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EXHIBITS CHECKLIST The following Exhibits are required to complete your Charter School Application Package. Please tab the Exhibits to match the item numbers below. Exhibits should be as limited in size as possible.		
1.	Attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State. Please note that all charter school contracts – including those of start-up and renewal conversion charter schools – must be held by a Georgia nonprofit corporation.	**E-2**
2.	Attach a copy of the by-laws for the nonprofit corporation.	**E-10**
3.	Attach a copy of the governing board's Conflict of Interest Policy.	**E-22**

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4.	Attach a copy of the governing board's Conflict of Interest Form.	**E-27**
5.	Attach a completed Accountability Report.	**E-59**
6.	Attach a copy of the governing board's Governance Training Plan using the governance training memo available on GaDOE's website.	**E-62**
7.	Attach a completed Locally-Approved Charter School Partners Roles and Responsibilities chart. This chart shows the balance of authority between the charter school's board and management, as well as the autonomy of the charter school from the district.	**E-65**
8.	Attach a copy of any admissions (pre-lottery) application the charter school proposes to use. Pursuant to O.C.G.A. § 20-2-2066 and SBOE Rule 160-4-9-.05, any admissions application must conform to the open enrollment requirement. Therefore, admissions applications should be limited to a student's name, contact information, home address for the purpose of verifying the student's residence within the school's attendance zone, grade level, and information required for any enrollment preference, such as identifying a sibling already enrolled at the charter school. If the charter school proposes to utilize a weighted lottery for educationally disadvantaged students, the admissions application may also include questions tailored to the subgroup(s) the school will offer an increased chance of admission according to the weighted lottery guidance available on GaDOE's website.	**E-68**
9.	Attach 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.	**E-72**
10.	Attach the charter school's annual calendar and the charter school's daily school schedule.	**E-75**
11.	Attach a copy of a sample scope and sequence for a proposed course/grade level.	**E-78**
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14.	Attach a copy of 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. If this is included in another response, please indicate that.	**E-234**
15.	Attach a copy of the charter school's Employee Policies and Procedures.	**E-241**

CHARTER APPLICATION REQUIREMENTS		PAGE NO.
16.	Attach proof of the school's insurance coverage, including the terms, conditions, and coverage amounts.	**E-349**
17.	Attach a copy of any intended education service provider contracts or arrangements for the provision of education management or support services, including with any EMO, CMO, ESO, etc. Such contracts shall describe the specific services for which the contracting organization is responsible. Such contracts should clearly delineate the respective roles and responsibilities of the management organization and the governing board in the management and operation of the charter school. Such contracts must also include the fee structure.	**N/A** **E-354**
18.	Attach a copy of any agreements with your local school district or Board of Education. (Exhibit 18 – DCSD Assurances and Required Statements)	**E-356**
19.	Attach a copy of any Letters of Intent and/or agreements detailing any proposed partnerships, including agreements with other local schools/systems for the charter school students' participation in extracurricular activities such as interscholastic sports and clubs.	**E-360**
20.	Attach a copy of any MOU/lease/proof of ownership for a proposed facility.	**E-378**
21.	Attach a copy of the school's Certificate of Occupancy.	**E-388**
22.	Attach a copy of the facility's Emergency Safety Plan.	**E-390**
23.	Complete and attach the budget template located on the Charter Schools Division's website: Please note that the budget template includes:	**E-417**
	23a. A monthly cash flow projection detailing revenues and expenditures for the charter school's first two (2) years of operation;	**E-421**
	23b. A spreadsheet projecting cash flow, revenue estimates, budgets, and expenditures on an annual basis for each of the five (5) years of the initial charter term.	**E-417**
	23c. Back-up documentation proving the legal reality of additional sources of revenue included in the budget template, including any funds other than state and local funding, including bank statements and/or signed grant award letters.	**E-405**
24.	Attach the résumé for the charter school's Chief Financial Officer.	**E-427**
25.	Attach the charter school's signed Assurances Form.	**E-431**

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26.	TPCS ESOL Resource Guide	**E-443**
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31.	Supplemental Response to DCSD Charter Petition Review Committee	**E-538**
32.	Alternate Budget Requested by DCSD	**E-597**

HOW DO I KNOW WHICH APPLICATION TO SUBMIT?

This Charter School Renewal Application form is for locally-approved start-up and conversion charter schools seeking charter renewal from both a local Board of Education (BOE) and the State Board of Education (SBOE).

If the local Board of Education HAS its own application	First submit their local application to your local BOE. Then submit to GaDOE a copy of the local application you submitted along with this Charter School Renewal Application
If the Local Board does NOT have its own application	Submit to both your local BOE and to GaDOE a copy of this Charter School Renewal Application
If your school is applying for a charter renewal to the State Charter Schools Commission	See the SCSC website at http://scsc.georgia.gov/petition-application

INTRODUCTION

A charter school renewal application is a legal petition to a local Board (or Boards) of Education and the State Board of Education seeking renewal of a charter school contract.

There are two types of locally-approved charter schools – start-up charter schools and conversion charter schools. This Charter School Renewal Application is for both start-ups and conversions.

- A start-up charter school was a brand new school that did not exist before it received your initial charter school contract.
- A conversion charter school is an existing public school that became a charter school when it received its initial charter school contract.

The evaluation of your application will focus on whether your charter school has achieved the academic, organizational, and financial performance you promised in exchange for broad flexibility from Georgia's education rule and laws when you received your most recent charter contract. The evaluation will also determine whether:

- The charter school has complied with all applicable laws, rules, regulations, policies and procedures (including the Charter Schools Act of 1998, as amended [O.C.G.A. §§ 20-2-2060 through 20-2-2071] and State Board of Education Rule 160-4-9-.04 *et seq.*);
- The academic, organizational, and financial plans are still viable; and

- The charter school is still in the public interest.

Applicants are strongly encouraged to review all resources available on the GaDOE's Charter Schools Division website prior to drafting and submitting a charter school renewal application (http://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/default.aspx), including the standard charter contract template, which is what the State Board of Education will approve, and the most recent Charter School Renewal Memo.

Georgia has a commitment to ensuring all children receive quality educational opportunities. For this reason, we prioritize approving and renewing charter schools that focus on serving at risk populations, including students who are economically disadvantaged and/or live in rural communities.

SUBMISSION PROCEDURES

Before the State Board of Education can renew a charter contract for your locally-approved charter school, your charter school renewal application first must be approved by your local Board of Education in accordance with the rules and regulations of that local board. To facilitate the state's review of your locally-approved application, you must submit to GaDOE an exact copy of the application you submit to your local BOE.

GaDOE will review the charter school renewal petition you submitted locally at the same time that your local BOE is reviewing it. If you agree to make changes to your application to obtain local BOE approval, you must also submit to GaDOE a copy of the final version of the application that your local BOE approved. The final version of your locally-approved application is the one GaDOE will share with the State Board of Education when recommending approval or denial of your charter contract renewal.

A successful charter school renewal application approval process includes (1) your local BOE's review and approval, (2) GaDOE's review, (3) a panel interview at GaDOE, (4) a recommendation from GaDOE's Charter Schools Division for State Board of Education approval, and (5) SBOE approval.

Please note that, while GaDOE does not have an application deadline, applications are processed and interviews are scheduled by GaDOE on a first-come, first-served basis. This means that you must submit your application early enough to obtain SBOE approval at least 6 months in advance of your upcoming academic year. Since it can take up to 4 months to move through the various review processes, please plan accordingly.

Please also note that filing a charter school renewal application does not guarantee that a renewed charter school contract will be granted. Failure of an applicant to adhere to any requirement may yield a defective application that is rejected before consideration. In addition, complete applications that are not strong enough to guarantee a continued successful charter school implementation will be recommended for denial.

Submission to GaDOE of the initial charter renewal application you submitted to your local BOE and, later, of the final version of your application approved by your local BOE, must be by mail, UPS/FedEx, or hand-delivered to: **Georgia Department of Education, Charter Schools Division, 2053 Twin Towers East, 205 Jesse Hill Jr. Drive, SE, Atlanta, Georgia 30334**

Please note that faxed or emailed applications will *not* be accepted as your formal submission. Only complete petitions that comply with these guidelines and the technical requirements below will be evaluated. Applications will not be returned, so please keep a copy for your records. In addition, please note that all information in applications submitted to GaDOE are subject to the Georgia Open Records Act.

Applications will not be returned, so please keep a copy for your records. In addition, please note that all information in applications submitted to GaDOE are subject to the Georgia Open Records Act. To fill in the check boxes, double click on the check box; a dialog box will come up for you to choose checked; then click okay and the dialog box will close.

GADOE & DCSD CHARTER APPLICATION PACKAGE CHECKLIST

The Charter Application Package must comply with the following submission procedures.

- ☒ An Application Package includes original and 2 copies of the following items:
  - ☒ **APPLICATION COVER PAGE** (Use the form on page 10 of this application; the form may not be altered in any way.)
  - ☒ **CHARTER APPLICATION** (Answers to the questions posed on pages 11-14 of this application.)
    - ☒ The Application is limited to 75 double-spaced pages using an 11-point Times New Roman font and one-inch margins with a header showing the school's name and a footer showing consecutive page numbers.
    - ☒ The original must be signed in blue ink. Stamped signatures will not be accepted.
  - ☒ **ASSURANCES FORMS, SIGNATURE SHEETS, AND AFFIDAVIT** (Use the Assurances Forms, Signature Sheets, and Affidavit on pages 17-20 of this application; the forms and sheets may not be altered in any way.)
    - ☒ The original must be signed in blue ink; stamped signatures will not be accepted.
    - ☒ Electronic copy of assurances must be signed. Blank copies will not be accepted.
  - ☐ **DOCUMENTATION OF VOTE – *FOR CONVERSIONS ONLY*** (Use the form on page 21/Exhibit 29)
    - ☐ The original must be signed in blue ink; stamped signatures will not be accepted.
  - ☒ **EXHIBITS** (See list of required Exhibits on pages 15-16 of this application.)
    - ☒ Required Exhibits should be as limited in size as possible.
    - ☒ All Exhibits must be tabbed with a header showing the school's name and a footer showing consecutive page numbers.
- ☒ The Application Package must be submitted electronically to charterschools@dekalbschoolsga.org via DropBox.
- ☒ The Application Package must include a:
  - ☒ 1. Microsoft Word version of the Application Cover Page (page 10)
  - ☒ 2. Microsoft Word versions of the Application and Exhibits
  - ☒ 3. PDF Version of the Complete Application Packet in the following order: Cover Sheet, Application, signed Assurances Form(s), Affidavit, and Exhibits (including Exhibit 18 - DCSD Assurances and Required Statements). Exhibit 18 – DCSD Assurances and Required Statements may not be altered in any way.
  - ☒ 4. PDF version of the Locally-Approved Charter School Partners Roles and Responsibilities Chart
  - ☒ 5. Excel version of the completed Budget Templates
- ☒ Faxed or emailed copies will not be accepted. Only complete applications that comply with these guidelines will be evaluated.

SIGNATURES REQUIRED UPON DELIVERY. COMPLETE APPLICATION MUST BE RECEIVED BY 12:00 P.M. ON WEDNESDAY, AUGUST 11, 2021 IN ORDER TO BE IN THE 2021 REVIEW CYCLE FOR OPERATING IN 2022-2023.

Petition for (Name of School): Tapestry Public Charter School

Delivered by (Charter School Representative): Devon Christopher, Board Chair

Received by (DCSD Representative): _____ Date and Time: _____

CHARTER SCHOOL RENEWAL APPLICATION COVER PAGE

Check One: _X_ Start-up Renewal ___ Conversion Renewal

When was the original charter term start date? __2014-2015___

How many charter terms has the school been in existence? __2__

Name of Charter School: **Tapestry Public Charter School**

Name of the Georgia nonprofit corporation that currently holds the charter:

Tapestry School Inc.

Local school system in which charter school is physically located:

DeKalb County School District

Contact Information for the Governing Board Chair

Contact Person: **Devon Christopher** **Board Chair**
Name **Title**

Contact Address: 3130 Raymond Drive, Doraville, GA 30340

Telephone Number: 470-268-6403 (school) 404-358-3202 (cell)

Fax Number: 470-268-6854

E-mail Address: devon@tapestrycharter.org

Contact Information for the Person Filling out this Application

Contact Person: Devon Christopher Board Chair
Name **Title**

Contact Address: 3130 Raymond Drive, Doraville, GA 30340

Telephone Number: 470-268-6403 (school) 404-358-3102 (cell)

Fax Number: 470-268-6854

E-mail Address: devon@tapestrycharter.org

CHARTER SCHOOL RENEWAL APPLICATION

EXECUTIVE SUMMARY

Name of Charter School: ____Tapestry Public Charter School_____

Proposed Charter Term Length: ___5 years_____

Current Grade Range: ___6-12__ Grade range at the end of the charter term: __6-12___

Expected enrollment at the end of the charter term: __301_____

This application was approved by _____Local Board of Education on _____, 202___

For each year of the NEW 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	0	0	0	0	0	0	40	40	39	39	39	39	39	275
Year 2	0	0	0	0	0	0	43	43	43	43	43	43	43	301
Year 3	0	0	0	0	0	0	43	43	43	43	43	43	43	301
Year 4	0	0	0	0	0	0	43	43	43	43	43	43	43	301
Year 5	0	0	0	0	0	0	43	43	43	43	43	43	43	301

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

Tapestry Public Charter School (TPCS) is one of the most diverse charter schools in the state. The school brings together socio-economically, linguistically, racially, and neurodiverse students into a tight-knit community established to meet each student where they are and grow them holistically. The mission of TPCS 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.

TPCS is the only school of its kind, and student performance is better because of embedded strategies such as individualization for all, tech-based curriculum, theater instruction (proven to be transformative for

students on the spectrum[1], students acquiring English[2] and students in trauma[3]), expeditionary/investigative approaches to learning, and innovative partnerships.

2. 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 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)

TPCS utilizes innovative approaches to student-centered academics driven by bi-weekly, collaborative data meetings in which every student's holistic growth and progress is reviewed and a co-teaching model that equips every core content classroom with general education and special education teachers (as well as specialized staff and supports to engage effective co-teaching). This unique inclusion model positions diverse students to succeed in rigorous, engaging, supportive, and predictable classrooms. TPCS leverages the broad flexibility waiver to meet student needs through individualization, specialized staffing and professional learning to support inclusion, school day and year extension, instructional extension, and financial flexibility to allocate resources appropriately. The specific innovations named in the charter contract are:

- **Student-Driven Content**: Each student is supported in choosing high-interest topics as the conduit for standards practice outlined in curricular maps

---

[1] Kempe, A., & Tissot, C. (2012). The use of drama to teach social skills in a special school setting for students with autism. *Support for Learning*, *27*(3), 97-102.
Beadle-Brown, J., Wilkinson, D., Richardson, L., Shaughnessy, N., Trimingham, M., Leigh, J., ... & Himmerich, J. (2018). Imagining Autism: Feasibility of a drama-based intervention on the social, communicative and imaginative behaviour of children with autism. *Autism*, *22*(8), 915-927.
Conn, C. (2017). *Using drama with children on the autism spectrum*. Routledge.
Dogru, S. S. Y. (2015). The Effect of creative drama on pre-teaching skills and social communication behaviors of children with autism. *Studies on Ethno-Medicine*, *9*(2), 181-189.

[2] Shand, J. W. (2008). The use of drama to reduce anxiety and increase confidence and motivation towards speaking English with two groups of English language learners.
Brouillette, L. (2011). Building the oral language skills of K-2 English language learners through theater arts. *The California Reader*, *44*(4), 19-29.

[3] Duatepe, A. (2004). The effects of drama based instruction on seventh grade students' geometry achievement, van Hiele geometric thinking levels, attitude toward mathematics and geometry.

- **Interdisciplinary Instructional Blocks**: Codified cross-content collaboration provides target standards in different modalities and content areas throughout the day and year
- **Expeditionary Learning**: Standards are explored through inquiry using maps that begin every unit with investigation
- **Project-Based Assessment**: Students demonstrate understanding in rigorous, relevant applications of concepts (projects, portfolios), in addition to testing, at the conclusion of each unit
- **Holistic Student Growth**: Student success is holistic: time/curricula/resources are dedicated to arts, advanced pathway completion, socio-emotional skills, and post-graduation planning with equitable weight to academics
- **Data-Driven Flexible Grouping**: All students participate in daily small skills intensives grouped by assessment data
- **Theater Instruction for All**: Every student participates in drama instruction across 6-12 grades
- **Increased Instructional Time**: Longer day and year
- **Techbooks**: All curricula is accessed via 1:1 technology to afford broader range of choices, build technology literacy, and promote student-driven inquiry

These strategies require waivers for annual budgetary, staffing, and professional learning flexibility. The model includes inclusion support positions to inform co-teaching relationships and a professional development plan featuring a monthly day of asynchronous instruction for students providing staff pupil-free professional learning for all new and returning teachers. 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.

3. 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)

TPCS is a public charter school that is governed by a non-profit Board of Directors comprised of community members with diverse expertise and networks. This Board of 12-15 members leads the school

through mission and vision setting, fiduciary oversight, partnership recruitment, principal recruitment and evaluation, resource development, and annual goal-setting and accountability. TPCS leverages the broad flexibility waiver to ensure the school maintains a local governing Board reflective of the community the school serves, including strong expertise in autism and experience parenting neurodiverse students.

The school's consistent waitlist in each grade (which averages 220 students annually), high levels of student retention (92%) and family involvement, innovative community partnerships (from entities ranging from the Alliance Theater to Emory University), strong development history and annual giving campaigns (of nearly $.5 million annually), and robust volunteer base all demonstrate the strong interest in and need for the school.

There is no other school in the district or 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) and no school designed for neurodiverse students to be educated in inclusion classrooms with neurotypical peers in seamless, rigorous ways. This approach has yielded exceptional graduation rates, critical pathway attainment and holistic performance for Students With Disabilities and their peers, meeting a critical community need. Rather than a school designed for students without disabilities that treats students with IEPs as the exception, TPCS leverages flexibility to implement a program designed for individualization and built on strategies for neurodiverse learners that fosters achievement in all students.

Introduction

Tapestry Public Charter School (TPCS) is a DeKalb County School District (DCSD) charter school with one of the most diverse 6th-12th grade enrollments in the state. 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. 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.

TPCS is applying for a 5-year charter renewal because the school has demonstrated academic growth over the charter term (despite significant challenges brought on by the pandemic that created losses across similar schools); stability in financial, facilities, operational, and development capabilities; strong community support; and the internal stability and capacity to continue to grow performance, the leadership pipeline, and the trajectory of student growth. Founded in 2012 by parents, autism experts, and educators, the school was designed to bring students on the autism spectrum together with their neurotypical peers in a rigorous, inclusive environment. The model embeds a range of supports, such as highly engaging curriculum, co-teachers, and small class sizes in all classrooms; relational approaches to instruction; the integration of arts and enrichment across content areas; partnerships and innovations with entities that support individuals with spectrum-related learning differences; individualization that challenges each student at his/her/their level; diverse extracurricular programming that is driven by student interests; and schoolwide routines and structures that foster predictability and stability. These model elements were designed to support students on the spectrum in an inclusion setting but have benefited all students and advanced successful outcomes for a range of learners who are outperforming their peers and reporting higher levels of satisfaction at school than in previous placements.

1. **Complete and attach as Exhibit 5 the Accountability Report available on the GaDOE's Charter Schools Division website to show the school's performance during each year of your current charter term and include with your charter school renewal application.**

The Accountability Report is included as Exhibit 5 and all goals assessed were achieved. Note that the pandemic disrupted state assessments and College and Career Ready Performance Index (CCRPI) configuration, requiring that charter academic goals for this term be measured using other metrics. Academic performance was assessed using Georgia Milestones End-of Course (EOC) and End-of-Grade (EOG) assessments, MAP assessments, attendance, graduation, stakeholder satisfaction, and other measures considered in CCRPI, as well as AdvancEd (name changed to Cognia in August 2019) feedback and other data that provides a more complete understanding of TPCS's performance over the charter term without CCRPI (as described in detail in Question 2 and provided in the Exhibit 28 Data Detail).

2. Provide a narrative describing how the charter school performed in meeting the academic and organizational goals set forth in its current charter contract.

TPCS has implemented a rigorous, standards-aligned inclusion model over the charter term, including during the disruptions of the pandemic. Students participated in small student-to-teacher ratios with co-taught classes of 8-20 students; investigative approaches to content that are student driven and authentically assessed through projects; individualized instruction for every student achieved through personalized learning plans and 1:1 technology that utilizes techbooks for curricula; robust partnerships that position students to engage with diverse content and experts from throughout the community; one-to-one mentors for each student to provide individualized holistic support and goal setting/progress reflection/advocacy across their tenure at TPCS and beyond graduation; block scheduling in high school that allows for intensive study in a given subject; reducing transitions and data-driven student groupings to provide intensive skills support based on biweekly staff data meetings. These innovations have continued to be refined over the charter term under new school leadership, with revisions to the organizational structure to provide greater capacity to teachers through more robust coaching and teacher development, establishment of an Equity Task Force to drive culturally responsive curricula and classroom practices, and a codified approach to individualization that was piloted in the middle school in the final year of the previous charter term with strong results (as demonstrated in the middle school's SY 2018-19 CCRPI). Over the current charter term, the school's instructional approaches and curricula

have been refined in response to data to improve academic outcomes, even during virtual schooling (dictated by the pandemic) and as student enrollment has diversified in demographics and learning needs.

Although standardized assessments were suspended at the close of the SY 2019-20 (due to the pandemic), providing incomplete data sets for the charter term using Milestones EOCs/EOGs, TPCS has strong evidence of academic growth through MAP data and available EOCs/EOGs, as well as organizational health through metrics like attendance and engagement, stakeholder feedback, and graduation data, all of which exceeded projections from the last charter term.

The school's waiting list has grown to 214 students (with more than 60 families on the waiting list at some grade levels and waiting lists in every grade level; see section I.B of Exhibit 28 for details) and the demographics of the school continue to consistently reflect the school's mission: a majority of students annually are eligible for special education through individualized education plans (IEPs), with nearly another quarter of the school eligible for 504 Plans (504s) and/or English Learners (EL) services. TPCS is unique in that *the majority* of its student enrollment qualifies for interventions and specialized supports, and the individualized approach for every student advances the school's capacity to deliver on a highly supportive inclusion setting for every student. Table 1.1 illustrates the demographic composition of TPCS in comparison to district, state, and middle and high schools for which the majority of TPCS students are zoned.* TPCS reflects the diversity of the district, with the highest percentage of students who are eligible for special education out of any of the comparison schools (or any other school in the district or state that is not designated a special education center). TPCS's population of low-income, Latino/Hispanic, and EL-eligible students has also increased over the charter term, adding to the diversity of the community and learning needs of the school. This positions TPCS to support DCSD's strategic priority to increase the performance, and specifically 4-year graduation rates, of students with disabilities (SWDs). TPCS has done this annually in the charter term with SWD at TPCS outperforming the SWD average performance and graduation rates—most notably with a 100% graduation rate for SWD in 2021.

* Comparison middle and high schools were determined by identifying the zone schools for ≥66% of TPCS's enrolled middle school students and ≥66% of TPCS's enrolled high school students.

TPCS is also aligned with the State of Georgia's vision for 2020: the school's successful STEAM certification was in process (postponed by the pandemic), 100% of graduates earned at least two advanced pathway certifications, and 100% of students participate in technology and fine arts education, all in alignment with the state's strategic priorities.

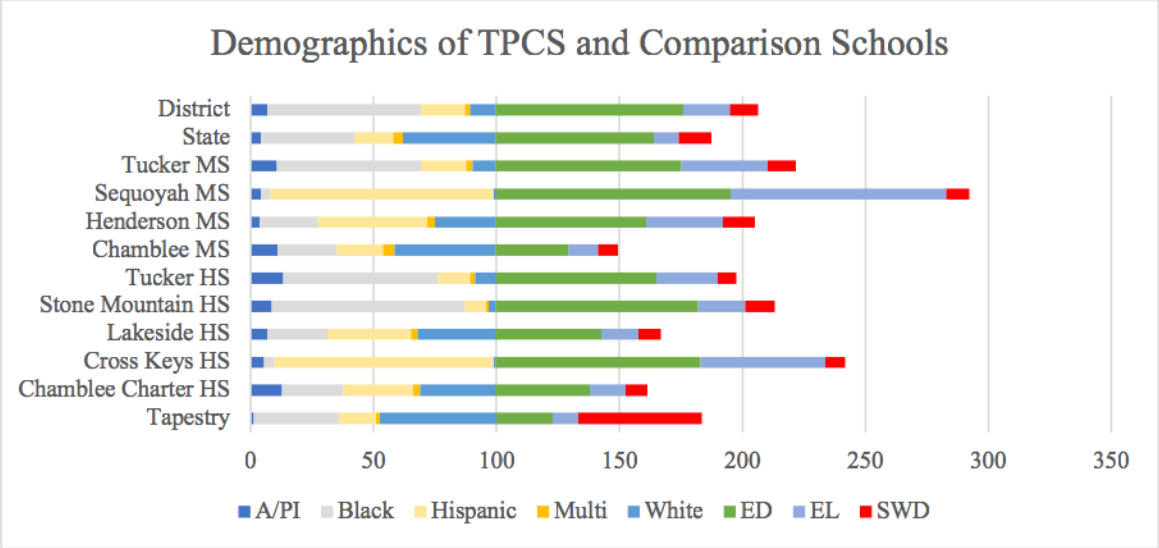


Table 1.1: Student enrollment in SY 2019-20 at TPCS, DCSD, GaDOE, and Comparison Schools

A. Academic Goals

a. Attendance, Engagement, and Enrollment

One indicator of TPCS's improved performance across the charter term that would have been considered in its CCRPI is its attendance rate, which continued to improve throughout periods of remote instruction when many other schools experienced a decline in attendance. A focus on academic individualization through personalization of each student's learning plan and curricula, goal planning reflection processes for each student, assigned staff mentors for each student, flexible remote instruction scheduling and access to preferred staff members, and semi-weekly student study team meetings were all integral to improved attendance throughout this charter term. In SY 2019-20, TPCS Middle outperformed both the district and state average attendance rates, as well as attendance rates at all comparison schools except Chamblee, a selective enrollment charter. In the same year, TPCS High outperformed the district and state, Stone Mountain and Cross Keys High Schools (see Section I of Exhibit 28 for comparative

tables). TPCS attendance improved across each year of the charter term as most comparison schools saw a decrease in attendance rates.

