrong	Nairobi.arm15@yahoo.com	1558 Isleworth Cir Atlanta Ga 30349
Trayc Jenkins	Lynnettjenkins@yahoo.com	1899 Dalton Way
Jessica Gutierrez	J3ssica_g@yahoo.com	6004 Twilight Trl Morrow, Ga 30260
Chantelle Rodgers	Rodgers.cha@gmail.com	5751 Riverdale Road, Atlanta GA 30349
Tanya Adams	tmadirector@gmail.com	7320 Bethsaida
Shalesha lewin	Aleshalewin.24@gmail.com	634 roy huie rd riverdale ga 30274
Shamea Myles	Niah_babyd@yahoo.com	2025 Tiffany lane Jonesboro Ga 30236
Myisha Cobb	Myisha Cobb	505 Chase Village Dr. Jonesboro,Ga.
Jamirah Farmer	Jamirah7@gmail.com	1603 Magnolia Circle
Ashley Arroyo	ashleyarroyo3187@yahoo.com	10229 Foxfire Terrace, Jonesboro, GA 30238
Akia Hogan	akiahogan39@gmail.com	1606 Bethaven Road riverdale ga 30296
Tanjala Wright	tajatenett@yahoo.com	6736 Oakleigh Court Rex,Ga.30273
Jamillah Salahuddin	Jsalahuddin@student.clayton.edu	7797 Newbury Dr, Jonesboro, GA 30236
Huey Smith	Hueyjsmith@gmail.com	7172 Bassett Drive Jonesboro Ga 30236
Raven Mason	Mommy0805@gmail.com	6803 Maddox rd, morrow, ga, 30260
Larry Williams	larrye.williams62@gmail.com	31 Rockport Drive
Amadou Dia	Amadoudia 7850@gail.com	7850 camberley ct riverdale ga 30274
Tysheen carter	tysheenk4@gmail.com	5273 Grove court Morrow ga 30260
Brenda Brown	spikepine7@gmail.com	45 Chipping Court Riverdale GA 30274
Laurence Hunter	hunter0977@gmail.com	7909 Abington Dr, Riverdale Ga 30274
Ashley Fairley	Fairleyinfo@gmail.com	322 Derby Drive Riverdale GA 30274
Dare Mayomi	dmayomi@bellsouth.net	281 derby Drive Riverdale GA 30274
Joseth Scott	josethscott89@gmail.com	2534 Santa Rosa Dr Sw

Seidah Rhynes	Seidahrhynes@gmail.com	75 Windgate Dr 30274
Gianina Rosales	Gianirosales16@gmail.com	43221 Kelly Terr
Suzanna Perez-Brown	suzannaperez.sp@gmail.com	8509 cedar creek ridge Riverdale
Tanya Henley	Henleytanya112@gmail.com	756 Johnson rd
DaiJionae Parker	Daijionae@gmail.com	1708 Gardenwood ct
Laurene Willingham	lwillingham98@gmail.com	6410 Forest haven lane
Christopher Nwaopara	chrisnwaopara@gmail.com	225 Johnson rd forest park ga 30297
Shaun Sanders	sanders.shaun@gmail.com	2485 Fair Oaks Dr. Jonesboro GA 30236
Kirstie Ridore	kridore6@gmail.com	1200 Sunday Lane, Jonesboro, GA 30238
Veronica Rodriguez	iveroamerica1@yahoo.com	2792 kathie lane Ellenwood Ga 30294