Throughout pandemic disruptions to schooling, which comprised more than half of this charter term, TPCS maintained high levels of engagement and individualized learning. According to the Charter Schools Program (CSP) COVID Relief Grant quarterly reports, TPCS teachers delivered an average of 6.5 hours of instruction remotely four days per week, and student participation averaged 96.5%.

In SY 2020-21, the TPCS middle school attendance average is 97.46% and the high school average is 96%—a more than five-percentage-point increase for middle school and nearly seven-point increase for high school from the prior year. (Comparison data for other schools was not available, but district reports communicated concerns about average district attendance over this same period.) In a survey administered to families in the fall of 2020, ≥90% of participants felt the approaches to virtual instruction were useful for their students and 98% reported their students were learning during virtual instruction (see Section III of Exhibit 28: Data Detail for more results from the parent/guardian and student surveys distributed in September of 2020). The percentage of withdrawals during the pandemic was at or below the school's annual average (.01%), and the enrollment and waiting lists for available seats were higher than prior years (see Section II of Exhibit 28: Data Detail), demonstrating high levels of stakeholder satisfaction with the support received during the pandemic.

TPCS also has a low level of attrition between middle and high school (less than 10% annually), with students who withdraw but stay in the district most often leaving to attend large, comprehensive high schools to access larger sports programs unavailable to a small school such as TPCS. TPCS works closely with families across their tenure at TPCS to help them understand their options and find the right fit; because TPCS maintains waiting lists in all grade levels, TPCS is comfortable working with families to ensure students who feel another school might be a better fit are supported in this choice. The school has had no vacant seats and is able to comfortably navigate any natural attrition without any risk to organizational sustainability.

The transition to virtual instruction at the start of the pandemic was made without any loss of instructional time because the school was already utilizing a "techbook" approach to curricular resources (an innovation named in the school's original charter), all students had one-to-one technology (also named in the school's charter), all teachers implemented Google classroom to organize and track classroom information (a strategy utilized to promote individualization and consistency across classrooms), and all students and families were set up with necessary technology to complete assignments using technology from home as part of the school's approach to individualization that leverages technology. This quick pivot was instrumental in high levels of attendance, engagement, and learning across the virtual schooling period.

b. Pathway Completion and Graduation

TPCS has also achieved competitive graduation and pathway completion rates this term, which would have been favorably considered in the CCRPI (the first graduation data was not available for the prior charter). TPCS outperformed the district average and the high schools for which the majority of TPCS students are zoned across all three years the school has graduated seniors (see Figure 1.2). This is especially notable given that the end of SY 2019-20 and almost all of SY 2020-21 was completed remotely, and one of the comparison schools for which TPCS students are zoned includes a selective enrollment magnet program "for high achievers" with selective admission criteria and performance requirements to maintain enrollment[*]. TPCS's 4-year graduation rate has also increased over the two years of this charter term. In SY 2019-20, the 4-year graduation rate was 86.2 and ***in SY 2020-21, the predictive graduation rate for TPCS*** *(as communicated by DCSD as of June 1, 2021)* ***is 100%.***

[*] http://www.chambleehs.dekalb.k12.ga.us/Academics.aspx

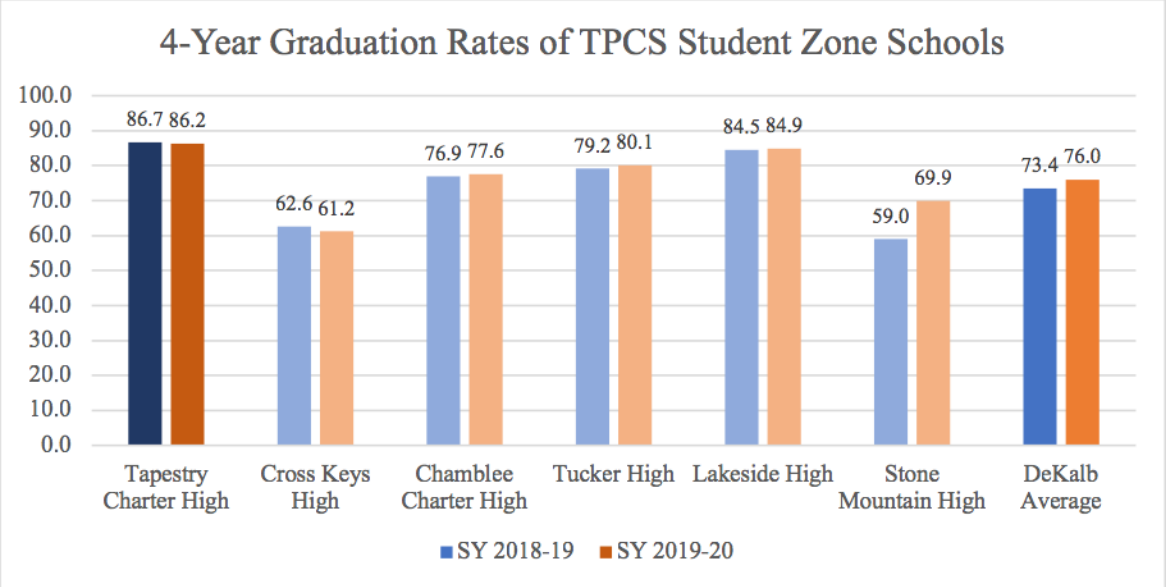


Figure 1.2: Comparison of 4-Year Graduation Rates of Comparison High Schools and DCSD Average Schools in SY 2018-19 and SY 2019-20

Most importantly, these graduation rates reflect TPCS's capacity to deliver on its mission, achievement of a goal from the prior charter renewal, and alignment with DCSD and state strategic plans to *increase graduation rates of special education students*. The State Systemic Improvement Plan named the challenge and importance of increasing the graduation rate for students with disabilities, and TPCS implemented rigorous graduation goals and strategies for students at the end of the prior charter term because it was clear that many students, especially some who qualified for special education, would require innovative support to graduate with their cohort. A significant majority of each of the three graduating classes at TPCS qualified for IEPs or 504 Plans (50% IEPs and 19% 504s in SY 2018-19; 50% IEPs and 31% 504s in SY 2019-20, and 56% IEPs and 16% 504s in SY 2020-21). DeKalb County is one of twelve counties in the state receiving special technical assistance from the state because of their low graduation rate for students with disabilities; yet, since TPCS's first graduating class, the school has had the highest 4-year graduation rate of SWD of any DCSD school and a graduation rate for SWD that exceeds that of the district and state. This shows that TPCS has the support and structure in place to

position students who would otherwise not succeed in their zone schools to graduate from TPCS in four years.

In the last year of the prior charter term, the DeKalb County School District 4-year graduation rate for SWD was 46.4% but was 90% at TPCS. In SY 2019-20, the 4-year graduation rate for SWD in DCSD was 54.6%; at Tucker High School it was 77%, at Lakeside it was 62.9%, at Stone Mountain it was 37.5%, and at Chamblee Charter High it was 50% (Cross Keys High had too few SWD to report). TPCS's SY 2019-20 4-year graduation rate for SWD far exceeded all of these by at least ten to as much as 43 percentile points with 80%. In SY 2020-21, TPCS's 4-year graduation rate is 100% with the 4-year graduation rate of SWD and students with 504 Plans at 100% (comparative data from the district and other schools is not available at this time). This shows a significant increase from SY 2019-20 (20 percentile points) and is projected to drastically outperform the district and comparative schools.

Beyond the competitive graduation rate, these students are also competitive for college and career. The nearly 100 graduates from TPCS's three graduating classes have earned more than $5 million dollars in scholarships. This achievement and the significant increase in graduation performance for SWD, and all students, is the result of intensive, individualized support for each student throughout their tenure at TPCS. This includes post-graduation planning with the students and their families that begins once students enroll at the school. TPCS's rigorous curriculum is aligned with Georgia Standards of Excellence (GSE) and includes scaffolded supports, student-led investigations and success planning that derives from intrinsic motivation. Innovations such as one-to-one mentorship for every student and opportunities to connect with community partners provide each student a continuum of support that positions them academically and personally to graduate on time and ready to pursue the next phase of their education or career.

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. Eighth grade advanced courses currently include Spanish 1, Physical Science, and Coordinate Algebra (high school coursework in which eighth grade students can enroll). The total number of students who participated in

these courses increased from 8 in SY 2017-18 to 23 in 2020-21, which represents approximately 58% of eighth graders. Of these students who are participating in advanced coursework in eighth grade, 70% are Black or Latino/Hispanic and 26% are SWD and/or ELs. The tripling of participation in advanced coursework for eighth graders over four years (as illustrated in Table 1.3) could as much as triple the already high levels of participation in advanced coursework and pathway completion at the high school over the course of the next charter term.

	Middle School	**High School**	**Total**
SY 2017-18	8	12	20
SY 2018-19	15	13	28
SY 2019-20	20	23	43
SY 2020-21	23	60	83

Table 1.3: Number of TPCS Students Enrolled in Advanced Courses Annually

TPCS high school currently offers AP Biology, AP World History, AP Human Geography, AP Chemistry, AP Calculus, Honors Physics, Honors Chemistry, Honors Pre-Calculus, and Honors American Literature to 60 students, increasing participation in advanced coursework at the high school level by nearly 40 students over this charter term. The current enrollment represents 40% of the total high school enrollment. Of the students enrolled in advanced coursework, 48% are Black or Latino/Hispanic, and 28% qualify for IEPs or EL supports. The increased rate of participation over the next charter term will include diversification in student demographics, based on the successful completion of advanced coursework by current eighth graders. We anticipate that this rapid increase in participation in advanced coursework for eighth graders will also increase future participation in dual enrollment. TPCS had nine students in dual enrollment in fall of SY 2019-20 and was positioned to nearly double that number for the subsequent school year; however, the pandemic eliminated dual enrollment options for most students (reducing participation to five in summer of 2020 and four in SY 2020-21). Moving into SY 2021-22, it is anticipated that the number of students who participate in dual enrollment will again grow, so the total

number of students participating in advanced coursework and/or dual enrollment will comprise a significant majority of the total high school population and include a proportionate share of SWD.

TPCS also has high rates of Advanced Pathways graduation. In only its second graduating class, 100% finished with Fine Arts and CTAE pathways, with 92.9% completing the World Languages Pathway and 75% completing the Advanced Academic Pathway. Although these percentages are competitive with comparison schools (TPCS is the only school to support 100% of graduates in completing CTAE and Fine Arts pathways, and it is just a few points behind comparative schools in World Languages), this is especially noteworthy given the under-representation of SWD in Advanced Pathways completion at the district and state level. Because SWD have a lower average 4-year graduation rate to begin with, they are further under-represented in these pathways at graduation. 100% of TPCS SWD graduated with two or more Advanced Pathways in SY 2019-20 and SY 2020-21. Participation in advanced coursework, Advanced Pathways, and graduation rates would all have increased high school CCRPI performance given these measures were not in place in the prior charter term and outperformed district, state, and comparison schools this charter term.

c. CCRPI and State Assessments

Milestones and CCRPI (SY2018-19)

Milestones and CCRPI data were not available for both years of the school's current charter term due to the pandemic. However, changes made to the school's academic model, which were piloted in the middle school during the final year of the prior charter term but not available for the prior charter renewal submission, demonstrated significant impact on student outcomes in that year and informed the strategies in place for the high school for this charter term.

The school's overall CCRPI has consistently increased annually in each year for which CCRPI data is available. The school CCRPI increased across all years of the prior charter term, growing from 62.9 in SY 2017-18 (the last year for which data was available at the time of the prior submission) to 67.3 in SY 2018-19, the last year scores were assigned (due to the COVID-19 pandemic in SY 2019-20).

The increase from SY 2017-18 to SY 2018-19 was accomplished through an improvement in school climate rating from three stars to four stars, an increase in average attendance from 88% to over 92% (which has since improved to 97% schoolwide in SY 2020-21), and a significant gain in the middle school CCRPI score from 60.6 in SY 2017-18 to 74.1 in SY 2018-19, which would have exceeded the first look requirement for performance gap closure by increasing the CCRPI performance by 13.5 total points. The 13.5 total point growth is comprised of a Mastery score that moved from 42.2 in SY 2017-18 to 56.2 in SY 2018-19 (a 14-point increase), 100% participation rates in all content areas but social studies (98% participation rate), double-digit growth in all content areas but math (including a nearly **23-point increase** in social studies), and a Progress score of 73.1 (a 4-point increase from the year prior). The most notable component of this overall CCRPI score is the Closing Gaps score of 100, which is a **45.8-point gain** from the year prior, and outpaced the district and state Closing Gaps scores by 10.5 and 20 points, respectively. It is worth noting the middle school performance on EOGs has continued to improve in this charter term, despite CCRPI scores not being assigned since SY 2018-19, suggesting the score would have continued to improve.

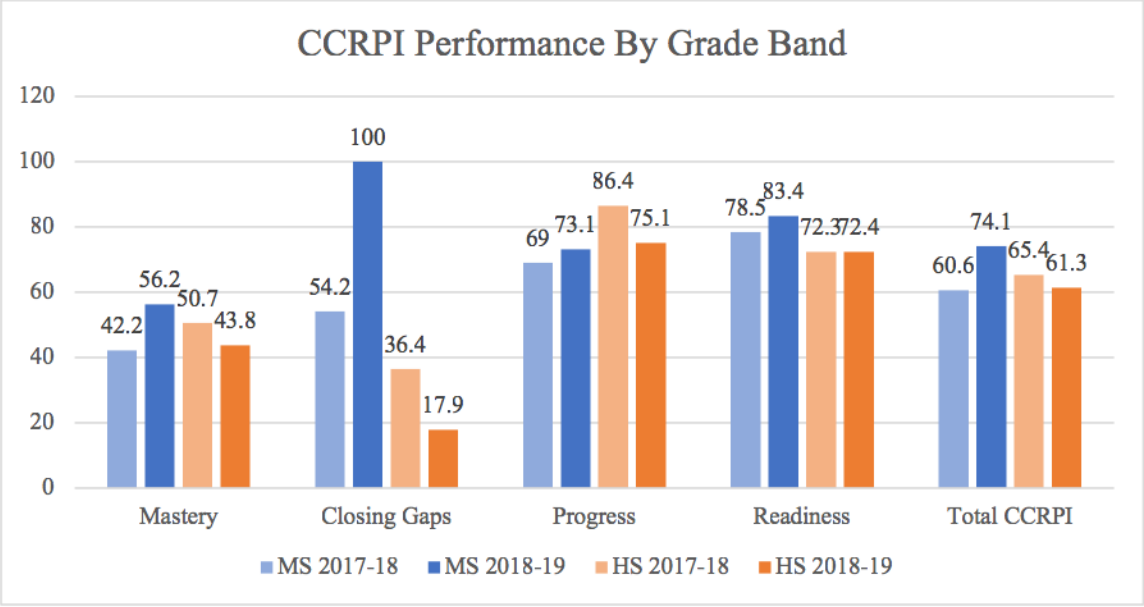


Figure 1.4: SY 2018-19 CCRPI Performance by Grade Band

All students in subgroups met improvement targets, with the exception of White students in Mathematics. This significant improvement in academic performance across all students and subgroups is

the result of the middle school pilot of a refined and codified approach to individualized instruction and curriculum that was implemented in the high school in SY 2019-20 (the first year of this charter term). The strategy included a new approach to Georgia Standards of Excellence-aligned curriculum maps (see Exhibit 11 for samples of these maps), professional development for all teachers on instructional strategies to facilitate individualization, a new 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.

Some of the new programs in middle school that have helped to facilitate the transition to an individualized learning environment include ALEKs for Mathematics, Reading Plus for English/Language Arts, and Sown to Grow for individualized goal setting. These programs are driven by artificial intelligence, which leverages the technology integrated across content areas, allowing for 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 is also being leveraged to individualize social-emotional learning (SEL) and to drive schoolwide changes to culture and holistic student support.

The establishment of a new STEAM-based curriculum was also critical to these results. The school implemented a Universal Design Process that students use to scientifically approach problem-solving in all of their classes—a codification of the investigative approach to learning innovation outlined in the school's charter. STEAM journals are used throughout all grade levels to depict progress through the Universal Design Process visually, a strategy that helps students across a range of learning profiles to process new information and scaffold new learning in ways that support English Learners, students who need support with information organization, and students who need supports for visual and audio processing. The school has also implemented 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 a cumulative project. This is another codification of a charter innovation, project-based assessment, which had formerly been teacher based

and more informal. These STEAM-focused projects provide a literacy and scientific method-based approach that underpins all content. Students 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.

Teachers also participate in biweekly cross-curricular planning sessions that embed STEAM projects into planning. This approach to STEAM integration, a new codification of the model innovations, was reviewed in the GA DOE STEAM Certification visits for the middle school and was integral to the certification process that was nearing completion when the pandemic halted the process in March 2020. TPCS anticipates this certification will be completed when campus-based programming resumes, and initial feedback was overwhelmingly positive. This same approach has been extended into high school grades where applicable, with biweekly cross-content planning, interdisciplinary projects assessed using common rubrics, and student implementation of long-term planning processes to move through a large-scale project across an extended span of time to demonstrate learning in authentic ways.

The high school saw a slight loss in overall performance on the CCRPI over this same year, moving from 65.4 in SY 2017-18 (which is an increase in 1.2 points from the SY 2017-18) to 61.3 in SY 2018-19. Although this included a slight increase in the Readiness score; Content Mastery, Progress, and Closing Gaps scores all decreased from SY 2017-18. Although this decrease in performance was disappointing, it was not surprising. The individualization programming piloted in the final year of the prior charter term was projected for implementation in SY 2019-20 after middle school data could be used to refine the approach for high school implementation. In addition, SY 2018-19 was the first year TPCS included graduating seniors and a full high school, deflating some of the scores from prior years in which there was no data to compare for grades that had not been served. Graduation rates, Advanced Pathways completion, and high school EOC performance have all improved since this school year, and the strategies that fostered such rapid improvement in the middle school were introduced to high school in SY 2019-20 and will be fully realized in the return to campus in SY 2021-22.

The summative CCRPI scores do not fully reflect the achievements of the students at TPCS.

Given the higher-than-average enrollment of SWD at TPCS, the comparative performance of students is best evaluated through a disaggregation of students by subgroup. Although the CCRPI Content Mastery score for the TPCS high school in SY 2018-19 was 61.3 (compared to 75.4 for DCSD high schools and 75.9 for Georgia high schools), an analysis of students with IEPs and without IEPs at the district and state levels shows that the TPCS high school outperforms students by subgroup at the district and state levels despite a cumulative CCRPI score that is lower. This is because more than half of the students in TPCS's enrollment were SWD—creating an unlike comparison given they comprised 10% or less of the state's and district's enrollment in the same year.

ALL STUDENTS			
	TAPESTRY	DEKALB	STATE
PERCENT SWD	41%	10%	9%
MEAN SCALE SCORE	502	509	521
PROF/DIS	41%	42%	50%
DEV/PRO/DIS	77%	75%	82%

STUDENTS WITH DISABILITIES			
	TAPESTRY	DEKALB	STATE
MEAN SCALE SCORE	466	460	472
PROF/DIS	14%	9%	15%
DEV/PRO/DIS	57%	39%	48%

REGULAR PROGRAM STUDENTS			
	TAPESTRY	DEKALB	STATE
MEAN SCALE SCORE	574	515	527
PROF/DIS	60%	46%	55%
DEV/PRO/DIS	90%	80%	87%

As an example, Table 1.5 shows SY 2018-19 ninth grade Literature and Composition EOC mean scale scores and percentages of students who tested proficient and above or developing and above by subgroup. TPCS students with disabilities outperformed the DCSD students with disabilities on mean scale score and percentage of students proficient, and TPCS regular program students outperformed the regular program students in both DCSD and the state in mean scale score and percentage of students proficient or above in a year when TPCS's high school had lower average academic performance. Although there is not CCRPI data for SY 2019-20 or SY 2020-21, the final year of the prior charter term points to the importance of disaggregating data by subgroup when comparing the school's performance against that of the district, state, and other schools to obtain a complete understanding of the school's performance (given the high percentage of diverse learners at TPCS). Once comparison data is available for school years moving forward, TPCS will continue to monitor performance through disaggregation of performance by subgroup for a more accurate understanding of the school's performance.

Comparatively, both the middle and high school were on track to outperform schools that TPCS students would have otherwise attended when matching like student groups. Because between 47% and 53% of students at TPCS qualified for IEPs over the course of the charter term (with an additional 10% eligible for EL services and 16% eligible for 504 Plans), there is no school with a comparable student population (with the exception of alternative schools that exclusively serve students with a range of disabilities). Given this vast disparity in student enrollment, simple comparison of total school performance data is ineffective. In SY 2018-19, looking only at total aggregated data, TPCS middle school outperformed only Sequoyah and Stephenson middle schools (as well as district averages) and TPCS high school outperformed only Stone Mountain High (as well as district averages); however, a comparison of SWD by content area shows that TPCS middle school outperformed all comparative middle schools, the district, and the state and TPCS high school outperformed Tucker, Stone Mountain, Cross Keys (in ELA), the district, and the state. Furthermore, when data is disaggregated by subgroup, Tapestry SWD outperformed DCSD SWD in every content area on EOCs and EOGs for SY 2018-19, demonstrating the capacity of the environment of TPCS to serve SWD in ways that may not be accessible at other sites. (SWD analyses by content area are not available to TPCS for comparison schools in this year or last.)

The high school's performance in its final year of the charter term provided a strong foundation for implementation of the approach to individualization and STEAM instruction piloted so successfully in the middle school during SY 2018-19. This included lesson planning approaches such as dedicated time for individual and small group instruction in every course (see Exhibit 29 for new Unit Map processes), semi-weekly student study teams, common formats for instruction, integration of new advisory curricula and IEP planning processes, and the use of collaborative planning to align common rubrics (see Exhibit 11 for samples of new GSE-aligned Curriculum maps). MAP and EOC data show high school students were on track to perform at higher levels in trend with the improvements experienced by the middle school in SY 2018-19; however, the COVID-19 closures in March 2020 prevented complete summative testing and holistic implementation that can fully document the impact of these initiatives on the

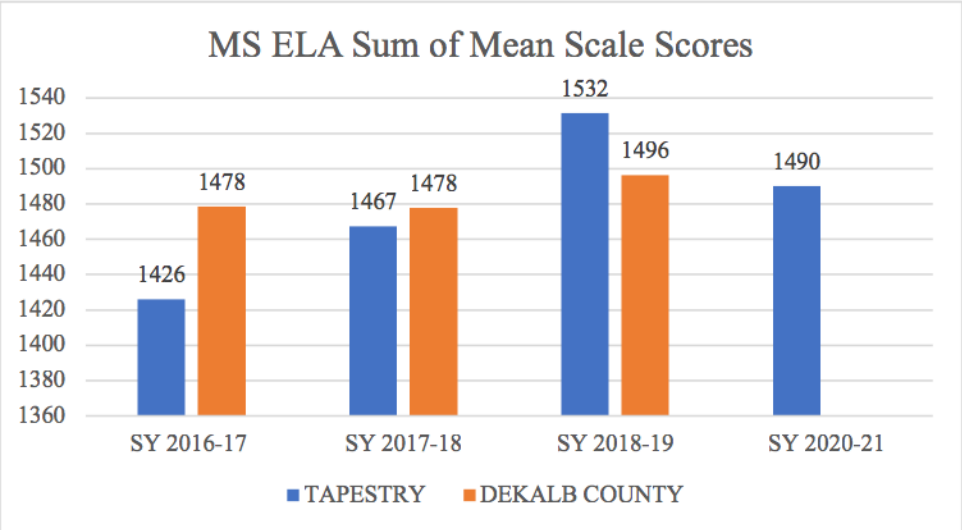
academic outcomes in the high school.

The significant growth of the middle school program after implementation of these interventions from SY 2017-18 to SY 2018-19 and the consistent performance of the high school when disaggregated by subgroup in the final year of the prior charter demonstrate TPCS was on track for greater gains in the high school grades had school programming and assessments not been disrupted by the pandemic.

EOCs and EOGs

An incomplete, but positive, indicator of TPCS's academic performance over this charter term is End of Grade (EOG) assessment data for grades 6-8 from SY 2020-21 and EOC assessment data for designated high school courses from the winter of SY 2019-20 and the winter and spring of SY 2020-21. Spring EOGs and EOCs for SY 2019-20 were cancelled due to the pandemic. Because TPCS high school utilizes a block schedule wherein students complete courses each semester (rather than only at the conclusion of the school year), some high school students completed courses with designated EOCs in the winter of SY 2019-20, making EOC data incomplete with the absence of EOC administration at the conclusion of SY 2019-20. While this is an incomplete view of performance, because students who completed coursework in May of SY 2019-20 did not participate in testing, EOC data available (for high school coursework and 8th graders in Physical Science and Algebra) and EOG data (middle school grades) from SY 2020-21 does provide some insight into the school's performance.