Signatures of Support

Sheena Thomas	Thomassn0501@gmail.com	1629 Songbird Ln
Eldriana Eady	eldrianae@gmail.com	151 Biscayne Terrace Hampton Ga 30228
Lillian Wright	Babygirlwright38@gmail.com	6624 Carmen Court
Haley Logan	hdlogan.hl@gmail.com	225 Newton Ridge Dr. Covington, GA 30014
Sophia Havlik	Shavlik@email.sc.edu	1400 Huger St
Cicely C. Thornton	cicelythornton@gmail.com	2318 sagamore hills dr
Sheena Thomas	Thomassn0501@gmail.com	1629 Songbird Ln
Joan Hagan	jshannonos@gmail.com	5449 Oxford Chase Way
Jessica McCray	Dr.mccray24@gmail.com	6307 dekeon dr
Samson	info@idealtherapy2.net	6572 River Park Dr., Riverdale
Lee Cox	lcaltmail42@gmail.com	173 Willow Springs Ln
Aniya Smith	aniya.smithffl@gmail.com	1905 mount Zion rd, morrow ga
Rochelle Dennis	rbdennis68@gmail.com	765 Yorkshire Drive, Jonesboro, GA 30236
Trinity Johnson	zaire740@gmail.com	1077 Brandon hill way
Lisa Gonzalez	drg143abc@gmail.com	12183 Olmstead Dr
Tori Wright	evrw1998@gmail.com	11043 Shannon Circle Hampton GA 30228
Angel Porter	angel4nyla@yahoo.com	70 Windgate drive
Vivian Hollis	Vhollis153@gmail.com	680 Jeb Stuart Dr

I am familiar with the mission of Tapestry Public Charter School, **I live in the Clayton County Public School district and I would send my student to Tapestry Public Charter School in the CCPS district.**

Name - please Print	Email	Address
1. Maria Lopez Gomez	mariaiop-14@yahoo.com	6130 Phillips Dr. Morrow, GA 30260
2. [illegible]	Katherine.chatea@gmail	P.O Box # 878153.
3. Tiffiny Williams	myalto28@gmail.com	2214 Carmen Court Morrow Ga 30260
4. [illegible] Sttel	sttel12@gmail.com	818 beach Ct
5. Aubrey Carter	aubreybcarter@gmail.com	85 Mount Zion Rd SW Atlanta, GA 30354 ~~678-830-6657~~
6. TYRELL KIRK	tyrell.kirk@gmail.com	3873 GARRETT CT
7. Jennifer Orire	jennifsgeorgesorire.com	323-799-8425
8. George Orire	georgeorireworldbest@gmail.com	6787890255
9. Quinesha Rowe	quinesharowe@gmail.com	706-351-3152
10. Siribeon Bonhan	SB030204@gmail	(404)916-1653
11. Alltown Wilcox	4252 Pero Ml	678-[illegible]
12. Corey Perkins	PerkinsCorey4@gmail	678-369-1520
13. Linda Sek	seklinda@yahoo.com	(404)388-3456
14. Brenda Candies	Brenda.Candies82@gmail	(404) 246-6839
15. Angela Jones	Evette@3818@gmail.com	678(873-0439

15 enroll

I am familiar with the mission of Tapestry Public Charter School, **I live in the Clayton County Public School district and I would send my student to Tapestry Public Charter School in the CCPS district.**

Name - please Print	Email	Address
1. Micah Malone	Mical	30288
2. Nacaine Hollman		30273
3. Parvin Sicard	pvmal1973@yahoo.com	30297
4. Kaiglyn Jones	" "	30297
5. Celia Gutierrez		3779
6. [illegible]		
7. Ahmad Shakir	Ahmadshakir01@gmail.com	30260
8. Monica Pina	pina06monica@gmail	30260
9. Santos de la Cruz	sdelacg@gmail.com	30297
10. Isafou Ndow	Isafousan79@gmail.com	30236
11. Destiny Broom	dbroom18@gmail.com	30260
12. Derrick Armstrong	hollywoodgucci@gmail	30260
13. Renee Bann	austellgyrl@gmail.com	30213
14. Maude Brown	Austelle GA	30213
15. Janet Snipe	Austell GA	30213

X

14 enroll

I am familiar with the mission of Tapestry Public Charter School, **I live in the Clayton County Public School district and I would send my student to Tapestry Public Charter School in the CCPS district.**

Name - please Print	Email	Address
1. Candy Hassan	Candyhassan2@gmail.com	5763 Meadow Ln Rex GA 30273
2. NELLA COOPER	NELLA.J.COOPER@GMAIL.COM	PO BOX 2166 JONESBORO GA 30237
3. Shaun Sanders	sanders.shaun@gmail.com	2485 Fair Oaks Dr Jonesboro, GA 30236
4. Joshua Sanders	JoshuamSanders10@gmail.com	404.569.1317
5. DAVID MCFALLS	MCFALLSI@yahoo.com	404 809 4045
6. Deborah Parker	Dparker1960@aol.com	
7. Sharon Brewer	sharbertb@gmail.com	411 Batiste Ln. Jonesboro, GA 30236
8. Malaya Movido-Vega	MALAYA.MOVIDOVEGA@gmail.com	2473 LAKE ERMA DR HAMPTON GA 30228
9.		
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I am familiar with the mission of Tapestry Public Charter School, **I live in the Clayton County Public School district and I would send my student to Tapestry Public Charter School in the CCPS district.**

Name - please Print	Email	Address
1. [illegible]	[illegible]	[illegible]
2. Maria Lopez	lorenciaGG@gmail.com	30297
3. Jaime Juarez	CS@LCTFM.com	1214 Waverly Dr 30297
4. Terrance Kirk		3573 Garrett Ct.
5. Miriam Cato		30297

I am familiar with the mission of Tapestry Public Charter School, **I live in the Clayton County Public School district and I would send my student to Tapestry Public Charter School in the CCPS district.**

Name - please Print	Email	Address
1. Meia Ballinger	bmeia@yahoo.com	1303 Summerwind Dr. Jonesboro GA 30236
2.		

I am familiar with the mission of Tapestry Public Charter School, **I live in the Clayton County Public School district and I would send my student to Tapestry Public Charter School in the CCPS district.**

Name - please Print	Email	Address
1. Charles Howard	bigdaddymacgyver@yahoo	1004 Astor Ave Forest Park Ga
2. Christy Howard	Christyhoward30297@Gmail.com	1004 Astor Ave Forest Park Ga 30297
3.		

I am familiar with the mission of Tapestry Public Charter School, **I live in the Clayton County Public School district and I would send my student to Tapestry Public Charter School in the CCPS district.**

Name - please Print	Email	Address
1. Danny Bynum	bnumdanny88@gmail	423 Opel St Riverdale, GA
2. Cassandra Lee	cassie0703@gmail.com	7151 heather ridge dr Jonesboro Ga
3. Leslie Potts	lpuga03@yahoo.com	1943 Saybrook Ct Jonesboro, GA 30236
4. Joel Navarro	Nykjaber@gmail.com	6895 Doncaster id Jonesboro GA 30236
5. Victoria Porter	Victoria.r.porter48@gmail.com	10105 Cleanwater Trl, Jonesboro GA 30236
6. Cherokee Rundo	cherokeeharber1@gmail.com	256 Commons Dr Jonesboro
7. Shelecia Bates	Sheleciabates2020@gmail	3384 Mt Zion Rd Stockbridge Ga 30281
8. Brittany Marshall	brittanimb229@yahoo.com	7127 Cambridge Ct Jonesboro, GA 30236
9. Jaelyn Suitt	Jsuitt30@gmail.com	7124 Southlake pkey morrow ga 30260
10. Grace Cy Perez	Aleclsn59@gmail.com	8738 old dixie Hwy Forest park ga 30297
11. Tiffany Moore	tmoorablessed@yahoo.com	760 Villa Villa way Jonesboro, GA 30238
12. Demonica Jones	demonica.j@gmail.com	935 Mt Zion Rd Morrow GA 30260
13. Brittney Seaty	flawbrie@gmail.com	216 Matthew Ln Jonesboro ga 30236
14. Ruby Deloach	rnwake@yahoo.com	1648 Charles Ave Jonesboro, GA 30236
15. Adina boyer	adind.Boyer@gmail.com	216 matthew lane Jonesboro, ga 30238

I am familiar with the mission of Tapestry Public Charter School, I live in the Clayton County Public School district and I would send my student to Tapestry Public Charter School in the CCPS district.