The tables below include the final two years of the previous charter (SY 2017-18 and SY 2018-19) to contextualize the first year of this charter term (SY 2019-20). This context demonstrates that not only was TPCS's performance growing consistently across each year in each content area prior to the pandemic, with the first year of this charter term significantly outperforming the two prior years at both the middle school and high school bands, but that TPCS is positioned to outperform the district when all data becomes available and comparative schools have complete data sets. Both schools experienced some learning loss by the conclusion of SY 2020-21, on trend with that reported by DCSD, comparison schools, and the Georgia Department of Education; however, comparative data for SY 2020-21 was not available at the time of this application.


MS ELA Sum of Mean Scale Scores
1540
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1500
1480
1460
1440
1420
1400
1380
1360
1426
1478
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1478
1532
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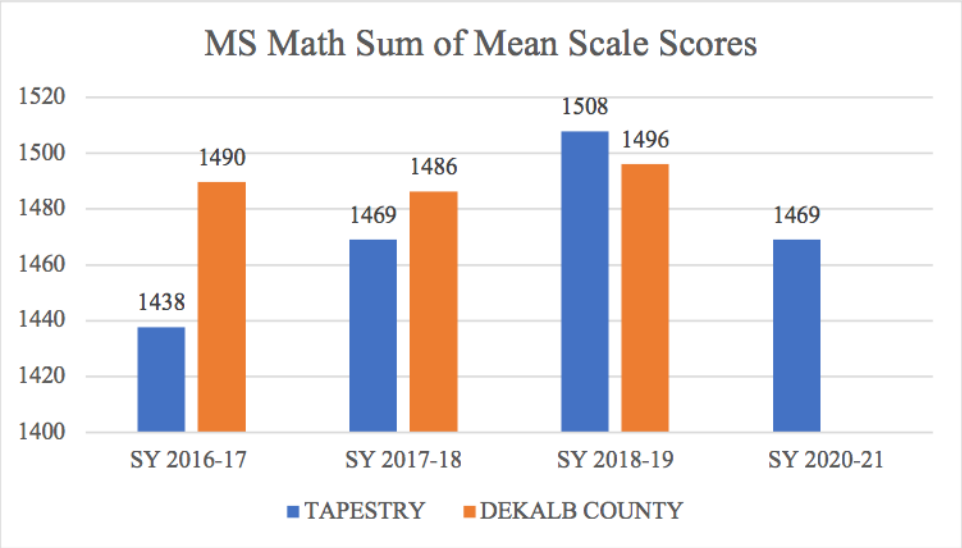
1490
SY 2016-17
SY 2017-18
SY 2018-19
SY 2020-21
TAPESTRY
DEKALB COUNTY


MS Math Sum of Mean Scale Scores
1520
1500
1480
1460
1440
1420
1400
1438
1490
1469
1486
1508
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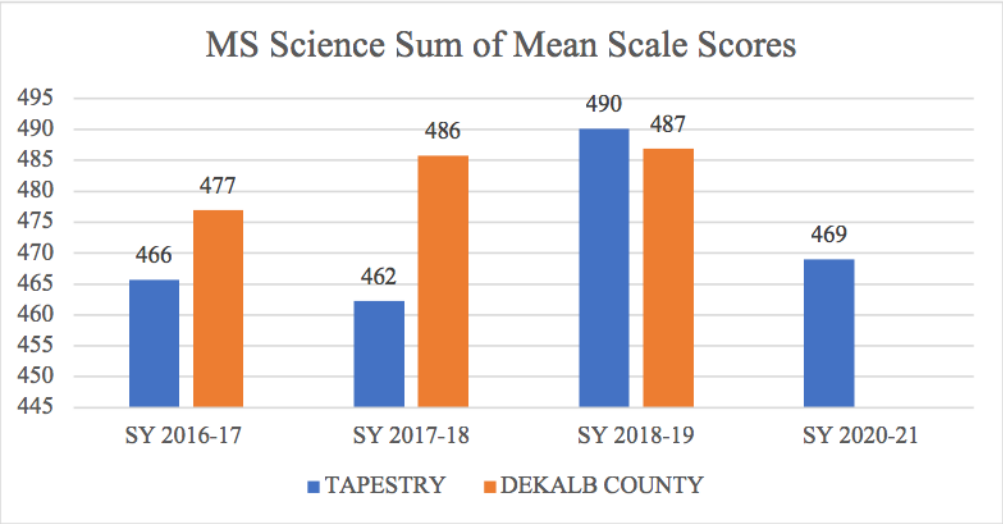
1469
SY 2016-17
SY 2017-18
SY 2018-19
SY 2020-21
TAPESTRY
DEKALB COUNTY


MS Science Sum of Mean Scale Scores
495
490
485
480
475
470
465
460
455
450
445
466
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462
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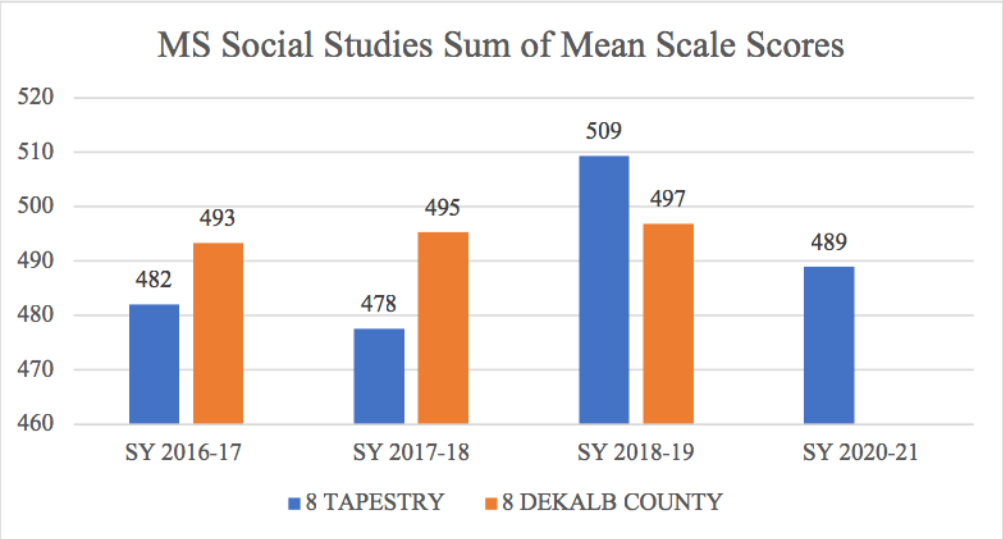
490
487
469
SY 2016-17
SY 2017-18
SY 2018-19
SY 2020-21
TAPESTRY
DEKALB COUNTY



Figures 1.6, 1.7, 1.8, and 1.9: Sum of Mean Scale Scores from TPCS Middle Grades and DCSD

The mean scale scores of each of the content course EOGs have been totaled across 6th-8th grades to show the cumulative growth across middle school. This provides one view of the total increase in mean scale score on EOGs by content area for TPCS in comparison to that of students in DCSD. Through this view, it is clear that across the two years prior to this charter term and during the first year of this charter term (during which instruction was disrupted and delivered virtually), middle grades made annual growth in mean scale scores in all content areas and out-performed the district by SY 2019-20.

All content areas saw a decrease in mean scale score sums in SY 2020-21 in middle school (DCSD data not available at time of this application, but the district has communicated that average outcomes were lower than in previous years), and the loss is attributed to the massive disruptions to schooling caused by the pandemic and virtual schooling. ELA moved from 1532 to 1490, math from 1508 to 1469, science from 490 to 469, and social studies from 509 to 489. Even with these losses, mean scale score sums are still higher than in SY 2017-18, when the middle school achieved high scores on Milestones assessments and in SY 2018-19, when TPCS last participated in EOGs prior to the pandemic. This suggests that despite the lack of consistent growth across SY 2020-21 TPCS would have expected had the school year not been disrupted, the performance of students in the middle school on EOGs was still on par with a year in which the school achieved its highest CCRPI scores and had its highest academic performance before CCRPI was suspended. TPCS anticipates the return to campus-based

schooling will position students to close any gaps and rapidly regain the upward trajectory in EOG progress it was making until the pandemic.

The increase in performance in the first year of this charter term and mitigation of learning loss experienced across the district during virtual schooling is attributed to the significant revisions to individualization implemented in the final year of the prior charter that could be applied during the disruptions to campus-based schooling with minimal transition. These include a common lesson plan format that includes time for small group instruction, biweekly data talks wherein staff review individual student data and plan individualized instruction and supports, and the integration of GSE-aligned curriculum maps and unit planning maps that organize standards and content exploration in ways that are student driven using techbooks. New advisory curricula to support students in goal planning, student-led IEP processes, and more robust supports to provide students with small group and one-on-one support have given students access to social-emotional and academic supports earlier, which is improving academic outcomes. These same strategies were utilized during virtual instruction, and TPCS leadership anticipates more significant gains in academic outcomes can be realized from these interventions once students have fully returned to campus-based programming for the final year of this charter term and these supports are positioned to be fully implemented.

When middle grades' performance on EOGs is evaluated by the percentage of students who tested proficient or above, in comparison to the district over the same period of time, the school's consistent improvement and upward trajectory until SY 2020-21 was visible. TPCS was growing predictably and outperforming the district across all content areas. Even as DCSD student performance drops or plateaus, TPCS student performance across the three-year period continues to consistently rise, with a 29 percentile point increase in ELA (compared to a 2 percentile point increase in DCSD), a 20 percentile point increase in Math (compared to a 2 percentile point increase in DCSD), and a 12 percentile point increase in Science (compared to a 4 percentile point increase in DCSD). In SY 2020-21, the percentage of students proficient and above moved from 50% to 31% in sixth grade, 33% up to 37% in seventh grade, and from 42% to 43% in eighth grade. This shows that incoming fifth graders who spend

their first year at TPCS suffered the greatest loss in the year of virtual instruction, whereas seventh and eighth graders maintained similar percentages of proficiency (or slight gains). Teachers began to address this through intensive literacy support and implementation of literacy across the curriculum when students returned to campus in March 2021, but the real work of growing these students' literacy foundation to reclaim the predictable upward trajectory will begin anew in fall 2021 with a schoolwide focus on literacy.

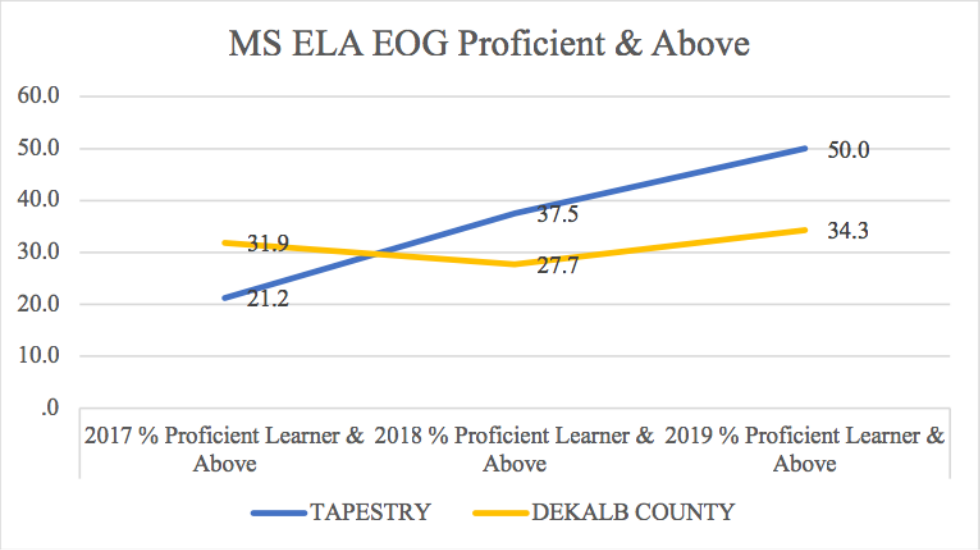


Figure 1.10: Percentage of Students in Middle School Proficient or Above on ELA End of Grade Assessment

In math, the percentage of students who tested proficient or above steadily increased across middle school grades from 17.6% in SY 2016-17 to 38.2% in SY 2018-19, creating a nearly 21 percentile point gap between the performance of TPCS students and those at DCSD. Sixth and seventh graders lost ground at TPCS between SY 2018-19 and SY 2020-21, moving from 28% to 20% in sixth grade and from 31% to 24% in seventh grade. In eighth grade, proficiency increased from 14% to 20%. Like ELA, the learning loss was anticipated due to the pandemic disruptions to schooling and virtual modalities that impeded faithful implementation of the school's model. However, the gains in eighth grade provide some optimism that the foundation for strong performance and individualized approaches to learning are working and that the value add of instruction over multiple years of enrollment at TPCS may be retained

even in such a vastly disrupted year. As students return to campus in SY 2021-22, TPCS will continue to use assessment data to deliver individualized instruction to students that targets specific skills and standards that may be missing, as well as the co-teaching model to ensure each student has intensive support in math (and all core content areas).

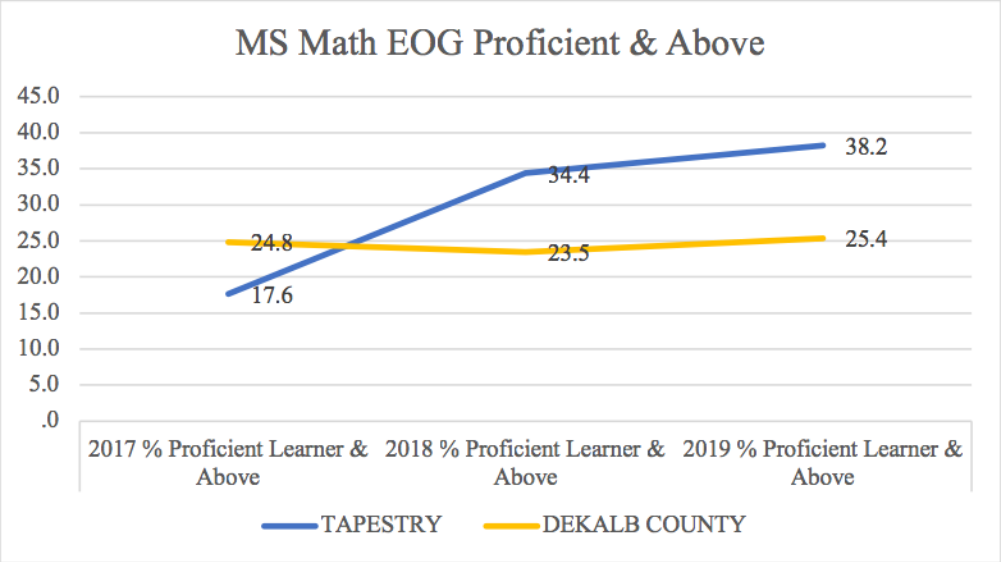


Figure 1.11: Percentage of Students in Middle School Proficient or Above on Math End of Grade Assessment

Both science and social studies demonstrated gains in SY 2018-19 that moved TPCS students from performing below the DCSD average to above. DCSD maintained a relatively flat line across the three years, as TPCS increased its proficiency percentage by 12 percentage points in science and nearly 24 percentage points in social studies between SY 2017-18 and SY 2018-19. In science, the number of students tested in SY 2020-21 dropped by 20% due to high levels of enrollment in the Physical Science EOC—nearly one-third of 8th grade students chose to participate in advanced science coursework during SY 2020-21, reducing the proficiency rate from 29% to 9%. This drastic reduction reflects how significant the practical applications of science are to mastery for TPCS students and how hard science standards were to translate to the virtual setting for the school's population. Given the strong marks TPCS received for science curriculum and instruction from the STEAM certification team prior to pandemic closures, infusion of hands-on science applications across the curricula, and focus on science across the

school, this data points to a need for more support for science standard mastery in the eighth grade science classroom and a strategy for virtual science instruction in the event future campus-based closures are necessary. In social studies, the percentage of students proficient or above fell from 72% to 68%. Although this loss demonstrates the need for greater support in SY 2021-22 to regain the persistent upward trajectory, it is a small change from the most recent data available and still a higher proficiency rate than that for DCSD in SY 2018-19. The learning loss reported by DCSD and the state in SY 2020-21 make it likely that this drop in proficiency is consistent with that experienced across the district and state as a result of disruptions to schooling in the pandemic. The return to campus-based instruction, which will re-instate the full spectrum of student services, co-teacher instruction, and in-person intensive support is predicted to address the learning loss students experienced in SY 2020-21.

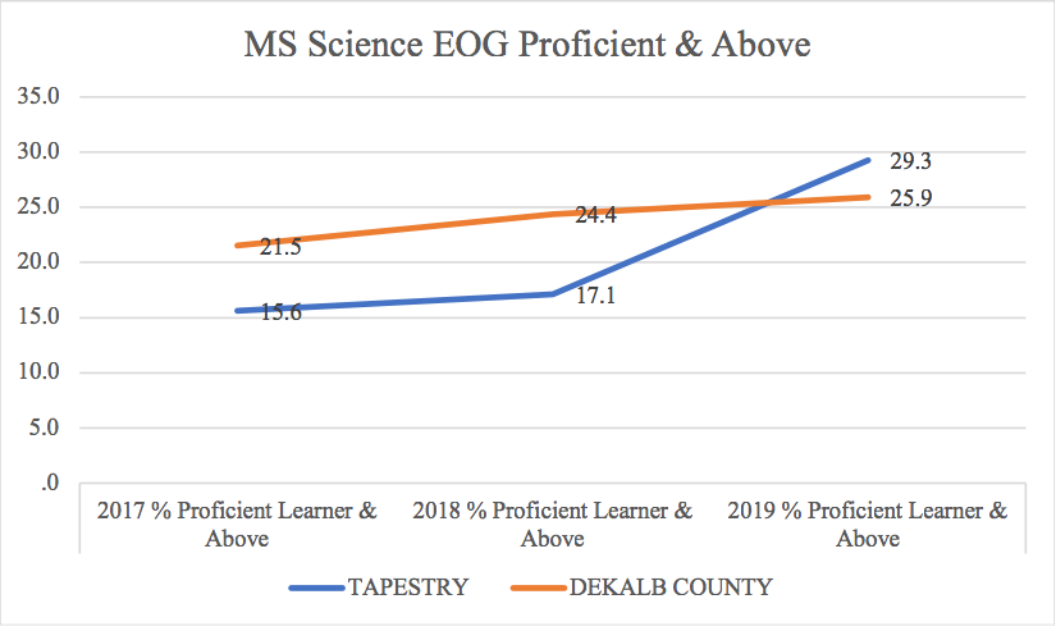


Figure 1.12: Percentage of Students in Middle School Proficient or Above on Science End of Grade Assessment

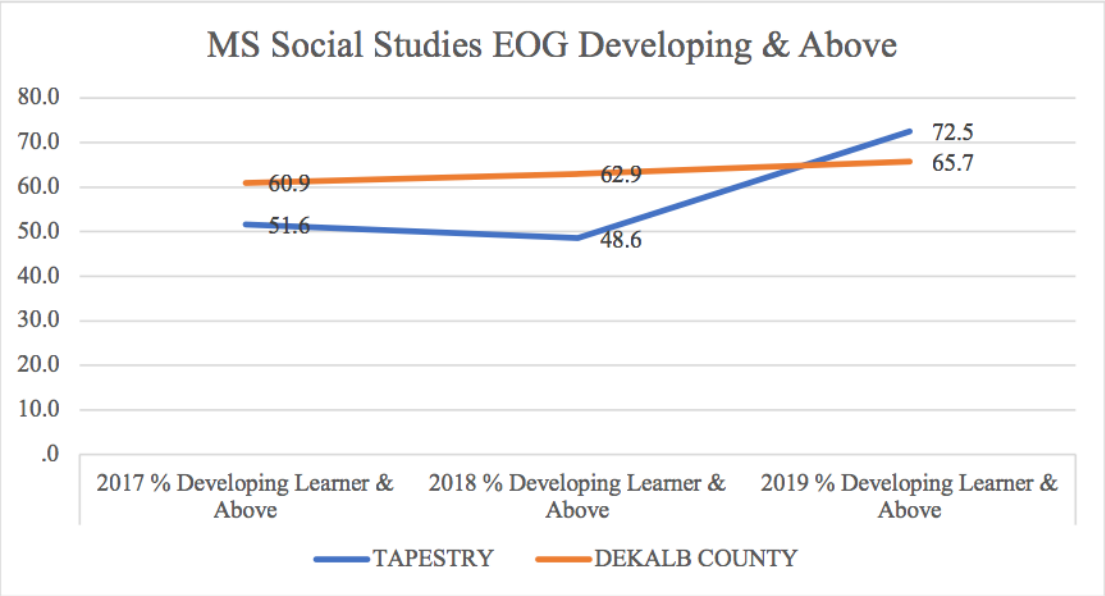


Figure 1.13: Percentage of Students in Middle School Proficient or Above on Social Studies End of Grade Assessment

TPCS high school finished growing to capacity at the end of the prior charter term and graduated its first class of seniors in 2019. Many EOC data points are still new to the school given the recent growth out of the high school, with EOCs for upper grades (in courses like Economics and American Literature) in their third years with missing administrations during the pandemic. There are a smaller number of students taking EOCs each semester (5-15), given the small cohort sizes, so the percentages of proficiency and mean scale scores in any given semester are significantly influenced by individual student performance in ways that DCSD EOC data (which averages over 2,100 students per assessment) is not. Therefore, although the EOC data from this charter term provides some insight into the performance of students and how the school can shape their supports, meaningful trend analysis using EOCs for courses offered most often in upper grades still requires more time. The number of 8th graders participating in EOCs (Physical Science) has doubled in this charter term, and the number of years of data available for Analytical Geometry and Biology give more useful perspectives on the programs and their needs. Like the middle school, EOCs are presented with the SY 2018-19 from the prior charter term (in lighter colors) to provide context in Tables 1.15-1.19, and EOCs include both spring and winter administrations for the current charter term when available.

The only administration of EOCs for this charter term were Winter 2019, Winter 2021 and Spring 2021; Spring 2020 EOCs were not administered due to the pandemic. Due to the pandemic assessment disruptions, the limited data is not reflective of the total number of students who participated in coursework. Students who completed coursework during a season when assessments were not administered were not able to participate in the relevant assessments. Moving forward, regularly scheduled assessments will provide more complete data sets for all students in DCSD, including those at TPCS who may complete coursework at semesterly intervals. Several EOCs were also discontinued in this charter term: Economics, Ninth Grade Literature and Composition (which increased as of the final administration), and Economics (which TPCS had only one eligible class participate in before it was eliminated).