Name - please Print	Email	Address
1. Jay P. Barlow	Paul Barlow1987@yahoo.com	1719 Fontaine Dr 30236
2. Johanna Carter	Carter Johanna1@yahoo.com	276 Upper Riverdale Rd.
3. Rainamala Jennings	RJennings909@gmail.com	3529 Saddle Creek Ln
4. Josiah Houston-Parks	JoeyHouston0312@gmail.com	R40 Chara dr
5. Tameka Carter	mrstamekawhite@gmail.com	5915 Trammell Rd Morrow Ga, 30260
6. Martoria Patton	tpatton1997@gmail.com	8527 Perryville ct.
7. Ruthie Mikell	rgmikell@gmail.com	1705 Deer Crossing Cir. Jonesboro, GA
8. Reshonte Butler	Rbutler@learninggoose.com	6430 Briarwood ct Riverdale GA 30296
9. Iyesha Catchings	IyeshaCatchings@yahoo	7487 Chads circle 302[illegible]
10. Yadaya Paillant	ypaillant11@gmail.com	8056 Mustang W Riverdale GA 30274
11. Velvett Lett	Sunsetlet72@gmail	529 Charlotte Sq Apt G 30236
12. Aziré Pemberton	aziree@gmail.com	
13. Steven McKenzie	Smckenzie1976@gmail	2427 Mead Ct Jonesboro GA 30236
14. Idris Deyji	deyj.@yahoo.com	32[illegible] Nugates Place Rex, GA
15. Hurairah Sanni	hurairahsanni@yahoo.	1841 Live Oak Lane Hampton, GA

I am familiar with the mission of Tapestry Public Charter School, **I live in the Clayton County Public School district and I would send my student to Tapestry Public Charter School in the CCPS district.**

Name - please Print	Email	Address
1. Zacoste bayer	N/A	30237
2. Kimyaudia Williams	Kformbby@yahoo.com	30260
3. Robert Thomas	N/a	30269
4. Brandon Ruddock	N/a	30214
5. Reona Y Porter	reonaporteregmail.com	30281
6. Monique Ivory	Mivory22@gmail.com	30260
7. Sharele Tucker	tsharele33@gmail.com	30228
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I am familiar with the mission of Tapestry Public Charter School, I live in the Clayton County Public School district and I would send my student to Tapestry Public Charter School in the CCPS district.

PLEASE PRINT

Name	Email	Address
1. Ophelia Nnorom	opheliannorom@gmail	7145 Greystone Dr., Riverdale, 30296 ✓
2. LaTon Spivey	latonspivey@yahoo.com	2432 Brianna Dr Hampton GA 30228
3. Patricia Nealy	panealyD612@gmail.com	11964 Lovejoy Crossing Pl Hampton, GA 30228
4. Sherrika Peoples	Sherrika29934@yahoo.com	1937 Banks Way Atlanta, GA 30349 ✓
5. Ashlee Lane	ashlee.r.lane@gmail.com	6517 Annette Ct. Riverdale, GA 30296 ✓
6. Kenyatta Veasey	kenyatta.veasey@gmail	1295 Lori Ann Way College Park, GA 30349 ✓
7. Brenda Aarrison	brendaharrison2000@gm	5677 Attucks Blvd Morrow, Ga 30260 ✓
8. Demetres Thomas	leadeducateinc@gmail.com	1040 Genny Lane Riverdale, GA 30296 ✓
9. Brenda Thomas	missbrenda28@yahoo.com	6610 Collier Rd. Riverdale, GA 30296 ✓
10. Lizeth Martinez	lizethbm@gmail.com	9108 Greenwood Drive Jonesboro ✓
11. Nae Nae Burke	niguawnya.mclean@gmail.com	1483 Kings Point Way SW, Conyers GA 30094 X
12. Louise Matthews	loumattm@gmail.com	1180 Helmer Rd. Riverdale, GA. 30296 ✓
13.		
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(9) for enroll

I am familiar with the mission of Tapestry Public Charter School, I live in the Clayton County Public School district and I would send my student to Tapestry Public Charter School in the CCPS district.