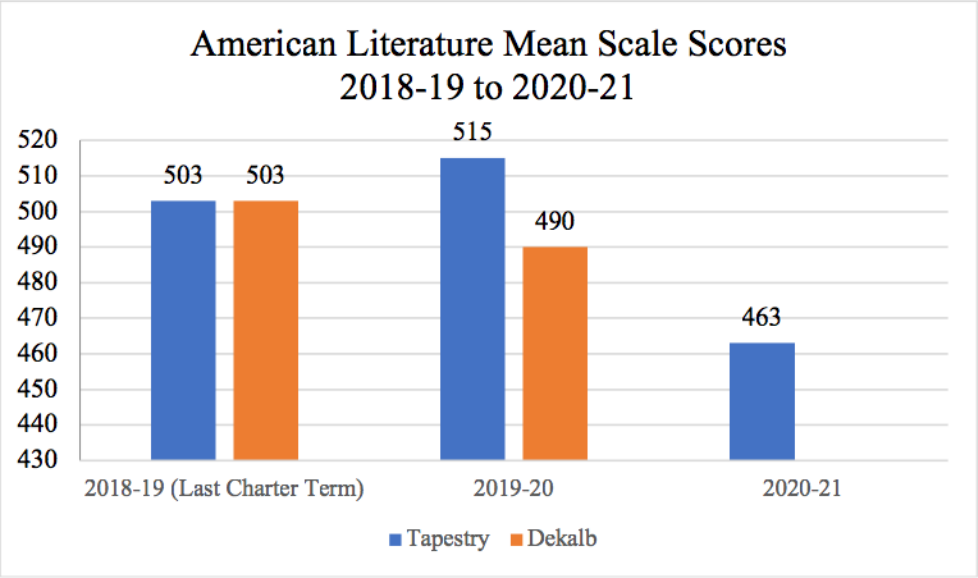


Figure 1.14: EOC Mean Scale Scores in Comparison: American Literature and Composition

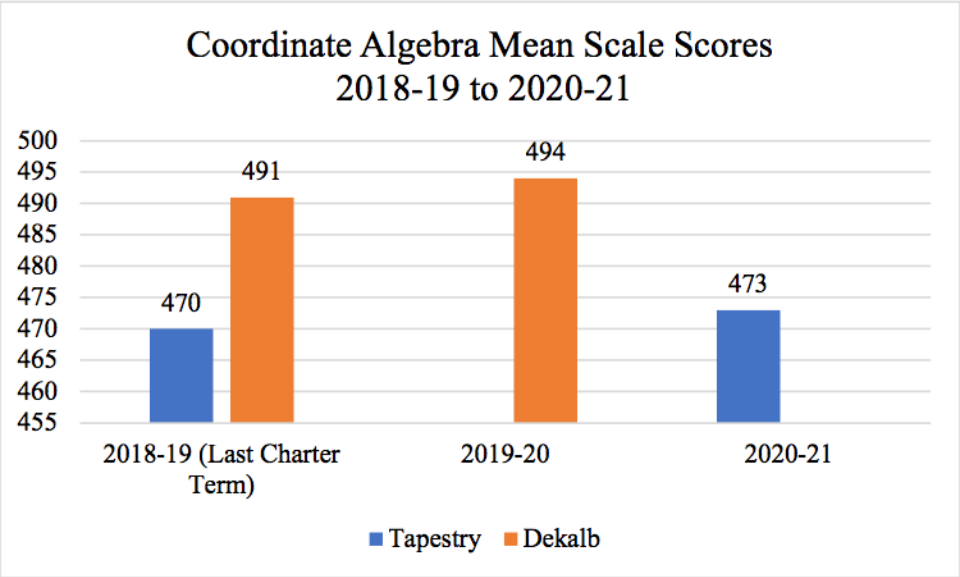


Figure 1.15: EOC Mean Scale Scores in Comparison: Coordinate Algebra

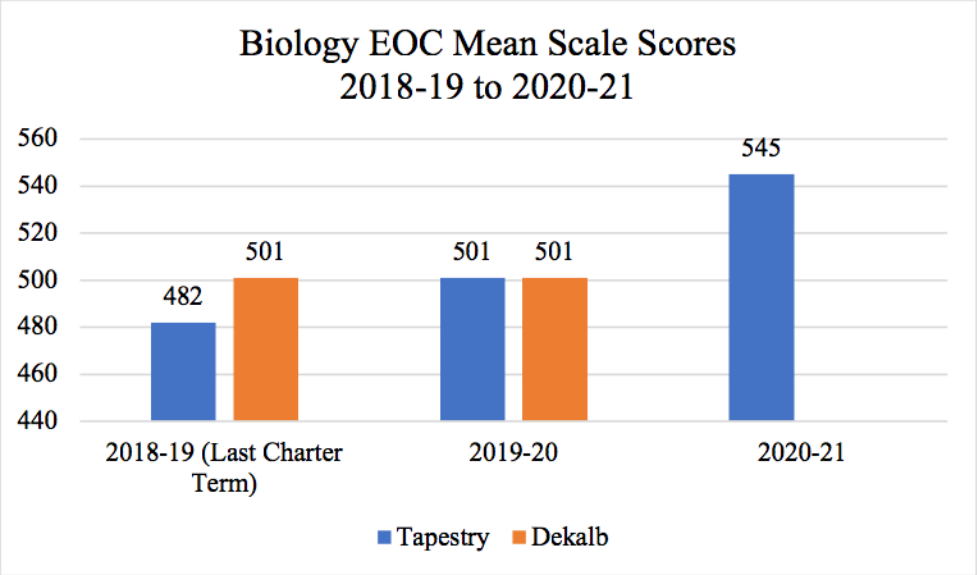


Figure 1.16: EOC Mean Scale Scores in Comparison: Biology

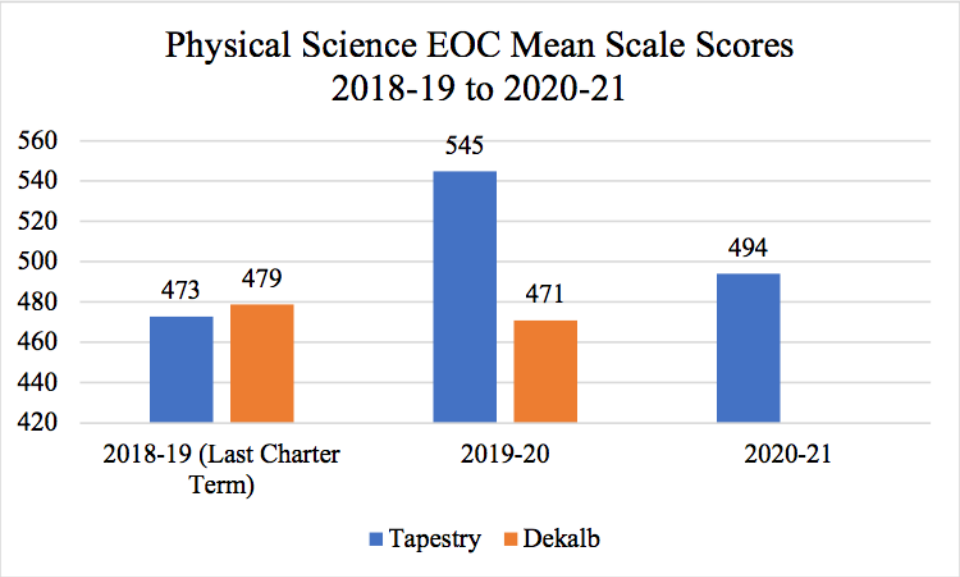


Figure 1.17: EOC Mean Scale Scores in Comparison: Physical Science

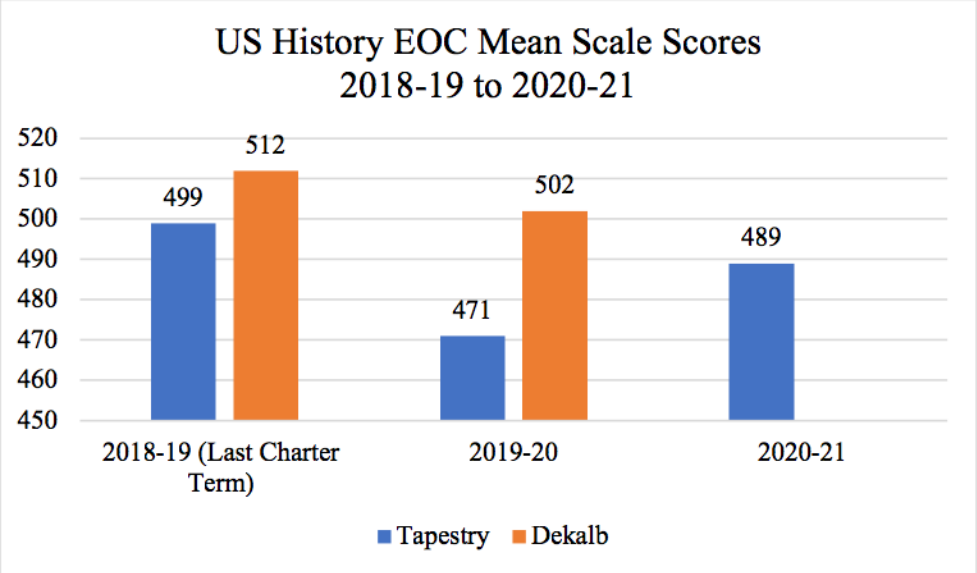


Figure 1.18: EOC Mean Scale Scores in Comparison: US History

American Literature and Physical Science saw losses over the course of the charter term, and Biology, Coordinate Algebra, and US History all saw gains. Although comparative data isn't available at the time of this application, the Winter 2020 and Spring 2021 data demonstrates the impact of more than a year of virtual schooling and does not fully reflect the potential impact of the revisions to the high school program that will be implemented once campus-based schooling resumes. District and state officials have

noted that spring 2021 data reflects significant learning loss due to the pandemic. TPCS had anticipated realizing the full impact of individualized unit map programming in the high school in SY 2020-21. These resources and supports for students are ideally implemented through campus-based programming. However, the toll of the pandemic and removal from the campus and the physical school community on students and families resulted in lower growth and overall performance for students by spring 2021.

The absence of complete data from comparative schools and subgroups also makes comparison of subgroup performance impossible—this view best demonstrates TPCS's performance. For example, in SY 2018-19, Ninth Grade Literature and Composition scores were disaggregated comparatively by subgroup (see prior section), and both regular program and special education program students outperformed the district (and regular program students outperformed the state) despite the district's cumulative 7-point lead and the state's cumulative 19-point lead. Because TPCS serves a disproportionately high percentage of students with disabilities, holistic data comparison is misleading. Therefore, it is anticipated that the disaggregated view by subgroup, once it is available, will show that even in EOCs where the district outperformed TPCS (US History and Coordinate Algebra in winter 2019), TPCS students by subgroup would outperform other students by subgroup. The increase in student performance in each of these content assessments by winter 2020 or spring of 2021 positioned TPCS to outperform DCSD (DCSD performance was not available at the time of this application, but was predicted to be lower than in the prior year).

Like the middle school, the high school experienced the most detrimental impact to literacy as a result of pandemic disruptions and virtual schooling, as demonstrated in the Mean Scale Score drop from 515 in spring 2019 to 463 in spring 2021. TPCS staff were aware throughout virtual schooling of the challenges of translating literacy initiatives off campus, and foundational skills groups, sustained reading initiatives, and other strategies critical to the literacy initiative will be crucial to regaining this progress once students return to campus-based schooling. The progress made from spring 2019 to winter 2019 on the American Literature and Composition EOC that positioned TPCS to outperform DCSD was lost in the spring 2021 assessment, and the percentage of students who tested proficient or above moved from 25%

to 11%. The school has articulated a campus-wide focus on literacy for SY 2021-22 to recoup these losses, which will include cross-content literacy integration, professional development for teachers on literacy fundamentals, and preliminary literacy reassessment for all students upon return to campus to drive small grouping for daily literacy intensives.

In Coordinate Algebra, student performance slightly increased from a mean scale score of 470 in spring 2019 to 473 in spring 2021. Math is a subject many TPCS students are disproportionately challenged by, given the high percentage of students whose disabilities are related to processes integral to math (such as dyscalculia and dysgraphia). The co-teachers and data-driven flexible grouping models within each classroom have been successful in driving significant growth for students in math (see next section on MAP: TPCS holistic Mean RIT Sum growth exceeds that of DCSD); however, math teachers will be prepared to assess each student to provide intensive support upon the return of campus-based schooling in SY 2021-22 to specifically address gaps in foundational math knowledge critical to build math proficiency for high school students.

Although Physical Science scores dropped from winter 2019 to spring 2021, they were still higher than the prior charter term and are expected to outperform the district. Student participation from 8th graders more than doubled, increasing the number of students participating in the EOC in spring 2021. TPCS increased its mean scale score from 461 in the prior charter term to 544 in winter 2019—outperforming DCSD by more than 70 points. 66% of students tested proficient of above in winter 2019, whereas only 16% of students in DCSD tested proficient or above at this same benchmark. In spring 2021, 21% of students tested proficient or above with a mean scale score of 494—this drop in proficiency percentage and score is a result of the change in participation. The Physical Science EOC was eliminated for high school students this year, so the score represents only the 8th graders (who were still required to take the test) rather than a larger cohort which included high school students. TPCS anticipates the hands-on applications for science programming (such as labs and inquiry-based investigations) and infusion of science principles across content areas that will resume once students return to campus in SY 2021-22 will result in significant gains in this assessment area. In Biology, the Mean Scale Score increased from

501 in winter 2019 to 545 in winter 2021—a 44-point increase on par with the same increase from spring 2019 to winter 2019. The proficiency and above rate increased from 36% to 67%, positioning it to be higher than DSCD's proficiency of 33% reported in winter 2019.

Finally, in US History, TPCS also saw gains from winter 2019 to winter 2020: from 471 to 489. Mean scale scores over the past four years have fluctuated within a 60-point span, and the scores in this charter term represent a larger enrollment (9 students took the test in winter 2017 and 30 took the test in spring 2021); therefore, the scores in the current charter term reflect a more accurate, stable understanding of how students will perform. Moving forward, the schoolwide priority on literacy will drive more rapid gains in the US History EOC (and across social studies classrooms, in general). In addition, stronger individualization practices in the high school will increase growth and attainment across all content areas.

d. MAP

NWEA MAP Mean RIT Sum Comparisons

NWEA MAP scores provide more insight into the performance of students at TPCS over the two years of this charter term because MAP test administration was only omitted in spring 2020 (statewide, due to the pandemic). Examination of Mean RIT Sum from one year to the next shows the value-add for students across that year. MAP results from fall to fall and winter to winter of the current charter term, show statistically significant growth in three of four content areas, despite the virtual schooling shift and pandemic disruptions that comprised the majority of the charter term. In fall to fall, all areas show growth but science. In winter to winter, all areas show growth but Language Usage. The fall-to-fall administration shows student baseline performance and is impacted by summer learning loss, but only includes two months of virtual learning in SY 2019-20. The winter-to-winter view of MAP data provides greater insight into the impact of instruction over the course of the pandemic: students who participated in the winter 2020-2021 MAP assessment had eight total months of virtual instruction at this point in the school year (including the final two months of virtual instruction from the prior school year). Reading and math fall to fall and winter to winter are provided below. Science and language usage are described herein but provided as Section III in Exhibit 28: Data Detail. MAP Mean RIT Sum comparisons show greater

gains and higher performance on MAP in TPCS students than in DCSD in both administrations and in all content areas—a critical demonstration of both student growth and mastery given the student population at TPCS is disproportionately comprised of SWD who perform lower across DCSD.

In the SY 2019-20 MAP comparisons (see Exhibit 28 for graphs), TPCS outperformed DCSD in the science assessment by 6 points in fall and 10 points in winter. TPCS lost 3 points in the fall SY 2019-20 to fall SY 2020-21 comparison but still outperformed DCSD by 2 points. TPCS students grew 18 points from the fall to the winter of SY 2020-21 (DCSD students grew 3 points). In the winter SY 2019-20 to winter SY 2020-21 comparison, TPCS gained 6 points in science performance and finished 17 points higher than DCSD, whereas DCSD saw a loss of 1 point over the same period. It is also worth noting that in SY 2020-21, the year that TPCS students made such significant growth on the science portion of the MAP, TPCS also had its largest participation rate of 8th graders in Physical Science and much stronger performance on high school science EOCs. TPCS students trend higher in science on state standards-aligned assessments rather than MAP because the school's curriculum maps are aligned to Georgia state standards. Even though TPCS performance dropped by 3 points from fall to fall on MAP, TPCS students outperformed the district on both MAP comparisons, grew significantly within the SY 2019-20 and SY 2020-21 years on MAP, and grew significantly on the winter to winter comparison.

TPCS's growth in math (12 points) on the fall to fall comparison exceeds that of the district (5 points) by 7 points. TPCS achieved a nearly 25-point gain in the winter to winter comparison from a nearly common starting point, but DCSD lost ground, creating a 35-point gap. This demonstrates the value of the virtual instruction TPCS was able to provide during the charter term, especially in an area where TPCS students require the most intensive support and tend to under-perform on state assessments.

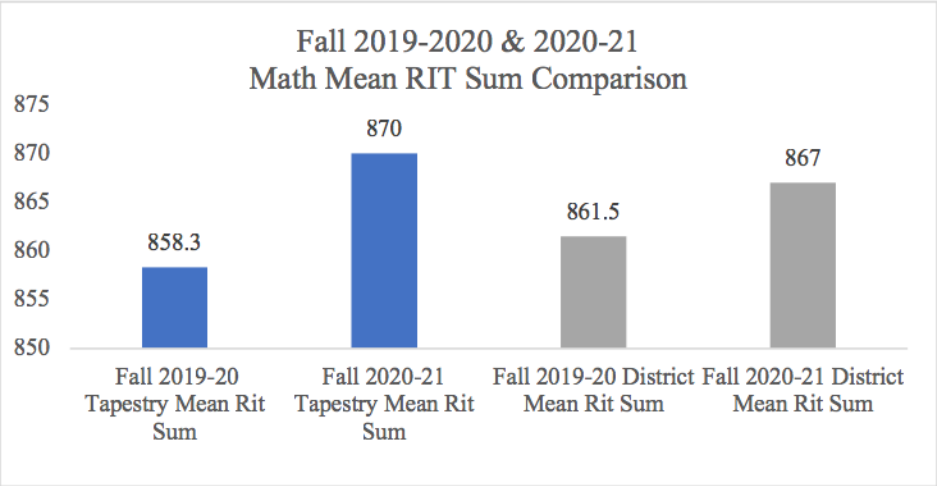


Figure 1.19: MAP Mean RIT Sum Fall to Fall Comparative View: Math

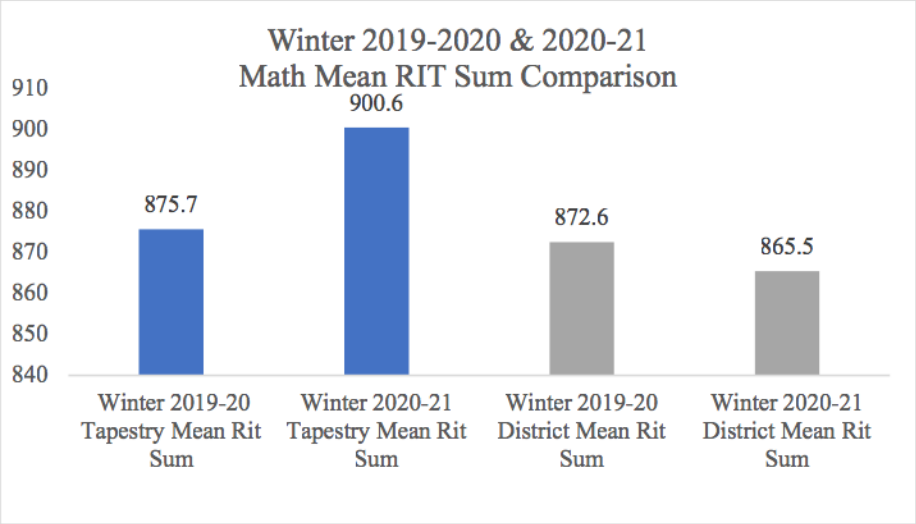


Figure 1.20: MAP Mean RIT Sum Winter to Winter Comparative View: Math

Language Usage (see Exhibit 28) showed slight growth of 6 points from fall to fall for TPCS, but students began 18 points higher than DCSD. Both TPCS and DCSD saw a 6-point increase from 2019 to 2020 on the fall to fall comparison. In 2019, TPCS students moved from 849 to 869, and in 2020, TPCS students moved from 855 to 858, outperforming the district at all four points. But TPCS did see a loss from the 2019 winter scores to 2020 winter scores of 11 points (DCSD saw a nearly 2-point gain across this year), echoing the impact of virtual learning on literacy in language usage that was visible in the middle school ELA EOGs. This loss will be mitigated with the literacy priority upon the return to campus, where students will benefit from data-driven flexible groups for skills intensives, hands-on

applications to provide more tactile approaches to literacy foundations, more faithful implementation of the literacy curricula, and opportunities for greater support with in-person classrooms.

Reading was not detrimentally impacted by virtual instruction and saw consistent gains in both fall-to-fall and winter-to-winter comparisons. TPCS students also achieved a nearly 12-point increase from fall-to-fall and had higher Mean RIT sums than DCSD. In the winter-to-winter comparison, TPCS achieved a nearly 26-point gain in reading, compared to DCSD's growth of only 6 points, creating a 35-point disparity in performance. TPCS achieved more than 30 points of growth from fall to winter in SY 2020-21, whereas DCSD saw just under 5 points. This growth in reading is consistent: reading MAP growth in SY 2019-20 from fall to winter was 19 points, whereas in DCSD it was 5.

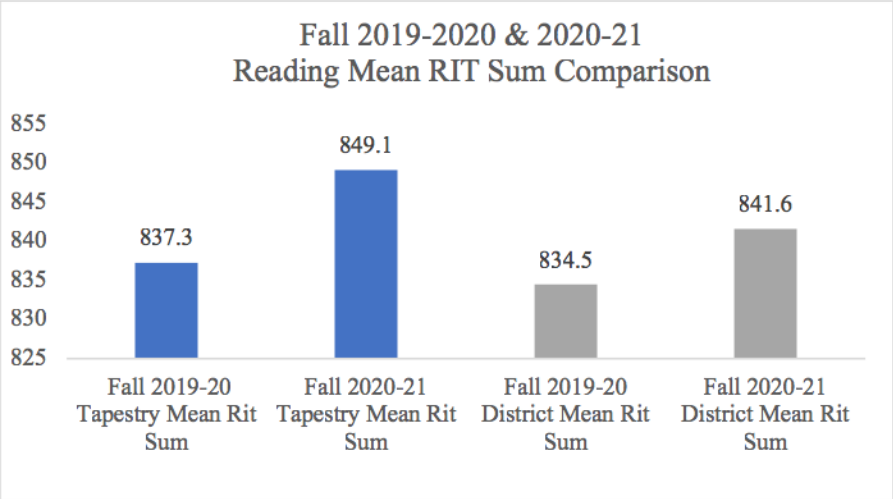


Figure 1.21: MAP Mean RIT Sum Fall to Fall Comparative View: Reading

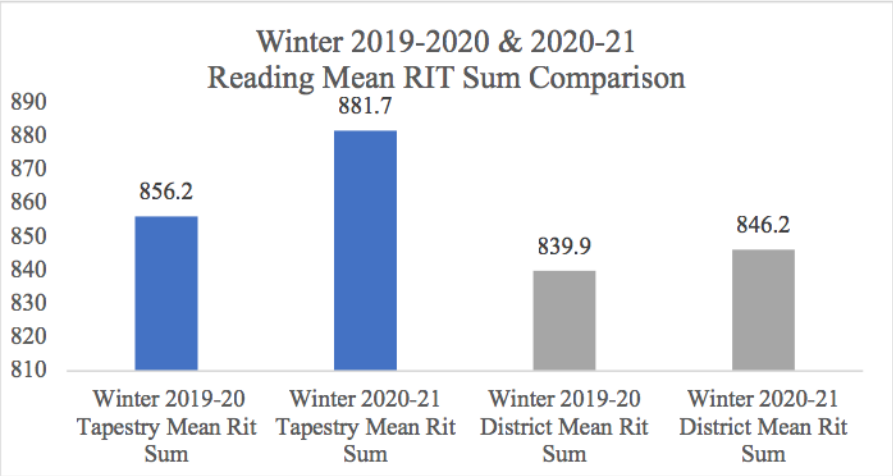


Figure 1.22: MAP Mean RIT Sum Winter to Winter Comparative View: Reading

Despite the fact that DCSD's enrollment of special education students is one-quarter that of TPCS's and SWD, on average, perform significantly lower on these assessments, TPCS's MAP data shows consistently higher average growth with each year (see Section IV of Exhibit 28 for the linear view of Mean RIT Sum Data comparisons from fall to winter), consistent growth year to year, and the capacity to provide academic growth for students despite virtual instruction and a pandemic that stalled MAP growth for the district as a whole. This MAP data supports TPCS's capacity to grow students' academic performance more quickly than in DCSD schools, outperform like subgroups, and perform at higher levels, when student achievement and growth is considered over time.

Although the first academic goal could not be assessed using the same measures as outlined in the charter contract because they were canceled by pandemic-based closures and disruptions, the robust data available makes it clear TPCS is on track to have met this goal had the assessments been in place. TPCS is outperforming comparative schools on measures of performance like graduation and attendance with consistency and growing its performance predictably. The measures of academic performance, as demonstrated in EOCs/EOGs and MAP are continuing to improve and show atypically high growth and absolute performance for SWD (who disproportionately comprise TPCS's enrollment) in ways that position TPCS to outperform the district, state, and comparative schools, and to close gaps in performance that existed in the previous charter term. Even the massive disruptions of virtual schooling and a global pandemic did not disrupt the continued growth and upward trajectory of TPCS student progress, when so many other schools saw massive backslide and learning loss. TPCS is confident its students will grow exponentially in the final year of the charter term when they can experience the interventions in campus-based schooling for the first time, without disruption.

e. AdvancEd Accreditation Results

In the final year of the prior charter, TPCS completed its external review and accreditation process through AdvancEd (known as Cognia since August 2019), the body that accredits all DCSD schools and public and private schools throughout the nation. TPCS earned higher than national average marks in Standards 3 (Teaching and Assessing for Learning) and 5 (Using Results for Continuous

Improvement) after intensive review of all classrooms, student work samples, student performance data, and teacher interviews. Some of the specific areas in which auditors assigned higher comparative scores in these domains included equitable and challenging curriculum, engaging instructional strategies that ensure achievement, teachers participate in collaborative learning communities, mentoring/coaching instructional programs support instructional programs consistent with the school's values and beliefs about teaching, and leadership monitors and communicates comprehensive information about student learning to and achievement of school improvement to stakeholders.

The team was, "impressed with the quality of the programming and level of authentic student engagement observed. Staff members were observed using the Social Emotional Engagement-Knowledge and Skills (SEE-KS) tools to determine engagement and make modifications to instruction in real time." This affirmation of the SEE-KS training and implementation, as well as notes about the use of techbooks for student-led, exploration-based individualization and data-driven small groups was reflected in high scores for Equitable Learning, Supportive, and Active Learning, outlined in Section V of Exhibit 28. The team noted the use of rigorous curriculum, work samples, and high-level thinking in the classroom further supported by the SEE-KS tool in High Expectations and overwhelmingly saw evidence of well-managed learning in systems of behavioral support, mentorship, counseling, and support services. Progress Monitoring and Feedback was another strength, supported by the feedback loop embedded in each student's individualized learning plan and biweekly data meetings, and the school scored the highest on the Digital Learning domain.

The improvement capacity noted was Standard 2: Governance and Leadership capacity, and TPCS has since made a leadership transition (new principal, assistant principal) and built a new pipeline to leadership in the organizational structure through committee and mentoring opportunities, leadership professional development, and restructuring of vetting priorities to recruit staff interested in ongoing professional growth. AdvancEd highlighted TPCS's capacity to differentiate for significantly different needs in the classroom and the culture of the school through curriculum, instructional strategies, and even extracurricular offerings that invested and engaged students and families in myriad ways. The team noted

that classroom instruction was engaging, high level, rigorous, and student driven using structures and codified practices that all staff implemented with fidelity because of consistent training, support, and feedback loops from leadership.

Stakeholder Feedback

Another key area of success in the current charter term that would have been reflected in the CCRPI had it been determined is stakeholder feedback. The school received strong, positive feedback from staff, students, and families on mid-year surveys in fall 2020 (see Section II of Exhibit 28 for more information from this survey). Stakeholder feedback on the school program was also obtained through a NACSA-sponsored survey administered by DCSD to inform the formulation of a revised charter performance framework. Parent participants emphasized the value of the school's small class sizes, the unique school design, innovative curriculum, and engaged staff. Some parents noted their students had been unsuccessful in other DCSD schools and attained academic and personal success at TPCS because of the specialized supports. One parent noted their child was denied access to gifted coursework because of MAP scores at the zone school but could take and get support for advanced classes at TPCS—an opportunity unavailable in any other school (and supported by TPCS's data on participation in advanced coursework). Other parents described TPCS as the only school that would serve their students with autism in an inclusion setting, or provide curriculum and instruction tailored to the needs of students on the spectrum, citing specific strategies unique to TPCS as integral to student success. Many parents directly compared their students' experiences at TPCS to that of comparison schools (listed earlier in the application), noting access to resources, instructional strategies, and evidence of student learning at TPCS that was inaccessible at their zone school. Of the 104 parent responses, more than 30 made note of students being challenged, evidence of student learning, or visible improvement of student skills as a result of enrollment in TPCS. Several parents noted their students' improved capacity to communicate about content, improved skills, mastery of IEP goals and/or marked differences in proficiency between TPCS students and siblings who were struggling at other schools. This feedback affirms the community's need for the school and the prevalence of positive feedback from parents/caregivers. "I have seen two of

my children, both of whom had been written off by the mainstream schools, flourish [at TPCS]. My autistic son in particular has thrived after receiving the kind of support that was refused him by [other DCSD school] where the administration punished him for his autism."

B. Financial Performance Standards (Goal 2, Appendix A to State Contract)

TPCS has met and exceeded its financial goals in each year of the charter term across each of the five sub-sections. The school's first PPP loan has been forgiven, and its second is in process to be forgiven in SY 2021-22. TPCS owns its building and has a mortgage that is funded through an agreement with a local partner (see Exhibit 23 for details). TPCS has a Current Ratio that is 1.0 or greater, a debt to Asset Ratio that is less than 95 percent, an Unrestricted Days Cash that is greater than 45, and clean annual audits through Sharon McKelvey and Associates with no findings every year. The school secured Avalon and Associates in the FY 2018-19 to oversee the school's financial outlook, manage bookkeeping, and transition TPCS to the DOE chart of accounts. This added capacity and financial oversight serves as the in-school CFO and collaborates with the board CFO (Michael Taylor), and together both meet and exceed the criteria for CFO. The transition to an entity with professional expertise in financial management for charter schools signaled a move to greater capacity for financial health and management for the organization.

The financial efficiency rating embedded in the CCRPI (which is not a part of the financial charter goal but detrimentally impacts the CCRPI report) is not applicable for a school that prioritizes students who will enroll with higher expenses and funding. Because the financial efficiency rating is predicated on direct performance to cash for students without special education funding, and TPCS is meeting its operational goals when approximately half or more of enrolled students qualify for special education services (thereby qualifying for additional funding for those services), this formula will not ever be applicable as a means to assess the school's fiscal health.

C. Governance Performance Standards (Goal 3, Appendix A to State Contract)

Throughout each year of the charter term, TPCS has acted in accordance with the Standards for Effective Governance including but not limited to participation in mandated and elective annual training

for the whole board and new members; cooperation with regulations and laws; organization and posting of agendas and minutes; collaboration with the local authorizers in walk-throughs, audits, trainings, and related mandates and recommendations; and engagement with the Georgia Charter Schools Association (GCSA) to stay abreast of local and national best practices in charter school governance. The TPCS Board has complied with and performed at or above expectations, as demonstrated through the strong, positive feedback provided by the authorizer in observations of Board meetings and during school walk-throughs. For example, in the most recent, December 2020 observation of a virtual Board meeting, DCSD School Innovation Department staff gave TPCS all high marks, confirming the school followed all protocols and best practices throughout the meeting and noting "good governance evident."

The school's Board has grown over the charter term in ways that respond to feedback from the authorizer and reflect the demographic diversity of the community (see Question 3 for more details on the current Board), and the Board voluntarily initiated a GCSA audit to improve schoolwide procedures and processes in this charter term. The most recent governance training report card, which demonstrates the school's compliance and satisfactory performance against governance goals, is included as Exhibit 6.

A. Implementation of legal requirements (Goal 4, Appendix A to State Contract)

TPCS has implemented all legal requirements of the initial and current charter contracts in all material respects. The organization consistently complies with all laws and regulations in the charter contract and related to charter operation such as holding open meetings, maintenance of training by two board members to implement the Leader Keys Effective System (LKES) evaluation of the principal annually (as verified by GaDOE), implementation of the innovative features of Section 5 of the charter, and related training and legal compliance.

B. The charter school shall not be placed on probation (Goal 5, Appendix A to State Contract)

TPCS is not and has never been on probation, nor has it been in danger of probation. The school has complied with all walk-throughs, audits, trainings and related requirements of both the local and state authorizers throughout its operation.

3. Describe the school's current financial situation.

TPCS has met and exceeded its financial goals in the charter term, despite the reduction in revenue, as described in question one. The school has maintained strong financial health and has increased the capacity to manage financial operations through the relationship with a vendor with strong charter finance expertise and new board members with development experience.

Reduction in Revenue

As described in number one, the school made swift adjustments to its budget for SY 2020-21 and beyond after DCSD reconfigured the funding formula in January 2020 and reduced its allocation by more than one-third. This drastic reduction was offset in the short term by a two-part PPP loan (the first loan has been forgiven and the second is anticipated to be forgiven) to close immediate gaps, as well as the elimination of several administrative and teaching positions. The school's capacity to react immediately to both reduce expenses and raise monies to close such a significant budgetary gap demonstrates the organization's financial health and the financial expertise of the leadership. The programmatic quality was not impacted: mandated services continued without interruption, and although the school is counting on increased enrollment to bring the administrative positions back that are still needed, the school was able to pivot quickly, despite the challenge.

Starting in SY2021-22 and beyond, greater fiscal health will be achieved through a combination of higher enrollment, which will increase overall revenue, and an expectation of increased fundraising through new donors and a focus on grant writing from new board members.

The new enrollment model will grow the total number of students from 250 to 300 by allowing 42-44 students in each grade 6-12. This will fully leverage the teaching staff, who are currently under-utilized in the existing enrollment model due to higher than anticipated utilization of advanced coursework and dual enrollment opportunities. In the prior charter terms, TPCS offered some advanced coursework with 4-8 students per course—this prevented full leverage of teachers by maintaining scheduling without classes that ever reached capacity. Moving forward, the increased participation in

advanced coursework will allow TPCS to maintain its 12:1 ratio in *all* classes and allows for more students in each grade. In addition, prior enrollment models were conservative to ensure all students could be accommodated by the teaching staff if no students were eligible for dual enrollment. In this charter term, there has been a growing number of students participating in dual enrollment (18 students across SY 2018-19 through SY 2020-21) and even students who have graduated early (one) and are on track to graduate early in future years (three or more). Because of the success of the individualization approach and already small total enrollment, the school is able to accommodate a slightly higher enrollment per grade while maintaining optimal student-to-teacher ratios, thus offsetting the reduction in revenue that has created some financial restriction.

School Fundraising

Over the course of the charter term, TPCS has established a strong foundation for fundraising that it plans to continue to grow through increased development capacity.

One of the most critical ways TPCS offsets its expenses is through the recruitment of resources via partnerships. The school is located in its permanent home, which was made available through a no-cost mortgage furnished by a partnership with a local philanthropic organization. This ongoing relationship has offset the cost of facilities and provides an appropriate home for the program, without the need for any additional fundraising for capital improvements, as all requisite renovations to the facility have already been completed at no cost to the school (see Exhibit 20 for evidence of this relationship). The Alliance Theatre, Horizon Theatre, and the High Museum provide enrichment programming; Emory University and Marcus Autism Center provide curriculum and training for students and teachers; and organizations like View Point Health provide direct services for wellness supports to students and families. These kinds of partnerships offset the cost of a full spectrum of diverse services that are provided to students and their families, and MOUs and letters of support from some of TPCS's partners are included as Exhibit 19.

TPCS also engages in formal annual fundraising initiatives, led by the Board of Directors and supported by a development director. The school raised more than $1 million within this charter term, not

including the Dissemination or CSP grants, and in the absence of the school's regular annual fundraising events in SY 2019-20 and SY 2020-21. This fundraising total reflects a mix of corporate gifts from regular corporate and foundation sponsors, and private gifts from individuals. TPCS regularly holds a fall annual fund and a spring auction, both of which are anticipated to resume in SY 2021-22 with increased returns once the school has resumed campus-based programming. The Board has significantly increased its development capacity with its current Board, which represents a broad range of networks, corporate matches, and new donors.

4. Provide a brief overview of the school's current governance structure.

Board Structure

TPCS is organized under the Tapestry School, Inc. and is governed by the Board of Directors. This board holds the charter and is ultimately responsible for meeting and exceeding the charter goals, maintaining the organizational health of the school, supervising and evaluating the principal (currently through LKES), and collaborating with authorizers and other relevant agencies to ensure compliance with applicable laws and regulations.

The board is comprised of 7-15 members, who serve 2-year terms with no limit on terms; however, executive committee terms are limited to five years. The current board is comprised of 15 members, including three members from the original founding board, who represent diverse skill sets and demographics. The board includes:

- **Devon Christopher** (Chair/Co-Founder): Devon is the Litigation Director for the Georgia Advocacy Office which serves as the designated Protection and Advocacy System for the State of Georgia. In this role, Devon provides legal advice and advocacy for people who experience disabilities. She was previously Senior Assistant Attorney General for the Georgia Office of the Attorney General where she served as Section Leader in the Civil Rights Litigation Section. (TPCS parent)
- **Dr. Ryan Maltese** (Vice Chair): Dr. Ryan Maltese is Project Director of the National Institute for Student Success at Georgia State University. Dr. Maltese began his career as an attorney, with a focus

on contracts and business services. He holds a law degree from North Carolina Central University School of Law and has been a member of the Georgia Bar since 1999. Later, Dr. Maltese transitioned his professional career to higher education administration, serving in a variety of roles across development, academic affairs, student affairs and student success. He has also taught a variety of undergraduate courses in Political Science, Education and Life Skills. He holds a master's degree in Conflict and Peace Studies from UNC Greensboro and a Ph.D. in Educational Policy Studies from Georgia State University. His research explores access to postsecondary education for undocumented and DACA students in the state of Georgia. (TPCS parent)

- **Beth Radford** (Secretary): Beth is a pediatric physical therapist who has worked at Children's Healthcare of Atlanta since 2000. Beth coordinates the physical therapy student program at Children's Healthcare of Atlanta. (TPCS parent)
- **Michael Taylor** (CFO/Treasurer): 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.
- **Amy Hilton** (Governance Chair): 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.
- **Suzanne Baker** (Development/Partnerships Chair): Suzanne is a development professional with broad experience in major gift fundraising in higher education, healthcare, immigration services, and disability services. Suzanne 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; Visiting Nurse | Hospice Atlanta; and the Cary Institute of Ecosystem Studies in Millbrook, New York. (TPCS parent)

- **Lindsay Resnick** (Academic Excellence Chair): 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.
- **Meg Williams**: Meg is a museum educator originally from North Carolina. She joined MODA in 2021 as Education Coordinator, and previously served as Coordinator of School and Teacher Services at the High Museum of Art in Atlanta. At the High, she coordinated the school field trip program, which reached over 50,000 students per year, and organized professional learning opportunities for educators across the state.
- **Dr. Brian Williams**: Dr. Brian Williams has over 20 years of experience supporting the professional development of pre-service and in-service teachers. His work is situated at the intersection of science education, urban education, and education for social justice. As the director of the Alonzo A. Crim Center for Urban Educational Excellence, he is responsible for implementing service programs, conducting research, and providing technical assistance aimed at cultivating excellent educational experiences for children living in urban communities.
- **Dr. Ann Tuemler**: Ann is an occupational therapist specializing in assessments and interventions for children, adolescents, and young adults with complex profiles, including autism, emotional and behavioral challenges, sensory processing challenges, learning delays, and motor coordination challenges. She has worked in public schools and private clinics and is the owner of Next Right Steps, a concierge therapeutic and family-centered coaching practice.
- **Rev. Gwen Bryant**: Rev. Bryant is currently the Executive Director of the Floyd and Gwendolyn Bryant Foundation. She has over 20 years' experience as an educator of exceptional children and has

served as Special Education Department Chair and new teacher mentor. Rev. Bryant holds multiple certifications in special education and general curriculum and was honored as a Georgia Master Teacher in 2013. She is an active member of the National Coalition of 100 Black Women, Inc. Metropolitan Atlanta Chapter.

- **Karen Guerra:** Karen is a bilingual Speech-Language Pathologist at Marcus Autism Center with 20 years of experience with Autism Spectrum Disorder (ASD) 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.
- **Brian M. Williams**[*]: Brian M. Williams is a native of South DeKalb County, and he now lives in Brookhaven, GA with his wife and two sons. He has been a teacher for 24 years at the middle school and high school levels. He earned his BA from Oberlin College and his MA from Clark Atlanta University. He enjoys reading and exercising in his spare time. (TPCS parent)
- **Regis Santamaria:** Regis is the Sales Director - Americas at Viavi Solutions, a public company that develops analytical and optimization software for the largest telecom operators around the globe. Regis has held different commercial and sales leadership positions for a diverse group of high-tech companies ranging from start-ups to large public companies. Regis has a BA in History from Gettysburg College and he completed an executive MBA at Mercer University. (TPCS parent)
- **Shuli Green:** Shuli has over two decades of experience as a trial lawyer, litigating cases in multiple practice areas. Over the course of her career, Shuli has worked both as a plaintiff's lawyer and an insurance defense attorney and began her legal career as a staff attorney for the United States Court of Appeals for the Eleventh Circuit. She later worked as an associate attorney with several Atlanta firms and is currently a partner at Schweber Green Law Group, specializing in tort law and commercial litigation.

[*] Note: There are two board members with the name Brian Williams

The board elects four officers annually and annually certifies at least two members with education experience to implement the state LKES evaluation of the principal. Former board members are encouraged to roll onto the school's advisory council, which is currently comprised 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.

Governing Board Decisions

The governing board makes decisions about the governance of the school, which have included but are not limited to the following examples from the current charter term:

- the ongoing recruitment and election of new board members and the current recruitment focus on board members with fundraising expertise;
- the management and evaluation of the principal, which most recently included a national search and vetting process for the new principal whose tenure began at the start of SY 2019-20;
- the decision to apply for PPP loans in SY 2020-21 to offset the short-term revenue shortfall due to elimination of funding for paraprofessionals, which would be covered by a long-term funding strategy devised in collaboration with the CFO, principal, and board; and
- the annual evaluation of the principal using LKES.

The board also makes decisions in cooperation with the school principal through committees, such as the finance committee/CFO and principal collaborative decision, which was approved by the board, to contract with a charter finance expert to serve as organizational CFO. 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 meets with the school leader at least annually to formally assess the school's performance against its goals and the principal's plans for improvement, and the Executive Committee approves these plans on behalf of the

board. All of these are decisions that typify how the board governs and holds the principal accountable with the support he needs, without interfering in the management of the school.

School Leader Decisions

The principal is the leader of the school and makes decisions about the day-to-day management of the organization, such as the recruitment, hiring, and evaluation of administrative and teaching staff; identification and implementation of curricular and instructional strategies; development of behavior support and discipline strategies; and decisions about communication and outreach to parents and stakeholders from the school. Examples of specific decisions the principal has made in this charter term have included but are not limited to the following:

- Reorganization of the administrative team and teaching schedules to reduce expenses and help offset the budgetary shortfall in SY 2019-20 (approved by the Board);
- Creation of the individualization strategy for the high school in SY 2019-20 in response to the strong middle school performance in the pilot in SY 2018-19;
- Formulation of a virtual schooling and communication approach in March 2020; and
- Formation of the Equity Task Force in SY 2019-20.

As described above, the principal meets frequently with board members through committees and leverages the expertise of an advisory committee to support the diverse stakeholders of the TPCS community. However, he has the autonomy to make the day-to-day decisions to manage the school within the established budgets, policies, and vision of the school as established and approved by the board, and through open communication with the committees of the board.

See Exhibit 7 for the Roles and Responsibilities chart, which provides more information about how decisions are allocated between the principal and the governing board.

Accountability

The board of directors holds the school principal accountable through a series of checks and balances that comprise a strong working relationship between the governing body of the school and the

day-to-day manager of the school. First and foremost, the board recruits, retains, and evaluates the principal using LKES and maintains at least two board members with current certifications to oversee this evaluation process annually. Through this evaluation process, the principal is held accountable to specific annual goals for the school and his own professional practice, as articulated in the annual goal-setting process. In addition to this evaluation process, the board CFO also collaborates in monthly meetings with the school CFO to review school budgets and financial documents to hold the principal accountable to his role in the 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, provides 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 is 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.

Governance Training

All board members are required to participate in annual training as mandated by the state and local authorizers, and TPCS has remained in good standing throughout the life of its charter, participating in all mandated and some optional trainings from DCSD, the state, and through the school's vendor of choice: GCSA. The training plan included as Exhibit 6 outlines the various trainings required for board members for which the school contracts with GCSA.

See Exhibit 6 for the board's Governance Training Plan.

5. Describe how the school provides state- and federally mandated services to students with disabilities.

TPCS 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). TPCS achieves 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. This requires an approach to special education that uses federally mandated services as a baseline and provides every student who may be eligible for Individualized Education Programs an innovative and robust system of supports from evaluation to program exit.

Each year, all staff participate in yearlong professional development on special education topics that engender schoolwide expertise: all teachers are supported in developing expertise in special education because at TPCS, all teachers are teachers of special education. In the current charter term, development foci included autism in the classroom, inclusion strategies, and implementation of individualization unit maps, in addition to general education topics like use of technology in the classroom, measuring student engagement, and restorative practices. All staff have worked across the two years of the current charter term to build their understanding and use of strategies that support the success of students with autism, strategies that promote successful inclusion, and the implementation of the individualization approach to every classroom with intensive support from the special education team, including one-on-one studies, classroom observations, team teachings, lesson analyses, and workshops.

See the Manual for Special Education Services, included as Exhibit 27, for detailed descriptions of the processes and policies that guide the special education program at TPCS.

Evaluation, Identification, Development, Revision, Review of IEPs

TPCS follows all DCSD, 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, more than half of the students who enroll at the school annually come with IEPs. While a few students are recommended for their first IEP at TPCS, most have

IEPs in place that are reviewed and revised given the more comprehensive and inclusive approach to special education that is in place at TPCS. The evaluation and identification of students who become eligible for services during attendance at TPCS, follows these steps (outlined in detail in Exhibit 27):

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 is created and services are immediately implemented.

All new student applications (after the lottery) include requests to provide information about prior special education supports, 504 Plans, or other services students received to ensure scheduling and supports can be planned in the event that records are unavailable or not current from prior schools. Most student records are accessed through DCSD and the special education coordinator reviews the IEP and assigns it to one of the full-time special education teachers (there are currently 12) 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 occur annually for each student and progress toward IEP goals is updated 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 two years, each student with an IEP has a Redetermination of Data meeting which allows the team to review current data to determine if the student continues to require special education services.

The TPCS approach to IEP development and implementation features person-centered planning; however, TPCS supplements this in significant and innovative ways. IEPs at TPCS are standards-based, which frames academic IEP goals in the language of 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 enables 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, planning to close the gap in ways that focus on skills that will be assessed. Standards-based IEPs better communicate the steps required to close the gaps, rather than focusing on the gap without strategy. The standards-based IEP is one innovation that has been instrumental in more rapid IEP goal attainment.

Another innovation in IEPs at TPCS is the Active Student Participation Inspires Real Engagement (ASPIRE) process, implemented through a partnership and grant from GaDOE. 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.

TPCS also partners with and is funded by 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 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 provided trainings for all staff and participated in TPCS's Transition Consortium across

this entire charter term. Emory will continue to collaborate with teachers and students in the SY 2021-22 (see Exhibit 19 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.

Lastly, TPCS implements the TPCS Transition Task Force, which helps students with IEPs transition from high school through a team-based support system that provides resources and supports, starting in eighth grade. This ensures students and families have the lifelines they need across four years to be ready to transition from high school and has been instrumental in exceptional graduation and post-graduation placement rates for TPCS graduates. The task force consists of parents, board members, and staff members who meet regularly to establish a shared database of materials and resources. They also provide a comprehensive roadmap for transition processes with sessions that occur each year of a student's tenure at TPCS.

Integration into the General Education Program

The focus of TPCS'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 TPCS's general education classrooms are uniquely positioned for inclusion. TPCS has a special education coordinator, who oversees the program with an eye toward inclusion; special education teachers, who co-teach and provide pull-out instruction as well as case management for an average of 12 students each; and paraprofessionals who are assigned to specific students based on their IEPs. The school also maintains two full-time Inclusion Facilitators and an Autism Specialist, who provide support to students and staff to promote successful inclusion strategies. In the middle school, special education teachers are assigned as co-teachers who partner with a general education teacher all year; in the high school, special education teachers are assigned to co-teach across two classrooms. "Looping" is utilized in

middle school grades to provide cohesive support to students in core content areas, reducing the number of transitions students experience year over year.

The special education team shares the responsibility of co-designing Specially Designed Instruction (SDI) for all students and oversees the consistency and predictability of all school processes and classroom norms, which is a critical component of inclusion success at TPCS. All classrooms share common lesson cycles, physical structures, access to flexible seating, and even spatial orientation: students can find materials in the same places in each classroom, experience a common Google classroom structure in every class, and can expect the shift from group lesson to small group instruction to happen with the same frequencies across classes. 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 working with a large team of special education professionals to ensure the entire school is set up for all students to access their education in the least restrictive environment. It is why so many students who previously required pull-out instruction are able to exceed goals in an inclusion model at TPCS. 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 at the school that supports 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, 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 but beneficial to all students and has had demonstrated impact on time management skills, work completion, self-efficacy, and post-graduation goal attainment.

The social-emotional skills curriculum adopted at the school, PEERS, is developed for students on the autism spectrum and implemented in daily advisory sessions across middle and high school, but also benefits students with a range of learning differences (including neurotypical peers). In 30- to 60-minute sessions twice a week, students 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 report they feel more safe, supported, and successful than in any other learning environment they have experienced[1].

The special education department, which is currently comprised of 24 total people (but shifts in size depending on the enrollment of students with disabilities), works in partnership with the general education team, through annual professional development priorities focused on specific inclusion priorities, collaborative data analysis, and weekly co-planning. Staff use the student information system (Infinite Campus) to track student data, along with a progress monitoring tool (EaSY CBM) that provides testing and data analysis in order to closely monitor student progress on assessments. This data guides 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.

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

Progress against IEP goals and objectives, as well as a regular report card, are documented and reported to the special education coordinator, appropriate staff, and parents. Progress monitoring at regular intervals informs not only programs and interventions, but also modifications to a student's IEP as appropriate. The principal disaggregates 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 TPCS, and they 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 DCSD, 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 meets with the family to hear the concern. Challenges regarding special education, specifically, go next to a mediation or due process hearing to be resolved. TPCS follows the Georgia State IEP appeals processes. *Note that no appeal has been filed in the existence of the school.* This record of cooperation is due to the partnership and supportive relationship of clear communication that TPCS forges with its students and families.

Special Education Vendors and Services

TPCS receives services from DCSD for speech, OT, PT or any other related services a student may require. TPCS does not currently hold contracts with any other vendors or providers for other services related to special education; however, partnerships with entities like Emory University, Marcus Autism Center, and View Point Health provide additional services and guidance for implementation of services for students eligible for special education at no cost.

Technical Assistance and Training

TPCS participates in all mandated trainings from GaDOE and DCSD. DCSD provides regular communication about mandatory training sessions, and the special education coordinator ensures that all appropriate staff members are in attendance. TPCS also reserves funds annually for additional trainings aligned to the focus for the year. During this charter term, designated staff have participated in trainings provided by GCSA, trainings led by Dr. Norman Webb (creator of the Depth of Knowledge model), and equity trainings held by the International Institute for Restorative Practices to support the school's Equity Task Force. Select staff also participated in school site visits (prior to school closures in SY 2019-20) in Henry County to observe models of co-teaching and cross-curricular planning to support the implementation of the revisions to TPCS's planning models to support improved individualization schoolwide. All staff were trained in the Social Emotional Engagement - Knowledge and Skills program, which is a neuroscientific approach to communication and teaching for individuals with emotional learning differences, such as ASD. The founder of this model, Dr. Emily Rubin, regularly liaises with the school to provide additional support and training for new staff to inform measures of engagement in lesson planning for students with ASD and related learning differences.

TPCS annually adopts a book study in alignment with a focus area—over the course of the charter term, the school has unified in schoolwide studies on autism through a book study of Dr. Barry Prizant's *Uniquely Human: A Different Way of Seeing Autism* and this year engaged in conversations about liberatory education and abolitionist teaching through the study of Dr. Bettina Love's *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom.*

ADA and 504 Facility Compliance

The building is fully compliant with ADA and 504 guidelines. A ramp was added for access to the stage area, and a button installed to provide hands-free access to the entrance door at the ramp. All door knobs in the building were replaced with levers to promote accessibility, and there is an accessible bathroom stall and ample accessible parking. All TPCS education activities are held on the first floor, so there is no need for elevator access. The middle school counselor is the 504 coordinator and attends all required trainings through DCSD to oversee 504 compliance.