Name	Email	Address
1. Tyt'Relle Ewing	tw25tj@icloud.com	3110 Mt zion dr rd clayton county
2. Margarita Rivera	magirivera14@gmail.com	1976 Oxford dr. Morrow Ga
3. FernM Coy	fernmc2004@yahoo.com	4158 Conley Dr Conley GA 30288
4. Destiny Thomas	destinythomas23@gmail.com	573 evergreen terrace
5. Venlencia Todd	valencia t333@gmail.com	573 evergreen terrace Forest park, ga 30297
6. Jacqueline Glee	Jglee8409@gmail.com	Ellenwood GA 3956 Wychwood Ln 30294
7. Donovan Nelson	Donovannelson920@Gmail.com	College Pk 5747 Grande River Rd
8. Junior Alcena	Juniooralcena@gmail.com	3019 Battle Creek
9. Milène Julien	Julienmilene95t@gmail.com	3019 Battle Creek
10. Charles Jones	C.Jones@aol.com	9259 Club View Tr.
11. Sheritta Brwks	sheritaniculebrwks@gmail.com	1625 Conley Rd
12. Soponna Nay		6765 Charles Dr
13. Renée Smith	mrsrlsmith12@gmail.com	305 River Walk Farm Pkwy Bovington GA 30014
14. Keyunna George	keyunnageorge11@gmail.com	6422 Veracruse Dr Morrow GA 30260
15. Luis Vazquez	Lbravo@gmail.com	~~42~~ 42 Highway Lot 1

15 enroll

Copy - Suzanne B

Pg 1 of 1

I am familiar with the mission of Tapestry Public Charter School, I live in the Clayton County Public School district and I would send my student to Tapestry Public Charter School in the CCPS district.

Name	Email	Address
1. Nicole Jeffries	njeffries84@yahoo.com	5054 Sargent St. Forest Park, Ga 30297 ✓
2. Quan Nguyen	Dangozaki@Gmail.com	5054 Sargent St. Forest Park, Ga 30297 ✓
3. Andrea Innes	aei271@yahoo.com	3897 Hilltop Ln Rex GA 30273 ✓
4. Tiffany Tomlinson	prettygurltiff23@gmail.com	5848 Grande River Rd Atlanta, GA 30349 ✓
5. Glory Ating	Glorynk1127@gmail.com	6241 Willowbrook Drive, Riverdale GA 30296 ✓
6. Kathleen Fralick	Katfralick10kf@Gmail.com	1243 Old Conley Rd Conley GA. 30288 ✓
7. Tiara Ladler	Tiara.Ladler@gmail.com	7878 North Main ST 9F Jonesboro GA ✓
8. Michelle Norton	Nortonmichelle01@gmail	5189 Kingswood Cir. Atlanta, GA 30349 ✓
9. [illegible]		824 Robron Ln Forest Park 30297 Forest Park ✓
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9 enroll

I am familiar with the mission of Tapestry Public Charter School, I live in the Clayton County Public School district and I would send my student to Tapestry Public Charter School in the CCPS district.

Name	Email	Address
1. Amanda Shackelford	amanda.s.shackelford28.@gmail.com	1783 Deer Crossing Circle 30236
2. LaVeria Cox	Lave71a@aol.com	137 Granite Way Newnan, GA 30265
3. Tiara Hayes	Tiarahayes@gmail.com	Jonesboro 30238

I am familiar with the mission of Tapestry Public Charter School, I live in the Clayton County Public School district and I would send my student to Tapestry Public Charter School in the CCPS district.

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I live in Clayton County and **support** the mission of Tapestry Public Charter School in the Clayton County Public Schools district.

Name (please print)	Email	Address
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14. [illegible]	Anthony Charles4615@Gmail	684 redland Dr Jonesboro
15. Wayne Tyler	Tyle1248@Bellsouth.net	8512 Bowen ct Jonesboro GA 30238

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I live in Clayton County and **support** the mission of Tapestry Public Charter School in the Clayton County Public Schools district.

Name (please print)	Email	Address
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I live in Clayton County and **support** the mission of Tapestry Public Charter School in the Clayton County Public Schools district.