Management of Confidential Records

Student records are confidential and 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 is allowed to see student records without the parent/guardian's written permission in accordance with FERPA guidelines.

6. **Describe how the charter school provides state- and federally-mandated services for English Learners (ELs).**

TPCS has dedicated outreach and partnership in largely Latinx communities adjacent to the school, which has resulted in the recruitment of a rapidly growing population of students eligible for English to Speakers of Other Languages (ESOL) services. Over its initial years of operation, the school's recruitment was focused on students on the autism spectrum. Since beginning dedicated recruitment efforts in Spanish-speaking communities in SY 2018-19, TPCS has provided an attractive option for English learners who may be on the spectrum or who are neurotypical and would otherwise be zoned for very large schools. In just three years, the population of EL students at TPCS, schoolwide, has grown from 5% to 8%. This growth looks most explosive in the middle school, where the percentage has gone from 6% to 10%, and leadership from Spanish-speaking parents, translation services, and community supports have become a critical component of the school's model. As outreach continues and the TPCS ESOL program grows, the school is excited to prove how an inclusion model that utilizes individualization not only benefits students with autism and their neurotypical peers who may be native English speakers, but also those who are English Learners (EL).

Identification, Notification, and Progress-Monitoring

As a 6th through 12th grade school, most students enter TPCS with the EL designation already assigned. Student records of those who are eligible for English to Speakers of Other Languages (ESOL) services are forwarded on to the lead ESOL teacher to have their files reviewed for previous data and

testing scheduled. All students new to TPCS complete a Home Language Survey, and any student who has been recommended for assessment of eligibility or who enters TPCS with ESOL eligibility first completes parent/guardian permission and then completes the ACCESS test. All data is maintained in the student's ESOL folders, which are updated regularly and password-protected by the lead ESOL teacher. Data is used to create Instructional Language Plans for those students who did not make positive movement from one language band to another on their ACCESS, and students' schedules are 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 participate in a meeting with parents/guardians to set language goals and obtain informed parental consent.

Students who have tested out of ESOL services are flagged by the ESOL Liaison, and their data (grades, teacher reports, MAP data, other standardized assessments) are 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 is forwarded first to the Response to Intervention (RTI) team to review the challenges and prescribe interventions to support the student's needs. This review is also copied to the lead ESOL teacher for review, and the lead ESOL teacher may be engaged 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 new/additional supports through the RTI process. Due to the low student/teacher ratio, the TPCS is able to quickly identify and assist any student whose progress appears to have stalled or changed.

The ESOL Liaison oversees 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 also meets 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 are also eligible for special education services, the lead ESOL teacher and special education case managers 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 enables ESOL and special education teachers to work closely together in support of students' success.

Services and Delivery

All students receive language support first through push-in support from an ESOL teacher who comes into specific classes throughout the day. This ESOL teacher is scheduled across students' courses to provide a set number of instructional minutes within content and elective coursework and utilizes small group and one-on-one instruction within the general education classroom to provide support. In addition, all students have designated time across the week for small group instruction with designated teachers based on their learning goals and/or service eligibility. For English learners, 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 provides EL students with dedicated time with other students working on English acquisition goals in a pull-out setting several times each week. This teacher progress monitors English development using the ELD Standards Framework provided by WIDA.

Staffing for the ESOL services is proactive: TPCS currently employs two ESOL teachers, with the lead overseeing all case management and one teacher providing high school services and the other providing middle school services. As the EL-eligible population continues to grow, the number of ESOL teachers will continue to grow to ensure all students have small groups for pull-out services and robust access to push in support from ESOL teachers. However, the overlapping services provided by TPCS 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 ensures very small ratios of

student-to-teacher interaction and support. Likewise, the counselors, autism specialist, and inclusion facilitators provide a number of supports to ensure no student can "slip through the cracks." In this way, ELs benefit from the support of more than just the ESOL teacher staffing—they benefit from the entire staffing model and an approach to education that establishes a team of supports for every student in every space.

See the ESOL manual in Exhibit 26 for a detailed description of the identification, notification, testing, and services model in place for English learners at TPCS.

7. **Provide the number and percentage of students receiving In-School Suspensions, Out-of-School Suspensions, or Expulsions during the current charter term (e.g., the past 3years). How does this discipline and dismissal data compare to the Office of Civil Rights data[2]?**

Over the two years of the charter term, TPCS had drastically different discipline data and implemented a new process that is positively impacting infraction types and rates. SY 2019-20 had a higher number of days of suspensions and no expulsions, and SY 2020-21 had no suspensions or expulsions. Each of these years is contextualized by a number of factors.

In SY 2019-20, TPCS created a new position in the administration to manage discipline and provide more intensive support for students to reduce disciplinary infractions in culturally responsive ways. Many TPCS students have learning differences, anxiety, trauma, and other challenges that may manifest themselves as behaviors, all of which require special support to interpret, implement boundaries and set appropriate norms. For some students, this is a goal they are working toward on an IEP, and they are collaborating with their special education teacher to build their capacity around this challenge—these students are not represented in these numbers, but their challenges engaging with students who do not closely follow rules create unique cultural needs. For some students, with or without an IEP, challenges in social interaction and inappropriate behavior may be the impetus for their enrollment at TPCS—many

[2] Note the last year for which this data is housed in the ED.gov system is 2017. TPCS used enrollment data to compare discipline data to enrollment to determine proportionality of discipline in the SY 2019-20.

families choose this school because their students have been unsuccessful in more traditional school settings, and many TPCS students without IEPs require more intensive behavioral support.

During SY 2019-20, there were several students who did not have IEPs but had repeat infractions that mandated suspension according to the code of conduct: these infractions and fewer than five students comprise approximately one-quarter of the totals from SY 2019-20 school year. These students received intensive familial support, counselor engagement, opportunities to engage with preferred staff, enrollment in curriculum designed to build social skills, access to reward systems, and other supports anchored in positive behavioral framing. The goal of appointing a behavior specialist position in SY 2019-20 was to ensure dedicated staff could manage discipline, build strong relationships with students who were at risk of disciplinary infractions, and ideally reduce rates. The repeated infraction rate with the same small group of students demonstrates that the designated staff approach wasn't working to reduce repeat infractions. Black students are disproportionately represented in suspensions, which is unacceptable.

An Equity Task Force was established to review the data and create solutions. This task force convened to support changes to curricula and instructional strategies and revised the school's approach to behavioral intervention. Designated staff positions for discipline were eliminated from the organizational chart, redistributing responsibility for student behavioral success to all staff. An assistant principal with demonstrated experience leading restorative practices to effect reduced disciplinary infractions was hired to oversee staff capacity-building. This shifted discipline away from a designated administrator position to shared responsibility for student success and restorative culture. The new assistant principal was recruited and vetted with a focus on her restorative practice expertise, relational focus, and track record for building strong culture undergirded by equity. She co-leads (with the principal) and facilitates the Equity Task Force, created a new discipline guidebook to align strategies and policies across staff members, and is leading professional development for all staff to build capacity and sustain emphasis on supporting students rather than focusing on infractions.

Revisions to the disciplinary approaches have included increased training and resources for teachers through the Equity Task Force, participation in restorative practices training for new and

returning staff, revisions to the disciplinary structure to create time for community practices that support restorative engagement, a mentoring program (that pairs students and teachers) to build relationships and ensure each student has a designated advocate across their tenure at the school, and accountability systems for teachers to engage culture-building approaches in their classrooms. TPCS is also implementing the PEERS curriculum in advisories to build classroom rapport and student strategies, biweekly data meetings that include the review of student engagement and behavioral data, and options for students to access preferred staff and make other choices that support their needs.

Many TPCS students are navigating challenges outside of IEPs and 504 Plans, such as anxiety and the need for social-emotional skill-building. In the same way that common practices and predictability have been used to support academics, TPCS is increasing strategies to support behavioral success, such as common language and protocols to organize positive framing for behavior across classrooms (such as "keeping it REAL"—Respect, Engaged, Aware, Learners—to help students in all grades and classrooms to remember how to show up in class and participate appropriately). Teachers are also trained and supported in the use of declarative language rather than imperative language to communicate with students. This consistent means of communication across the school helps de-escalate conflict and enables students to use situations as opportunities for learning rather than potential for disciplinary escalation. Curricula to build student skills is not just used to increase students' capacity but also to build teachers' awareness of student needs. In this way, students and staff are working together to build new means of engagement and communication that proactively avoid the need for disciplinary intervention and integrate restorative protocols when harm may take place.

TPCS had 0 suspensions (in or out of school) and 0 expulsions in SY 2020-21. The majority of this year was engaged virtually, which does not provide accurate data on the impact of these interventions; however, the campus-based instruction at the conclusion of SY 2020-21 provided all stakeholders with an opportunity to experience the revisions to behavioral support in person, and no infractions that required referral, suspension, or expulsion were logged. Stakeholder feedback on engagement and implementation of restorative practices in virtual settings were positive, and leadership

saw shifts in interactions and teacher capacity in the return to classrooms in March 2021. Equity-based culture and a focus on restorative practices that shift the responsibility to teachers will continue to be a focus moving forward in the final year of the charter term and beyond. TPCS expects to see significantly lower disciplinary rates and a more balanced distribution of discipline across racial groups, and the Equity Task Force is owning review and support of these processes under the leadership of the assistant principal moving forward.

19-20	In-School Suspensions		Out-of-School Suspensions		Expulsions	
Ethnicity/Race	**Total Number & Percentage of Total Population**					
Latino Hispanic	2	.007%	3	.007%	0	0%
American Indian	0		0	0%	0	0%
Asian / Pacific Islander	2	0.003%	6	.003%	0	0%
Black / African American	6	2%	40	9%	0	0%
White	4	.007%	18	3%	0	0%
Two or More Races	0	0	0	0	0	0%
Total Population						259

20-21	In-School Suspensions		Out-of-School Suspensions		Expulsions	
Ethnicity/Race	**Total Number & Percentage of Total Population**					
Latino Hispanic	0	0	0		0	0%
American Indian	0	0%	0	0	0	0%
Asian / Pacific Islander	0	0	0	0	0	0%
Black / African American	0	0	0	0	0	0%
White	0	0	0	0	0	0%
Two or More Races	0	0	0	0	0	%
Total Population						261

8. Describe in detail how the charter school's students, governing board, faculty, and staff reflect the sociodemographic diversity of the community served by the charter school.

TPCS set a goal in the prior term to increase demographic diversity of stakeholders through targeted recruitment of families, staff, and board members and build equity through organizational initiatives and has exceeded that goal. TPCS has engaged a number of strategies to increase the diversity of its students and engagement of diverse families. Relationship-building in the immediate communities through enlistment of board members, outreach to community leaders, and recruitment of staff members reflective of the immediate community have all been instrumental in the rapid increase in student diversity and engagement of diverse families. Through PTO initiatives (like resource pantries and car pools), frequent communication with families from classrooms and administration in multiple modalities, and meetings with families to understand their needs, the school has quadrupled its population of students from the immediate community, which has nearly doubled the population of middle school students eligible for EL services. This outreach has also increased the percentage of low-income families and students of color as a whole, driving toward a student composition that is not only neurodiverse, but also racially, culturally, and socio-economically diverse.

As of SY 2020-21, TPCS served 263 students: 47% qualify for IEPs, 16% for 504 Plans, and 9% are ELs. 18% are Hispanic or Latino, 45% are Black/AfAm, 41% are White, and 29% Economically Disadvantaged. Since the prior charter term, these percentages reflect double the percentage of students eligible for EL services (in the middle school), double the percentage of Latino/Hispanic students (across the whole school), a ten percentage point increase in Black students, and a 13 percentage point increase in students who identify as economically disadvantaged. The percentage of students with IEPs and 504 Plans has remained consistent at between 60% and 70% across the prior and current charter terms, but there is an increase in students with IEPs who also require language support. The school's performance has continued to improve, even as the population of learners and their families has diversified over the prior charter term. This is, in part, because the staff has diversified and focused on building equity alongside the changes within the school community.

The school's newly formed Equity Task Force, which consists of 15 members and continues to grow, has met monthly since July 2020 with representation from various staff roles, parents, board members, and community experts to set measurable goals, review organizational policies and structures, and create revisions and trainings that allow the whole school to move together toward the shared equity goals. The task force has been instrumental in engaging speakers to facilitate difficult conversations around race, organizing school-wide book studies on contemporary topics of equity, and driving fundamental changes to discipline policies—initiatives that are focused on specific measurable outcomes rather than just inputs. The task force created a school Equity Policy and has underpinned professional development objectives to ensure TPCS is not just recruiting more diversity but also equipping the community to engage authentically and respectfully in a diverse community. The task force ended the 2021 spring semester by presenting its core tenets to the PTO for feedback. The task force plans to begin SY 2021-22 by presenting to the Student Government Association to continue to actively engage students in the work of the equity. The task force is open to all stakeholders in the Tapestry community and ongoing anonymous surveys and polls provide a safe and accessible mode for community members to bring up issues of equity and give important feedback to the task force throughout the coming year.

TPCS staff demographics are also diverse. 46% of staff identify as White, 42% as Black, 7% as Asian, and 5% as Latinx. This demonstrates a slight decrease in the percentage of total White staff from a majority to minority. The leadership pipeline in the school also includes a number of BIPOC staff members, ensuring administration and lead teaching roles include Black and Latinx voices and perspectives. Racial, linguistic, cultural, and neurodiversity continue to be codified priorities for the school in recruitment of not just students, but staff and Board members.

The TPCS Board of Directors is currently comprised of 15 members. The current board membership includes ten women and five men; four board members are Black, one is Latinx, one is multi-racial, and nine are White. The current board is largely comprised of representatives with autism and education expertise, some representation from arts organizations with whom the school partners and individuals with financial management and business expertise. There are three board members who are

personally or professionally engaged in the local Latinx community, and many of the board members are also parents at TPCS.

9. Describe in detail any difficulties faced during the charter term that were not already addressed above, how the school dealt with such difficulties, and if they remain an issue for the school. Also explain how the school plans to avoid these difficulties during the upcoming charter renewal term.

COVID-19

The pandemic that shuttered campuses across Georgia on Friday, March 13, 2020 also impacted TPCS. TPCS students, especially those that rely on the predictable routines, individualized supports, and classrooms tailored to sensory processing challenges were immediately thrust into a new schedule and modality for learning. Administration supported teachers and families in creating virtual means of communication and structures that replicated the consistency, predictability, and close relationships at TPCS that are so critical to the school's success. The school immediately transitioned to remote biweekly data meetings to review each student's individual performance and virtual engagement to determine how to best support each student in the remote setting (these meetings are part of the individualization effort piloted for the middle school in SY 2018-19 and implemented for the high school in SY 2019-20). However, a stakeholder survey showed that approximately 50% of students required support from someone at home to stay engaged in virtual instruction, and 74% of parents/caregivers felt their students' IEPs could be fully implemented with fidelity remotely. In a school where the majority of students rely on routines, interventions, and sometimes intensive supports traditionally delivered in person, removal from campus disrupted routines from the setting that has been intentionally designed to support their success.

As part of the virtual instructional strategy, TPCS pivoted quickly to modify interventions and supports for remote access, and develop schoolwide structures needed to address common needs that arose from virtual instruction. TPCS offered on-demand, one-on-one sessions with students and families to address any changes in performance and/or affect identified in virtual learning during weekly office hours. Students were also given the option during virtual instruction to meet with preferred staff members

(in addition to or instead of assigned staff members) and/or in different virtual settings (including smaller groups and individual meetings) to accommodate students who had anxiety about virtual instruction. These accommodations eased the transition by increasing regular, direct communication with students and families and by providing students with choices about how they participated remotely, giving multiple access points for support, and providing robust access to a wide array of staff members with whom families and students have rapport to address any anxiety.

The focus on technology as a cornerstone of individualization meant the school already had 1:1 devices, online curricula for each content area, use of virtual classrooms to track assignments, and online communication with families in place, reducing any transitions in the shift to learning from home when the campus closed. The more robust focus on individualization initiated in SY 2019-20 meant regular conferencing appointments were already set (and were now just conducted virtually), individual student goals were already in place (and were now just being addressed from home), and small group study sessions and implementation of social group meetings through the PEERS curriculum were conducted remotely rather than in person. In this way, TPCS was prepared to more seamlessly navigate the transition to remote learning, and attendance, engagement, and stakeholder satisfaction (for both staff and families) was markedly high across both the spring semester of SY 2019-20 and fall of SY 2020-21. However, many of the social goals that students, especially those on the autism spectrum, work toward are more challenging to navigate in the virtual setting. Interpreting social cues and practicing interactions were more difficult due to both the new modality and distractions from home. These same distractions from home presented themselves for some students in academic classes, creating some challenges that were outside of TPCS's control. Through frequent communication and partnership with parents, TPCS worked to ensure every student had immediate access to the internet speeds and best environment possible from which to work.

The greatest challenge for the school years disrupted by the pandemic was the absence of consistency and accommodations that are traditionally provided in campus-based, physical schooling. TPCS students' needs vary greatly, and due to the substantial percentage of students who qualify for

supports through IEPs and 504 plans, many of the specific processes and procedures necessary to ensure students thrive are best implemented in-person and in consistent, daily schooling modalities. Many TPCS students have learning goals organized around social interaction and interpersonal dynamics, which have been exacerbated by the pandemic, virtual schooling, and increased isolation experienced by many families. Implementation of programming like PEERs, virtual clubs, and one-on-one virtual access to preferred staff members was introduced to offset these challenges, but is no substitute for the daily, campus-based programming designed to specifically address these learning goals.

Another challenge of the disruptions of campus-based schooling caused by the pandemic are gaps in standardized assessments. Without formal progress monitoring data, regular EOCs for all students who completed associated coursework, EOG data in SY 2019-20, final MAP data from SY 2019-20, and disruptions to the testing environments for assessments that were implemented, teachers had less and inconsistent assessment data to use to drive instruction and measure the impact of the schoolwide changes that had been introduced. Revisions to the individualization approach, new approaches to inclusion, strategies for behavioral support, and other professional development initiatives could not be fully implemented or measured while students were in virtual instruction, and the shift from individualization and inclusion in the physical classroom to the virtual classroom required a significant pivot.

As students returned to campus in March SY 2020-21, mandates for COVID safety such as masking, social distancing, and other measures to promote safety were most challenging for students with sensory processing challenges, goals around executive function, and social development needs. For the more than half of the students at TPCS for whom these challenges have made TPCS a strong fit, the safety precautions have created a new culture, routine, and adjustments that can be distracting. The work of regaining lost instructional time is a slower process in a school where the enculturation and resetting of norms and routines requires more time and support.

Feedback collected in a formal survey administered to staff, students, and families in SY 2019-20 was used to inform scheduling, family technology training offerings, flexible modules, and other means of support implemented in SY 2020-21. As the community's understanding of COVID-19 has changed,

so too has TPCS's understanding of how to best serve its students and community in the context of the pandemic. Should disruptions to assessment and/or campus-based instruction occur in the next charter term, TPCS will leverage this experience.

Revenue Shortfall

Another significant challenge incurred during the charter term took place in January of SY 2019-20. The new funding formula for SY 2020-21 that might make small changes in other charter school budgets created a drastic impact on TPCS because of the school's population. The elimination of paraprofessional funding, which has been embedded in the funding formula since TPCS's inception and is integral to the support of a significant percentage of the school's student body, coupled with the revision of the funding formula, reduced the school's revenue by more than one-third. TPCS was left with fewer than four months to create a budget for SY 2020-21 that would require the school to raise more than $1.9 million.

The removal of legally mandated one-to-one paraprofessional support from the annual agreement with DCSD creates a shortfall of more than $400,000 for TPCS annually, persistently changing the way the school could operate. This additional expense for TPCS, in addition to the revised funding formula which drastically reduces the school's annual revenue, required the leadership to identify an immediate stopgap for the pending budget before it could implement long-term solutions. The board obtained two Paycheck Protection Program (PPP) loans to provide immediate relief for a portion of the funding gap (the first has been forgiven and TPCS anticipates forgiveness of the second). For the long term, the board is using a new enrollment model in conjunction with more aggressive fundraising goals. New board members with development expertise and new networks, as well as grant writing support are two ways the school has grown its fundraising capacity to address this challenge. The leadership team and board also partnered to reduce the size of the administrative team, removing the Academic Support Specialist, Student Support Specialist, Literacy Specialist, and IT administrator as well as some teaching positions, to reduce annual costs.

Moving forward, the leadership is continuing to reduce costs and increase the capacity for fundraising. However, the funding shortfall will be primarily offset by increasing enrollment for the next charter term (see the enrollment table in the Executive Summary). Middle grades will increase from 32 students per grade to 43 and TPCS will maintain an average of 301 total students rather than 266. Student-to-teacher ratios will remain the same: the increased number of students can still be comfortably accommodated by the current staff size due increased dual enrollment of high school students, and the block schedule that is currently under-utilizing the current staffing.

PROPOSED CHANGES

10. If the answers given above to questions 1 - 9 reflect a change to any of the following, please provide the rationale for the change.

A. Academic Changes

TPCS will not make any significant changes to the academic program in the next charter term. As students and staff return to campus for SY 2020-21, staff will be positioned to fully implement in the high school the individualization model that is already in place in the middle school. The school will also shift to restorative practices across the school to support a more proactive approach to culture. All students will access individualized literacy curriculum in the daily advisory period as part of the support provided in this time; however, none of these changes deviate from the original charter and still include techbooks, student-led curriculum, investigative approach, and co-taught classrooms.

B. Governance Changes

TPCS will not enact any changes to its governance structure in the coming charter term. The current governing board reflects the growth of the board to include greater community representation and diversity in experience, skill set, and demographics. The role and approach to governance will continue with the board taking a strong lead in fundraising for the school and principal accountability.

C. Financial Changes

There will be no significant financial changes for the school in the next charter term. The transition to the support of a financial organization to serve as Chief Financial Officer has positioned the

school to make more effective and efficient financial decisions. The school's financial position will be improved through greater fundraising capacity and increased total enrollment.

D. Operational Changes

TPCS will increase enrollment in the next charter term from 266 to 301 students. This will offset the waiting list in each grade level, fully utilize the teaching staff by filling classes to the 12:1 ratio that are currently only partially filled, and offset financial strain caused by a reduction in the funding formula.

LOOKING TO THE FUTURE

11. Briefly describe how the school has and will continue with its proposed changes to serve the needs of its students for the upcoming (renewed) charter term.

Implementation of Schoolwide Individualization

The schoolwide individualization approach instrumental to the middle school's significant gains in CCRPI in the final year of the prior charter term were supposed to be fully implemented in SY 2019-20 and SY 2020-21 but were disrupted by the shift to virtual schooling. In SY 2021-22, high school teachers will observe the middle school teachers who have demonstrated success in implementing the individualization model to provide guidance and support for fidelity of implementation. High school teachers and teachers new to TPCS will observe how unit maps drive instruction, review student work, and analyze observations during biweekly data meetings and dedicated PD. Monthly high school PD will prioritize the individualization model and intensive literacy support, and each teacher will receive weekly feedback from lead teachers and/or administrators from walk-throughs. Members of the leadership team provide support throughout the building on individualization and facilitating collaboration across classrooms.

Codification of Innovative Features

At the start of the charter term, TPCS participated in a GCSA-led self-study to drive multiyear improvement goals. The primary feedback was to codify model innovations with staff-wide training and systems. Through evaluation and organization of professional development and revisions to programming

through the lens of the school's innovative features, the community has a more cohesive approach to improvement; an aligned vision for improvement that is tied clearly to the mission; and shared language and goals across all roles. This has yielded observable growth in specified domains that translate to improved student data. The table below outlines the TPCS innovative features and the associated phases of implementation within the development cycle at the start of SY 2020-21.

Practice	Current Phase	SY 2020-21 Achievements	SY 2021-22 Priorities
Student-Driven Content	Implementation	-Fully implemented individualized curriculum across all subjects, including electives -Teachers participated in professional development sessions devoted to increasing opportunities for student choice in all subject areas -Student Preference surveys piloted	-Genius Hour Implementation -Unit Maps 2.0 implemented across all grade levels -Student Preference surveys given across all grade levels
Inter-disciplinary/ Cross-Curricular Content Integration	Experimentation	-STEAM Days -Houses (Advisory)	-STEAM PLCs -PLCs focused on interdisciplinary practices -STEAM integration across all subject areas -PLCs focused on Interdisciplinary practices
Expeditionary Approach to Learning	Exploration	-Houses (Houses) -Virtual Field trips	-STEAM Notebooks -Genius Hour
Project-Based Learning	Experimentation	-Individualized Curriculum DOK 4 Projects -Elective Course Emphasis -Houses (Advisory)	-Genius Hour -PLCs in STEAM and Cross-Curricular Instruction -Professional Development
Holistic Approach to Instruction	Installation	-Intro to UDL -SEEKS	-Specially Designed Learning Study
Data-Driven Flexible Grouping	Implementation	-Focus on co-teaching strategies -Intro to SDI -Small Group Instruction provided to all students - Data meetings -Standards-Aligned Assessments	-SDI book study -Coaching of Co-Teaching Teams -Continue push to fully align assessments to standards -Differentiation Book Study
Theater/ Drama for All	Refinement	-MS Theater House and HS Drama Club offered as an option for all students; multiple Drama courses	Full Productions in MS and HS, these were put on hold by the pandemic

		offered for high school students	
Increased Instructional Time	MS - Implementation	WIN Time; Removal of Early Wednesdays	-Advisory -Refinement of WIN time -SciLearn and ALEKS access
	HS - Installation	Addition of Support Courses; Removal of Early Wednesdays	-Addition of Study Skills Course -Better usage of Support Courses -SciLearn and ALEKS access
Techbooks	Refinement	1:1 Tech for All	n/a

Table 11.1: TPCS Innovative Features and Implementation in PD Cycle

TPCS Unified Professional Development Plan

Under the school's new leadership, TPCS has shifted its focus in recruitment to growth mindset, commitment to equity, and interest in collaboration. This positions the school to vet staff for a capacity to grow their practice at TPCS and comes with a responsibility to provide robust professional development. Within this charter term, TPCS has reorganized the PD approach to put a greater emphasis on year-over-year, schoolwide PD that organizes collaborative learning across staff positions through a 3-year unified professional development plan. The initial plan organized staff learning modalities and identified domains in alignment with the school's innovative features to ensure all staff have common language, goals, and strategies that advance the mission of the school.

PD takes a two-pronged approach: ongoing, regular meetings with select groups of teachers and biweekly data meetings. Full staff meetings are held monthly (during pupil-free days wherein students complete work asynchronously), middle school and high school teachers meet weekly, and data meetings are held biweekly. In these meetings, they discuss individual student concerns and plans to support them, topics of equity, check-ins on interventions, and provide ongoing support for teachers on the focus areas of the school. Outcomes from these meetings might include a behavior support plan for a student, check-ins with student families, revision to a schoolwide classroom structure, or a new staff-wide agreement in service of an equity initiative. Biweekly data meetings are divided out by grade level and/or content area and examine a range of data such as MAP performance, classroom-based assessments, formative testing, EOCs and EOGs, projects, or curricular assessments. These analyses are used to look for trends in

subgroups, content areas, strands, and grade levels to establish systems of support and individual student needs, as well as small groups for intensive skills supports. Vertical team meetings are held monthly wherein teachers from shared subject areas meet to discuss best practices and how to ensure curricular continuity throughout all grade levels.

Monthly staff-wide PD is aligned to annual PD goals, and teachers meet across grade to collaborate on areas of focus. SY 2020-21 PD foci were equity/restorative culture, individualized learning, inclusive practices for special education students, and digital learning. In SY 2021-22, foci will be literacy, equity/restorative culture, and individualization (including faithful implementation of curricular unit mapping). PD days are full days but include time for vertical planning across grade levels by content area. The PD budget accommodates speakers, staff-wide monthly book studies, certifications for individuals and teams, and other relevant requests. All PD is guided by a measurable goal. For example, individualized learning plans are all submitted on the first PD day for peer review and feedback and on the last PD day they are submitted again and measured against the initial rubric to identify strengths and areas for growth.

TPCS Equity Task Force

The goal of the TPCS Equity Task Force is to examine the processes, procedures, and curricula at TPCS to determine where to improve to provide a more equitable learning experience, work environment, and community for all stakeholders. TPCS made equity a primary focus of improvement for SY 2020-21 and will extend this priority through the initiative over subsequent years with annual goal setting that includes strategies and self-studies to ensure equity continues to improve and the diverse community of the school is engaged.

Professional development is one way the Equity Task Force is moving toward its goals. The first section of the equity-focused professional developments was a multi-week Summer Institute led by members of SOJOURN in summer 2020 to build implicit bias awareness for staff. Ongoing reflection on biases and their impact on pedagogy continued to be addressed in PD throughout SY 2020-21 and will continue into SY 2021-22 as a component of each PD day.

The Equity Task Force is also examining equitable instructional practices and culturally affirming curricula—two major foci for the task force members in SY 2021-22. Members will review curricula to look for missing perspectives and opportunities to integrate diversity. SOJOURN is supporting the task force in this work and has invited students to participate in the GRAND (Gender-, Race-, and Neuro-Diversity) Ambassador Program to serve as advocates and work as members of the task force. They will be trained through this program to engage in evaluation of the school's curricula and instruction.

Social-Emotional Learning

TPCS has consistently prioritized social-emotional learning through small class sizes, a relational approach to education, co-teachers in core classrooms, student-driven elective offerings, curricula to build social-emotional skills, frequent opportunities for authentic familial engagement, and student-led decision-making. However, the pandemic highlighted the need for additional supports, especially for some students with heightened anxiety and social-emotional skills goals. To this end, each student is now assigned a mentor staff member who will stay with them across their tenure at TPCS. This staff member has designated time to check in daily with their students and tracks the student's wellness checks (through Sown to Grow), grades, and behavioral data. This staff member also communicates with parents and is available to the student and family when and if they need an advocate.

TPCS invested in Sown to Grow, an adaptive program that utilizes AI technology to help students set goals, reflect on their strategies and learn how to learn. Students use this technology in their 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 maintain 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.

Starting in SY 2021-22, students will begin compiling digital portfolios of their best work. Also starting in SY 2021-22, mentors will work with students to help them choose or co-create clubs and interest groups so that every student has an affinity group to engage in at school with peers.

Literacy

TPCS has built out a comprehensive, vertically aligned strategy for literacy to be implemented in SY 2021-22 and beyond that complements the individualized learning approach already in place. This strategy includes daily, supplementary literacy support during daily advisories that integrates literacy instruction through tech-based, computer-adaptive literacy curriculum. The comprehensive curriculum is individualized by the grade level Language Arts teacher in response to ELA assessment data (EOC, MAP data) and integrates the computer adaptive resources (Reading Plus), high-interest reading and support, Common Lit (online curriculum), and Expressive Writing (McGraw-Hill). Students also receive push-in and pull-out support, as needed, to differentiate literacy supports during daily advisory and regular ELA coursework to provide foundational skills intensive support to close gaps. Finally, TPCS will integrate a staff-wide, common approach to teaching literacy in highly engaging ways (starting in SY 2021-22) using the methods from *Book Love* and *180 Days*: designed to build depth, stamina, and passion in readers through engagement strategies. To support the focus on reading across the school, the TPCS library has undergone a more than $50,000 investment and renovations with over 3,000 high-interest titles purchased in response to trends in student interest. All students will have access to a physical book they will be interested in and can practice finding books they enjoy on campus. This practice is more than "sustained reading for pleasure"—ownership of learning to find a book and daily reading will be embedded into the culture of the school as a literacy strategy to promote time engaged in text and ensure consistency across the school.

One of the most impactful shifts of the literacy approach in SY 2021-22, in addition to the formalization of the daily support time to include a focus on literacy that is aligned to student data, is the implementation of unit maps at the high school level. The unit maps critical to the individualization approach are aligned to Georgia Standards of Excellence and create tighter standards alignment, making ongoing formative teacher assessment of standards more accurate. Small student groupings within class (2-3 meet at any given time while other students are working individually), which meet daily and shift to address the specific standards students need more support in, will also be more specifically aligned to the

standards as they have been broken down with the support of inclusion specialists, special education teachers, literacy specialists, and other support professionals during weekly collaborative planning. This approach provides the tighter alignment to standards that will create greater predictability of mastery for EOGs and EOCs and move students through the content more directly. Programs like Common Lit, Reading Plus, and Expressive Writing provide supplementary support on reading and writing concepts covered by standards outside of the unit mapping, which offers another avenue for holistic growth. This robust, vertically aligned strategy for literacy that begins in SY 2021-22 offers students more time in ELA instruction, more practice in computer-adaptive and teacher-directed spaces, a schoolwide focus on choosing engaging books that leverages the library, and shifts classroom instruction to a more predictable and standards-based approach.

TPCS is honoring its mission by providing the school the community asked for at its inception: a model built for inclusion that gives diverse students and their families individualized supports. The school has codified its evidence-based solutions in a 6-12 model that is demonstrating significant value-add through outcomes that exceed that of the district, comparative schools, and the state when compared by subgroups. Throughout an exceptionally challenging charter term wherein students who were most vulnerable to disruption in routine stood to experience significant hardship, TPCS's attendance, graduation rate, and content assessment data all demonstrated improvement when similar schools experienced losses. TPCS has the infrastructure, stability, and support needed to continue to make predictable and consistent gains throughout the next five years and beyond.

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 Tapestry Public Charter School located in DeKalb 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 the charter 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 Language 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 a for-profit entity for education and/or management services;
16. Shall notify the state of any changes in for-profit 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 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, 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 this state;
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 all criteria used to calculate QBE funding may not be 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 19th day of July , 202_.

_____ _July 19, 2021_____
Governing Board Chair, Charter School Date

This Charter School Application, Assurance Form, and attached Exhibits were approved by the DeKalb Board of Education on the day of , 202_.

_____ _____
Chair, DeKalb Board of Education Date

_____ _____
Superintendent, DeKalb 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

_____ _____
Chair, DeKalb Board of Education Date

_____ _____
Superintendent, DeKalb Board of Education Date

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:

Driver's 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 Doraville (city), Georgia (state).

Signature of Governing Board Chair

Devon Christopher

Printed Name of Governing Board Chair

SUBSCRIBED AND SWORN
BEFORE ME ON THIS THE
1 DAY OF June, 2021

Robin L. Aldrich

NOTARY PUBLIC
My Commission Expires:
04/07/2024

ROBIN L. ALDRICH NOTARY PUBLIC DEKALB COUNTY, GEORGIA My Commission Expires 04-07-2024

EXHIBIT 1

CERTIFICATE OF INCORPORATION

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

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

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	: 19500097
Date Inc/Auth/Filed	: 06/25/2012
Jurisdiction	: Georgia
Print Date	: 08/11/2020
Form Number	: 211

Brad Raffensperger

Brad Raffensperger
Secretary of State

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: 1/15/2021 9:37:58 AM

BUSINESS INFORMATION	
CONTROL NUMBER	12052538
BUSINESS NAME	TAPESTRY SCHOOL INCORPORATED
BUSINESS TYPE	Domestic Nonprofit Corporation
EFFECTIVE DATE	01/15/2021
ANNUAL REGISTRATION PERIOD	2021

PRINCIPAL OFFICE ADDRESS	
ADDRESS	3130 Raymond Drive, Atlanta, GA, 30340, USA

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

OFFICERS INFORMATION		
NAME	**TITLE**	**ADDRESS**
Amy Hilton	SECRETARY	3130 Raymond Drive, Atlanta, GA, 30340, USA
Devon Christopher	CEO	3130 Raymond Drive, Doraville, GA, 30340, USA
Michael Taylor	CFO	3130 Raymond Drive, Doraville, GA, 30340, USA

AUTHORIZER INFORMATION	
AUTHORIZER SIGNATURE	Robin L. Aldrich
AUTHORIZER TITLE	Authorized Person

EXHIBIT 2

BYLAWS

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 fifteen (15) 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 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 10 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 proceedings

of 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 D.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: March 16, 2020

EXHIBIT 3

CONFLICT OF INTEREST POLICY

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

CONFLICT OF INTEREST FORMS

Tapestry Public Charter School
Annual Governing Board Disclosures

Name:	Amy Hilton		
Address:	2485 Cadillac Dr NE Atl GA 30345		
Phone:	404 408 9531	**Email:**	amy.w.hilton@gmail.com
Date:	6/7/21		

If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet. Clearly label the explanation with the number of the corresponding question.

	Yes	No
1. Do you or your spouse have any contractual agreements with Tapestry?		N
2. Do you or will you or any immediate family member have any ownership interest or derive any income or other consideration from Tapestry or any other company contracting with, providing service to, or otherwise associated with Tapestry?		N
3. Did you or will you or your spouse lease or sell property to Tapestry?		N
4. Did you or will you or your spouse sell any supplies, materials, equipment or other personal property to Tapestry or receive funds, gifts, loans, services or other consideration from Tapestry?		N
5. Have or will you or any immediate family members be guaranteeing or granting any loans to Tapestry?		N
6. Are or will you or any immediate family members be employed at Tapestry or any other company contracting or providing service to Tapestry?		N
7. Did you or your spouse provide any start up funding?		N
8. Are you or will you or any immediate family member have ownership interest, directly or indirectly, in a corporation, partnership, association or other legal entity which would answer "yes" to questions 1-7?		N
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 Board member?		N
10. Other than your Tapestry Board position, do you currently serve as a public official or sit on any other boards?		N
11. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school?		N
12. Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other similar group?		N
13. To the best of your knowledge, are there situations not described in this questionnaire that may give the appearance of a conflict of interest between you or a member of your immediate family and Tapestry, or would make it difficult for you to discharge the duties of your office in an independent manner?		N

1

If needed, please attach an additional sheet to provide an explanation for answers given above. Clearly label the explanation with the number of the corresponding question.

Criminal Background History

Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2 please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

	1. I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
	2. I am currently charged with one or more crimes.
AM	3. I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Initials

AM	I have received a copy of Tapestry's Conflict of Interest Policy.
AM	I have read and understand the Conflict of Interest Policy.
AM	I agree to comply with the Conflict of Interest Policy.
AM	I have received a copy of the Code of Ethics for Tapestry's Governing Board.
AM	I agree to comply with the Code of Ethics for Tapestry's Governing Board.
AM	I agree to comply with the annual governing board training requirement as consistent with federal, state, and local regulations.

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Tapestry Public Charter School, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Tapestry Public Charter School Governing Board of any change that may create a conflict of interest. Further, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

Signature

6/7/21
Date

2

Tapestry Public Charter School
Annual Governing Board Disclosures

Name:	Ann Monroe Tuemler		
Address:	116 LaBlanc Way NW, Atlanta GA 30327		
Phone:	404-915-8883	**Email:**	annT@tapestrycharter.org
Date:	5/5/21		

If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet. Clearly label the explanation with the number of the corresponding question.

	Yes	No
1. Do you or your spouse have any contractual agreements with Tapestry?		X
2. Do you or will you or any immediate family member have any ownership interest or derive any income or other consideration from Tapestry or any other company contracting with, providing service to, or otherwise associated with Tapestry?		X
3. Did you or will you or your spouse lease or sell property to Tapestry?		X
4. Did you or will you or your spouse sell any supplies, materials, equipment or other personal property to Tapestry or receive funds, gifts, loans, services or other consideration from Tapestry?		X
5. Have or will you or any immediate family members be guaranteeing or granting any loans to Tapestry?		X
6. Are or will you or any immediate family members be employed at Tapestry or any other company contracting or providing service to Tapestry?		X
7. Did you or your spouse provide any start up funding?		X
8. Are you or will you or any immediate family member have ownership interest, directly or indirectly, in a corporation, partnership, association or other legal entity which would answer "yes" to questions 1-7?		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 Board member?		X
10. Other than your Tapestry Board position, do you currently serve as a public official or sit on any other boards?	X	
11. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school?		X
12. Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other similar group?		X
13. To the best of your knowledge, are there situations not described in this questionnaire that may give the appearance of a conflict of interest between you or a member of your immediate family and Tapestry, or would make it difficult for you to discharge the duties of your office in an independent manner?		X

If needed, please attach an additional sheet to provide an explanation for answers given above. Clearly label the explanation with the number of the corresponding question.

Criminal Background History

Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2 please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

	1. I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
	2. I am currently charged with one or more crimes.
AW	3. I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Initials

AW	I have received a copy of Tapestry's Conflict of Interest Policy.
AW	I have read and understand the Conflict of Interest Policy.
AW	I agree to comply with the Conflict of Interest Policy.
AW	I have received a copy of the Code of Ethics for Tapestry's Governing Board.
AW	I agree to comply with the Code of Ethics for Tapestry's Governing Board.
AW	I agree to comply with the annual governing board training requirement as consistent with federal, state, and local regulations.

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Tapestry Public Charter School, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Tapestry Public Charter School Governing Board of any change that may create a conflict of interest. Further, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

OTD, OTR/L

Signature

5-31-21

Date

Tapestry Public Charter School
Annual Governing Board Disclosures

Name:	Beth Radford		
Address:	2032 Wilandrew Dr. Decatur, GA 30033		
Phone:	404-226-8622	**Email:**	beth ~~karen~~ errore@tapestrycharter.org
Date:	5/27/21		

If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet. Clearly label the explanation with the number of the corresponding question.

	Yes	No
1. Do you or your spouse have any contractual agreements with Tapestry?		✓
2. Do you or will you or any immediate family member have any ownership interest or derive any income or other consideration from Tapestry or any other company contracting with, providing service to, or otherwise associated with Tapestry?		✓
3. Did you or will you or your spouse lease or sell property to Tapestry?		✓
4. Did you or will you or your spouse sell any supplies, materials, equipment or other personal property to Tapestry or receive funds, gifts, loans, services or other consideration from Tapestry?		✓
5. Have or will you or any immediate family members be guaranteeing or granting any loans to Tapestry?		✓
6. Are or will you or any immediate family members be employed at Tapestry or any other company contracting or providing service to Tapestry?		✓
7. Did you or your spouse provide any start up funding?		✓
8. Are you or will you or any immediate family member have ownership interest, directly or indirectly, in a corporation, partnership, association or other legal entity which would answer "yes" to questions 1-7?		✓
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 Board member?		✓
10. Other than your Tapestry Board position, do you currently serve as a public official or sit on any other boards?		✓
11. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school?		✓
12. Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other similar group?		✓
13. To the best of your knowledge, are there situations not described in this questionnaire that may give the appearance of a conflict of interest between you or a member of your immediate family and Tapestry, or would make it difficult for you to discharge the duties of your office in an independent manner?		✓

If needed, please attach an additional sheet to provide an explanation for answers given above. Clearly label the explanation with the number of the corresponding question.

Criminal Background History

Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2 please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

EPR

1. I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
2. I am currently charged with one or more crimes.
3. I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Initials	
EPR	I have received a copy of Tapestry's Conflict of Interest Policy.
EPR	I have read and understand the Conflict of Interest Policy.
EPR	I agree to comply with the Conflict of Interest Policy.
EPR	I have received a copy of the Code of Ethics for Tapestry's Governing Board.
EPR	I agree to comply with the Code of Ethics for Tapestry's Governing Board.
EPR	I agree to comply with the annual governing board training requirement as consistent with federal, state, and local regulations.

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Tapestry Public Charter School, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Tapestry Public Charter School Governing Board of any change that may create a conflict of interest. Further, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

Eyette P. Myers — ***Signature***

5/27/21 — ***Date***

Tapestry Public Charter School
Annual Governing Board Disclosures

Name:	BRIAN A. WILLIAMS		
Address:	1061 OTELLO AVE, CLARKSTON, GA. 30021		
Phone:	404.863.9072	**Email:**	bawill333@gmail.com
Date:	6/2/2021		

If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet. Clearly label the explanation with the number of the corresponding question.

	Yes	No
1. Do you or your spouse have any contractual agreements with Tapestry?		BAW
2. Do you or will you or any immediate family member have any ownership interest or derive any income or other consideration from Tapestry or any other company contracting with, providing service to, or otherwise associated with Tapestry?		BAW
3. Did you or will you or your spouse lease or sell property to Tapestry?		BAW
4. Did you or will you or your spouse sell any supplies, materials, equipment or other personal property to Tapestry or receive funds, gifts, loans, services or other consideration from Tapestry?		BAW
5. Have or will you or any immediate family members be guaranteeing or granting any loans to Tapestry?		BAW
6. Are or will you or any immediate family members be employed at Tapestry or any other company contracting or providing service to Tapestry?		BAW
7. Did you or your spouse provide any start up funding?		BAW
8. Are you or will you or any immediate family member have ownership interest, directly or indirectly, in a corporation, partnership, association or other legal entity which would answer "yes" to questions 1-7?		BAW
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 Board member?		BAW
10. Other than your Tapestry Board position, do you currently serve as a public official or sit on any other boards?	BAW	
11. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school?		BAW
12. Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other similar group?		BAW
13. To the best of your knowledge, are there situations not described in this questionnaire that may give the appearance of a conflict of interest between you or a member of your immediate family and Tapestry, or would make it difficult for you to discharge the duties of your office in an independent manner?		BAW

If needed, please attach an additional sheet to provide an explanation for answers given above. Clearly label the explanation with the number of the corresponding question.

Criminal Background History

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	1. I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
	2. I am currently charged with one or more crimes.
[signature]	3. I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Initials

[signature]	I have received a copy of Tapestry's Conflict of Interest Policy.
[signature]	I have read and understand the Conflict of Interest Policy.
[signature]	I agree to comply with the Conflict of Interest Policy.
[signature]	I have received a copy of the Code of Ethics for Tapestry's Governing Board.
[signature]	I agree to comply with the Code of Ethics for Tapestry's Governing Board.
[signature]	I agree to comply with the annual governing board training requirement as consistent with federal, state, and local regulations.

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[signature] _____ 6/2/2021

Signature ***Date***

Tapestry Public Charter School
Annual Governing Board Disclosures

Name:	Brian M. Williams		
Address:	1350 Keys Crossing Dr. NE. Brookhaven, GA 30319		
Phone:	404-273-5437	**Email:**	williamsbrian900@gmail.com
Date:	6/5/21		

If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet. Clearly label the explanation with the number of the corresponding question.

	Yes	No
1. Do you or your spouse have any contractual agreements with Tapestry?		X
2. Do you or will you or any immediate family member have any ownership interest or derive any income or other consideration from Tapestry or any other company contracting with, providing service to, or otherwise associated with Tapestry?		X
3. Did you or will you or your spouse lease or sell property to Tapestry?		X
4. Did you or will you or your spouse sell any supplies, materials, equipment or other personal property to Tapestry or receive funds, gifts, loans, services or other consideration from Tapestry?		X
5. Have or will you or any immediate family members be guaranteeing or granting any loans to Tapestry?		X
6. Are or will you or any immediate family members be employed at Tapestry or any other company contracting or providing service to Tapestry?		X
7. Did you or your spouse provide any start up funding?		X
8. Are you or will you or any immediate family member have ownership interest, directly or indirectly, in a corporation, partnership, association or other legal entity which would answer "yes" to questions 1-7?		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 Board member?		X
10. Other than your Tapestry Board position, do you currently serve as a public official or sit on any other boards?		X
11. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school?		X
12. Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other similar group?		X
13. To the best of your knowledge, are there situations not described in this questionnaire that may give the appearance of a conflict of interest between you or a member of your immediate family and Tapestry, or would make it difficult for you to discharge the duties of your office in an independent manner?		X

If needed, please attach an additional sheet to provide an explanation for answers given above. Clearly label the explanation with the number of the corresponding question.

Criminal Background History

Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2 please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

BMW

1. I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
2. I am currently charged with one or more crimes.
3. I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Initials	
BMW	I have received a copy of Tapestry's Conflict of Interest Policy.
BMW	I have read and understand the Conflict of Interest Policy.
BMW	I agree to comply with the Conflict of Interest Policy.
BMW	I have received a copy of the Code of Ethics for Tapestry's Governing Board.
BMW	I agree to comply with the Code of Ethics for Tapestry's Governing Board.
BMW	I agree to comply with the annual governing board training requirement as consistent with federal, state, and local regulations.

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Brian M. Williams
Signature

6/5/21
Date

Tapestry Public Charter School
Annual Governing Board Disclosures

Name:	Devon Christopher		
Address:	3835 Gladney Drive NW Atlanta GA 30341		
Phone:	7709389833	**Email:**	devon@tapestrycharter.org
Date:	5/27/21		

If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet. Clearly label the explanation with the number of the corresponding question.

		Yes	No
1.	Do you or your spouse have any contractual agreements with Tapestry?		✓
2.	Do you or will you or any immediate family member have any ownership interest or derive any income or other consideration from Tapestry or any other company contracting with, providing service to, or otherwise associated with Tapestry?		✓
3.	Did you or will you or your spouse lease or sell property to Tapestry?		✓
4.	Did you or will you or your spouse sell any supplies, materials, equipment or other personal property to Tapestry or receive funds, gifts, loans, services or other consideration from Tapestry?		✓
5.	Have or will you or any immediate family members be guaranteeing or granting any loans to Tapestry?		✓
6.	Are or will you or any immediate family members be employed at Tapestry or any other company contracting or providing service to Tapestry?		✓
7.	Did you or your spouse provide any start up funding?	✓	
8.	Are you or will you or any immediate family member have ownership interest, directly or indirectly, in a corporation, partnership, association or other legal entity which would answer "yes" to questions 1-7?		✓
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 Board member?		✓
10.	Other than your Tapestry Board position, do you currently serve as a public official or sit on any other boards?		✓
11.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school?		✓
12.	Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other similar group?		✓
13.	To the best of your knowledge, are there situations not described in this questionnaire that may give the appearance of a conflict of interest between you or a member of your immediate family and Tapestry, or would make it difficult for you to discharge the duties of your office in an independent manner?		✓

If needed, please attach an additional sheet to provide an explanation for answers given above. Clearly label the explanation with the number of the corresponding question.

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Criminal Background History

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	1. I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
	2. I am currently charged with one or more crimes.
	3. I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Initials

	I have received a copy of Tapestry's Conflict of Interest Policy.
	I have read and understand the Conflict of Interest Policy.
	I agree to comply with the Conflict of Interest Policy.
	I have received a copy of the Code of Ethics for Tapestry's Governing Board.
	I agree to comply with the Code of Ethics for Tapestry's Governing Board.
	I agree to comply with the annual governing board training requirement as consistent with federal, state, and local regulations.

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Signature ***Date*** 5/27/21

Tapestry Public Charter School
Annual Governing Board Disclosures

Name:	Gwendolyn Bryant		
Address:	6240 New Magnolia Pl. Atlanta GA 30349		
Phone:	770-894-5076	**Email:**	bryantg@fultonschools.org Gwen@tapestryPublicCharter
Date:	May 27, 2021		

If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet. Clearly label the explanation with the number of the corresponding question.