Name (please print)	Email	Address
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2. Barbara Mason	tweety2230@yahoo	Jonesboro, GA 30236
3. Madelayn Hernandez	Madelayn.h136 gmail.com	Jonesboro GA 30236
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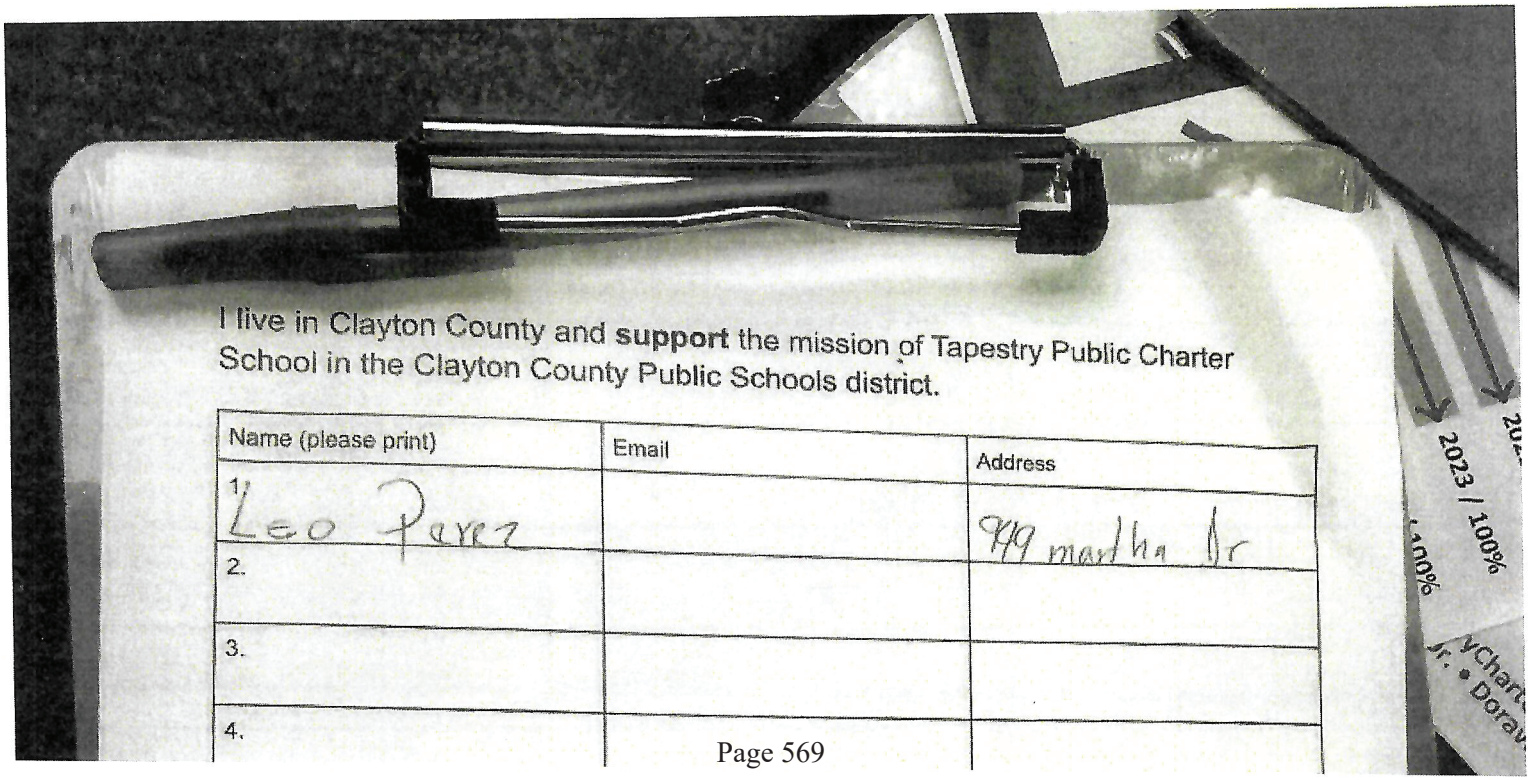
I live in Clayton County and **support** the mission of Tapestry Public Charter School in the Clayton County Public Schools district.

Name (please print)	Email	Address
1. Leo Perez		999 martha dr
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I live in Clayton County and **support** the mission of Tapestry Public Charter School in the Clayton County Public Schools district.

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5. Latisha Lett	Rowe latisha@gmail	1346 Labelle St Jonesboro, GA 30238
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I live in Clayton County and **support** the mission of Tapestry Public Charter School in the Clayton County Public Schools district.

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I live in Clayton County and **support** the mission of Tapestry Public Charter School in the Clayton County Public Schools district.

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I am familiar with and **support** the mission of Tapestry Public Charter School and Clayton County Schools.

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no addresses (0)