	Yes	No
1. Do you or your spouse have any contractual agreements with Tapestry?		✓
2. Do you or will you or any immediate family member have any ownership interest or derive any income or other consideration from Tapestry or any other company contracting with, providing service to, or otherwise associated with Tapestry?	✓	
3. Did you or will you or your spouse lease or sell property to Tapestry?		✓
4. Did you or will you or your spouse sell any supplies, materials, equipment or other personal property to Tapestry or receive funds, gifts, loans, services or other consideration from Tapestry?		✓
5. Have or will you or any immediate family members be guaranteeing or granting any loans to Tapestry?		✓
6. Are or will you or any immediate family members be employed at Tapestry or any other company contracting or providing service to Tapestry?		✓
7. Did you or your spouse provide any start up funding?		✓
8. Are you or will you or any immediate family member have ownership interest, directly or indirectly, in a corporation, partnership, association or other legal entity which would answer "yes" to questions 1-7?		✓
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 Board member?		✓
10. Other than your Tapestry Board position, do you currently serve as a public official or sit on any other boards?		✓
11. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school?		✓
12. Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other similar group?		✓
13. To the best of your knowledge, are there situations not described in this questionnaire that may give the appearance of a conflict of interest between you or a member of your immediate family and Tapestry, or would make it difficult for you to discharge the duties of your office in an independent manner?		✓

If needed, please attach an additional sheet to provide an explanation for answers given above. Clearly label the explanation with the number of the corresponding question.

Criminal Background History

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	1. I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
	2. I am currently charged with one or more crimes.
GB	3. I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Initials

GB	I have received a copy of Tapestry's Conflict of Interest Policy.
GB	I have read and understand the Conflict of Interest Policy.
GB	I agree to comply with the Conflict of Interest Policy.
GB	I have received a copy of the Code of Ethics for Tapestry's Governing Board.
GB	I agree to comply with the Code of Ethics for Tapestry's Governing Board.
GB	I agree to comply with the annual governing board training requirement as consistent with federal, state, and local regulations.

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Gwendolyn Bryant — ***Signature***

May 27, 2021 — ***Date***

Tapestry Public Charter School
Annual Governing Board Disclosures

Name:	Karen guerra		
Address:	923 Peachtree St NE Unit 1129		
Phone:	305-297-7449	**Email:**	guerraslp@gmail.com
Date:	06/01/2021		

If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet. Clearly label the explanation with the number of the corresponding question.

	Yes	No
1. Do you or your spouse have any contractual agreements with Tapestry?		X
2. Do you or will you or any immediate family member have any ownership interest or derive any income or other consideration from Tapestry or any other company contracting with, providing service to, or otherwise associated with Tapestry?		X
3. Did you or will you or your spouse lease or sell property to Tapestry?		X
4. Did you or will you or your spouse sell any supplies, materials, equipment or other personal property to Tapestry or receive funds, gifts, loans, services or other consideration from Tapestry?		X
5. Have or will you or any immediate family members be guaranteeing or granting any loans to Tapestry?		X
6. Are or will you or any immediate family members be employed at Tapestry or any other company contracting or providing service to Tapestry?		X
7. Did you or your spouse provide any start up funding?		X
8. Are you or will you or any immediate family member have ownership interest, directly or indirectly, in a corporation, partnership, association or other legal entity which would answer "yes" to questions 1-7?		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 Board member?		X
10. Other than your Tapestry Board position, do you currently serve as a public official or sit on any other boards?		X
11. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school?		X
12. Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other similar group?		X
13. To the best of your knowledge, are there situations not described in this questionnaire that may give the appearance of a conflict of interest between you or a member of your immediate family and Tapestry, or would make it difficult for you to discharge the duties of your office in an independent manner?		X

If needed, please attach an additional sheet to provide an explanation for answers given above. Clearly label the explanation with the number of the corresponding question.

Criminal Background History

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	1. I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
	2. I am currently charged with one or more crimes.
KG	3. I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Initials

KG	I have received a copy of Tapestry's Conflict of Interest Policy.
KG	I have read and understand the Conflict of Interest Policy.
KG	I agree to comply with the Conflict of Interest Policy.
KG	I have received a copy of the Code of Ethics for Tapestry's Governing Board.
KG	I agree to comply with the Code of Ethics for Tapestry's Governing Board.
KG	I agree to comply with the annual governing board training requirement as consistent with federal, state, and local regulations.

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Karen Guerra
Signature

06/01/2021
Date

Tapestry Public Charter School
Annual Governing Board Disclosures

Name:	Lindsay Resnick
Address:	725 Ambur Cove Way Lawrenceville GA 30043
Phone:	678 525 5831 **Email:** lindsay.resnick@tapestrycharter.org
Date:	June 19 2021

If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet. Clearly label the explanation with the number of the corresponding question.

	Yes	No
1. Do you or your spouse have any contractual agreements with Tapestry?		LR
2. Do you or will you or any immediate family member have any ownership interest or derive any income or other consideration from Tapestry or any other company contracting with, providing service to, or otherwise associated with Tapestry?		LR
3. Did you or will you or your spouse lease or sell property to Tapestry?		LR
4. Did you or will you or your spouse sell any supplies, materials, equipment or other personal property to Tapestry or receive funds, gifts, loans, services or other consideration from Tapestry?		LR
5. Have or will you or any immediate family members be guaranteeing or granting any loans to Tapestry?		LR
6. Are or will you or any immediate family members be employed at Tapestry or any other company contracting or providing service to Tapestry?		LR
7. Did you or your spouse provide any start up funding?		LR
8. Are you or will you or any immediate family member have ownership interest, directly or indirectly, in a corporation, partnership, association or other legal entity which would answer "yes" to questions 1-7?		LR
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 Board member?		LR
10. Other than your Tapestry Board position, do you currently serve as a public official or sit on any other boards?		LR
11. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school?		LR
12. Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other similar group?		LR
13. To the best of your knowledge, are there situations not described in this questionnaire that may give the appearance of a conflict of interest between you or a member of your immediate family and Tapestry, or would make it difficult for you to discharge the duties of your office in an independent manner?		LR

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Criminal Background History

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	1. I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
	2. I am currently charged with one or more crimes.
LK	3. I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Initials

LK	I have received a copy of Tapestry's Conflict of Interest Policy.
LK	I have read and understand the Conflict of Interest Policy.
LK	I agree to comply with the Conflict of Interest Policy.
LK	I have received a copy of the Code of Ethics for Tapestry's Governing Board.
LK	I agree to comply with the Code of Ethics for Tapestry's Governing Board.
LK	I agree to comply with the annual governing board training requirement as consistent with federal, state, and local regulations.

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Lindsay Resnick
Signature

June 19 2021
Date

Tapestry Public Charter School
Annual Governing Board Disclosures

Name:	Meg Williams		
Address:	198 Ponce De Leon Ave NE, Unit 4B		
Phone:	252-532-0427	**Email:**	megwilliams44@gmail.com
Date:	5/27/21		

If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet. Clearly label the explanation with the number of the corresponding question.

	Yes	No
1. Do you or your spouse have any contractual agreements with Tapestry?		X
2. Do you or will you or any immediate family member have any ownership interest or derive any income or other consideration from Tapestry or any other company contracting with, providing service to, or otherwise associated with Tapestry?		X
3. Did you or will you or your spouse lease or sell property to Tapestry?		X
4. Did you or will you or your spouse sell any supplies, materials, equipment or other personal property to Tapestry or receive funds, gifts, loans, services or other consideration from Tapestry?		X
5. Have or will you or any immediate family members be guaranteeing or granting any loans to Tapestry?		X
6. Are or will you or any immediate family members be employed at Tapestry or any other company contracting or providing service to Tapestry?		X
7. Did you or your spouse provide any start up funding?		X
8. Are you or will you or any immediate family member have ownership interest, directly or indirectly, in a corporation, partnership, association or other legal entity which would answer "yes" to questions 1-7?		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 Board member?		X
10. Other than your Tapestry Board position, do you currently serve as a public official or sit on any other boards?		X
11. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school?		X
12. Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other similar group?		X
13. To the best of your knowledge, are there situations not described in this questionnaire that may give the appearance of a conflict of interest between you or a member of your immediate family and Tapestry, or would make it difficult for you to discharge the duties of your office in an independent manner?		X

If needed, please attach an additional sheet to provide an explanation for answers given above. Clearly label the explanation with the number of the corresponding question.

Criminal Background History

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	2. I am currently charged with one or more crimes.
[signature]	3. I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Initials

[signature]	I have received a copy of Tapestry's Conflict of Interest Policy.
[signature]	I have read and understand the Conflict of Interest Policy.
[signature]	I agree to comply with the Conflict of Interest Policy.
[signature]	I have received a copy of the Code of Ethics for Tapestry's Governing Board.
[signature]	I agree to comply with the Code of Ethics for Tapestry's Governing Board.
[signature]	I agree to comply with the annual governing board training requirement as consistent with federal, state, and local regulations.

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Tapestry Public Charter School, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Tapestry Public Charter School Governing Board of any change that may create a conflict of interest. Further, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

[signature] _____ 5/27/21

Signature ***Date***

Tapestry Public Charter School
Annual Governing Board Disclosures

Name:	Michael Taylor		
Address:	2824 Jasmine Ct, Atlanta, GA 30345		
Phone:	404-394-4725	**Email:**	michael_taylor@tapestrycharter.org
Date:	May 27, 2021		

If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet. Clearly label the explanation with the number of the corresponding question.

	Yes	No
1. Do you or your spouse have any contractual agreements with Tapestry?		✓
2. Do you or will you or any immediate family member have any ownership interest or derive any income or other consideration from Tapestry or any other company contracting with, providing service to, or otherwise associated with Tapestry?		✓
3. Did you or will you or your spouse lease or sell property to Tapestry?		✓
4. Did you or will you or your spouse sell any supplies, materials, equipment or other personal property to Tapestry or receive funds, gifts, loans, services or other consideration from Tapestry?		✓
5. Have or will you or any immediate family members be guaranteeing or granting any loans to Tapestry?		✓
6. Are or will you or any immediate family members be employed at Tapestry or any other company contracting or providing service to Tapestry?		✓
7. Did you or your spouse provide any start up funding?		✓
8. Are you or will you or any immediate family member have ownership interest, directly or indirectly, in a corporation, partnership, association or other legal entity which would answer "yes" to questions 1-7?		✓
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 Board member?		✓
10. Other than your Tapestry Board position, do you currently serve as a public official or sit on any other boards?		✓
11. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school?		✓
12. Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other similar group?		✓
13. To the best of your knowledge, are there situations not described in this questionnaire that may give the appearance of a conflict of interest between you or a member of your immediate family and Tapestry, or would make it difficult for you to discharge the duties of your office in an independent manner?		✓

If needed, please attach an additional sheet to provide an explanation for answers given above. Clearly label the explanation with the number of the corresponding question.

Criminal Background History

Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2 please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

MY	1. I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes. 1993, Raleigh, NC - DUI; NO contest
	2. I am currently charged with one or more crimes.
	3. I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Initials

MY	I have received a copy of Tapestry's Conflict of Interest Policy.
MY	I have read and understand the Conflict of Interest Policy.
MY	I agree to comply with the Conflict of Interest Policy.
MY	I have received a copy of the Code of Ethics for Tapestry's Governing Board.
MY	I agree to comply with the Code of Ethics for Tapestry's Governing Board.
MY	I agree to comply with the annual governing board training requirement as consistent with federal, state, and local regulations.

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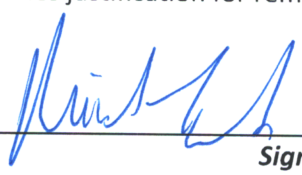
I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Tapestry Public Charter School Governing Board of any change that may create a conflict of interest. Further, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.



Signature

May 27, 2021

Date

Tapestry Public Charter School
Annual Governing Board Disclosures

Name:	REGIS SANTAMARIA		
Address:	340 FRANKLIN RD ATLANTA GA 30342		
Phone:	4046447373	**Email:**	SANTAMARIAREGIS@GMAIL.COM
Date:	5/27/2021		

If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet. Clearly label the explanation with the number of the corresponding question.

	Yes	No
1. Do you or your spouse have any contractual agreements with Tapestry?		✓
2. Do you or will you or any immediate family member have any ownership interest or derive any income or other consideration from Tapestry or any other company contracting with, providing service to, or otherwise associated with Tapestry?		✓
3. Did you or will you or your spouse lease or sell property to Tapestry?		✓
4. Did you or will you or your spouse sell any supplies, materials, equipment or other personal property to Tapestry or receive funds, gifts, loans, services or other consideration from Tapestry?		✓
5. Have or will you or any immediate family members be guaranteeing or granting any loans to Tapestry?		✓
6. Are or will you or any immediate family members be employed at Tapestry or any other company contracting or providing service to Tapestry?		✓
7. Did you or your spouse provide any start up funding?		✓
8. Are you or will you or any immediate family member have ownership interest, directly or indirectly, in a corporation, partnership, association or other legal entity which would answer "yes" to questions 1-7?		✓
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 Board member?		✓
10. Other than your Tapestry Board position, do you currently serve as a public official or sit on any other boards?		✓
11. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school?		✓
12. Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other similar group?		✓
13. To the best of your knowledge, are there situations not described in this questionnaire that may give the appearance of a conflict of interest between you or a member of your immediate family and Tapestry, or would make it difficult for you to discharge the duties of your office in an independent manner?		✓

If needed, please attach an additional sheet to provide an explanation for answers given above. Clearly label the explanation with the number of the corresponding question.

Criminal Background History

Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2 please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

	1. I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
	2. I am currently charged with one or more crimes.
TCS	3. I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Initials

TCS	I have received a copy of Tapestry's Conflict of Interest Policy.
TCS	I have read and understand the Conflict of Interest Policy.
TCS	I agree to comply with the Conflict of Interest Policy.
TCS	I have received a copy of the Code of Ethics for Tapestry's Governing Board.
TCS	I agree to comply with the Code of Ethics for Tapestry's Governing Board.
TCS	I agree to comply with the annual governing board training requirement as consistent with federal, state, and local regulations.

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Signature

5-27-21

Date

Tapestry Public Charter School
Annual Governing Board Disclosures

Name:	Ryan Z. Maltese		
Address:	2846 McClave Drive, Atlanta, GA 30340		
Phone:	404.931.5163	**Email:**	ryan.maltese@tapestrycharter.org
Date:	5.29.21		

If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet. Clearly label the explanation with the number of the corresponding question.

	Yes	No
1. Do you or your spouse have any contractual agreements with Tapestry?		X
2. Do you or will you or any immediate family member have any ownership interest or derive any income or other consideration from Tapestry or any other company contracting with, providing service to, or otherwise associated with Tapestry?		X
3. Did you or will you or your spouse lease or sell property to Tapestry?		X
4. Did you or will you or your spouse sell any supplies, materials, equipment or other personal property to Tapestry or receive funds, gifts, loans, services or other consideration from Tapestry?		X
5. Have or will you or any immediate family members be guaranteeing or granting any loans to Tapestry?		X
6. Are or will you or any immediate family members be employed at Tapestry or any other company contracting or providing service to Tapestry?		X
7. Did you or your spouse provide any start up funding?		X
8. Are you or will you or any immediate family member have ownership interest, directly or indirectly, in a corporation, partnership, association or other legal entity which would answer "yes" to questions 1-7?		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 Board member?		X
10. Other than your Tapestry Board position, do you currently serve as a public official or sit on any other boards?		X
11. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school?		X
12. Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other similar group?		X
13. To the best of your knowledge, are there situations not described in this questionnaire that may give the appearance of a conflict of interest between you or a member of your immediate family and Tapestry, or would make it difficult for you to discharge the duties of your office in an independent manner?		X

If needed, please attach an additional sheet to provide an explanation for answers given above. Clearly label the explanation with the number of the corresponding question.

Criminal Background History

Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2 please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

RZM

1. I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
2. I am currently charged with one or more crimes.
3. I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Initials

RZM	I have received a copy of Tapestry's Conflict of Interest Policy.
RZM	I have read and understand the Conflict of Interest Policy.
RZM	I agree to comply with the Conflict of Interest Policy.
RZM	I have received a copy of the Code of Ethics for Tapestry's Governing Board.
RZM	I agree to comply with the Code of Ethics for Tapestry's Governing Board.
RZM	I agree to comply with the annual governing board training requirement as consistent with federal, state, and local regulations.

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Signature

5.29.21

Date

Tapestry Public Charter School
Annual Governing Board Disclosures

Name:	Shuli Green		
Address:	124 Parkwood Lane, Decatur, GA 30030		
Phone:	(404) 547-1902	**Email:**	sgreen@atl-lawyers.com
Date:	6/1/2021		

If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet. Clearly label the explanation with the number of the corresponding question.

	Yes	No
1. Do you or your spouse have any contractual agreements with Tapestry?		✓
2. Do you or will you or any immediate family member have any ownership interest or derive any income or other consideration from Tapestry or any other company contracting with, providing service to, or otherwise associated with Tapestry?		✓
3. Did you or will you or your spouse lease or sell property to Tapestry?		✓
4. Did you or will you or your spouse sell any supplies, materials, equipment or other personal property to Tapestry or receive funds, gifts, loans, services or other consideration from Tapestry?		✓
5. Have or will you or any immediate family members be guaranteeing or granting any loans to Tapestry?		✓
6. Are or will you or any immediate family members be employed at Tapestry or any other company contracting or providing service to Tapestry?		✓
7. Did you or your spouse provide any start up funding?		✓
8. Are you or will you or any immediate family member have ownership interest, directly or indirectly, in a corporation, partnership, association or other legal entity which would answer "yes" to questions 1-7?		✓
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 Board member?		✓
10. Other than your Tapestry Board position, do you currently serve as a public official or sit on any other boards?		✓
11. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school?		✓
12. Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other similar group?		✓
13. To the best of your knowledge, are there situations not described in this questionnaire that may give the appearance of a conflict of interest between you or a member of your immediate family and Tapestry, or would make it difficult for you to discharge the duties of your office in an independent manner?		✓

If needed, please attach an additional sheet to provide an explanation for answers given above. Clearly label the explanation with the number of the corresponding question.

Criminal Background History

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	1. I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
	2. I am currently charged with one or more crimes.
SIG	3. I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Initials

SIG	I have received a copy of Tapestry's Conflict of Interest Policy.
SIG	I have read and understand the Conflict of Interest Policy.
SIG	I agree to comply with the Conflict of Interest Policy.
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SIG	I agree to comply with the Code of Ethics for Tapestry's Governing Board.
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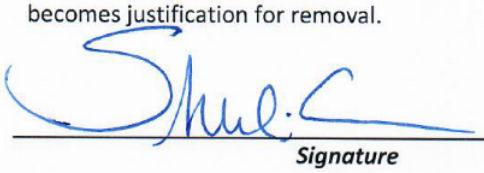

Signature

6/1/2021

Date

Tapestry Public Charter School
Annual Governing Board Disclosures

Name:	Suzanne Baker		
Address:	3009 Shenandoah Vly Rd., Atlanta, GA 30345		
Phone:	404-272-2706	**Email:**	suzanne@tapestrycharter.org
Date:	5/27/2021		

If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet. Clearly label the explanation with the number of the corresponding question.

	Yes	No
1. Do you or your spouse have any contractual agreements with Tapestry?		✓
2. Do you or will you or any immediate family member have any ownership interest or derive any income or other consideration from Tapestry or any other company contracting with, providing service to, or otherwise associated with Tapestry?		✓
3. Did you or will you or your spouse lease or sell property to Tapestry?		✓
4. Did you or will you or your spouse sell any supplies, materials, equipment or other personal property to Tapestry or receive funds, gifts, loans, services or other consideration from Tapestry?		✓
5. Have or will you or any immediate family members be guaranteeing or granting any loans to Tapestry?		✓
6. Are or will you or any immediate family members be employed at Tapestry or any other company contracting or providing service to Tapestry?		✓
7. Did you or your spouse provide any start up funding?	✓	
8. Are you or will you or any immediate family member have ownership interest, directly or indirectly, in a corporation, partnership, association or other legal entity which would answer "yes" to questions 1-7?		✓
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 Board member?		✓
10. Other than your Tapestry Board position, do you currently serve as a public official or sit on any other boards?		✓
11. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school?		✓
12. Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other similar group?		✓
13. To the best of your knowledge, are there situations not described in this questionnaire that may give the appearance of a conflict of interest between you or a member of your immediate family and Tapestry, or would make it difficult for you to discharge the duties of your office in an independent manner?		✓

If needed, please attach an additional sheet to provide an explanation for answers given above. Clearly label the explanation with the number of the corresponding question.

Criminal Background History

Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2 please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

SB

1. I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
2. I am currently charged with one or more crimes.
3. I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Initials

SB	I have received a copy of Tapestry's Conflict of Interest Policy.
SB	I have read and understand the Conflict of Interest Policy.
SB	I agree to comply with the Conflict of Interest Policy.
SB	I have received a copy of the Code of Ethics for Tapestry's Governing Board.
SB	I agree to comply with the Code of Ethics for Tapestry's Governing Board.
SB	I agree to comply with the annual governing board training requirement as consistent with federal, state, and local regulations.

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Suzanne Baker
Signature

5/27/2021
Date

EXHIBIT 5

ACCOUNTABILITY REPORT

Please complete the Accountability Report below. Tab 2 contains a partial example of what your Accountabil

School/System Name: Tapestry Public Charter School

Contract Terms and Performance Goals	Assessment	Year 1 (SY 2019-20)	
Essential or Innovative Features (Indicate whether each essential or innovative feature was implemented. Use the legend b			
Authentic inclusion environment with student-driven content		Yes	
Interdisicplinary blocks and cross-curricular approaches to themes and content		Yes	
Expeditionary/investigative approach to learning		Yes	
Project-based and holistic approaches to instruction and assessment		Yes	
Data-driven flexible grouping		Yes	
Theater/drama programming for all students		Yes	
Technology-based "techbooks"		Yes	
		Target	Actual
Achievement of Academic and Organizational Goals (Indicate the assessment used for each measure. Provide the target legend below to color code each "Actual" performance cell. You may add additional lines for each measure as needed)			
Academic Goal 1: Within each grade band served, increase the CCRPI, Content Mastery, Progress, and/or Closing Gaps scores by at respective 2019 score until it reaches 90 and maintain each respective score at 90 or above once it reaches 90.*			
First Look: Within each grade band served, increase the CCRPI, Content Mastery, Progress, and/or Closing Gaps scores by at least 5%, 10%, or 20% of the gap between 100 and the respective 2019 score until it reaches 90 and maintain each respective score at 90 or above once it reaches 90.		NA	**NA**
Second Look: Within each grade band that "a" was not met, exceed the CCRPI, Content, Mastery, Progress, and/or Closing Gaps scores in that grade band at those district schools that at least two-thirds of its students would otherwise attend.		NA	NA
Third Look: Achieve an overall positive statistically significant Value-Added Impact Score and/or Beat the Odds including each grade band within which "a", "b", and "c" were not met.		NA	NA
Financial Goal 2: During each year of its charter contract term, the Charter School shall demonstrate its financial viability and stabili performance standards.			
Measure 1: Have a Current Ratio (Working Capital Ratio) that is 1.0 or greater and a one-year trend that is positive;		Yes	
Measure 2: Have a Debt to Asset Ratio that is less than 95 percent;		Yes	
Measure 3: Have Unrestricted Days Cash (Total Expenses/365) greater than 45 days with a one-year positive trend;		Yes	
Measure 4: Be neither in default of loan or bond covenant(s) nor delinquent with debt service payments;		Yes	
Measure 5: Submit to GaDOE by November 1 an annual independent audit with an opinion of the auditor as regards the accuracy of the Charter School's accounting		Yes	
Organizational Goal 3: Governance Performance Standards			
Goal 3: During each year of its charter contract term, all Charter School governing board members act in accordance with the Standards for Effective Governance of a		Yes	
Organizational Goals 4 and 5: Legal Compliance Performance Standards			
Goal 4: During each year of its charter contract term, the Charter School shall implement all legal requirements included in federal and state law, rules, and		Yes	
Goal 5: The Charter School shall not do anything which results in GaDOE and the authorizing district(s) placing it on probation more than one time in any 12-month		Yes	

***Due to the COVID-19 closures, CCRPI, Value-Added Impact Score, and Beat the Odds were not available for the years of the charter term. Ther and used MAP and EOCT data in comparison to overall district performance to demonstrate**

ity Report should look like.			
Charter Term:			
Year 2 (SY 2020-21)		**Year 3 (SY 2021-22)**	
elow to indicate the implementation of each feature.)			
Yes		**NA**	
Yes		**NA**	
Yes		**NA**	
Yes		**NA**	
Yes		**NA**	
Yes		**NA**	
Yes		**NA**	
Target	**Actual**	**Target**	**Actual**
and actual performance for each measure. Use the			
least 5%, 10%, or 20% of the gap between 100 and the			
NA	**NA**	**NA**	**NA**
NA	NA	NA	NA
NA	NA	NA	NA
y by achieving all five of the following financial			
Yes		NA	
Yes		NA	
Yes		NA	
Yes		NA	
Yes		NA	
Yes		NA	
Yes		NA	
Yes		NA	
efore, the school has instead followed the guidance of authorizers			
consistent outperformance of the district across the charter term.			

EXHIBIT 6

GOVERNANCE TRAINING PLAN

Each year the whole board is required to have training for three hours.

For the 2020-2021 academic year this training will take place on November 14th from 9-1. The Georgia Charter School Association will provide the training.

Each Board member will complete an additional 6 hours of training through webinars made available through the Georgia Charter School Association.

New Board members will complete the mandated financial training provided by the Department of Education

To: Tapestry Charter School Governing Board
From: Ayana Clarke, Dir. Of Training, GCSA
Date: June 29, 2021
Re: Validation of FY21Training Hours for Tapestry Charter School

I confirm that the following individuals received the training indicated by GCSA. If you have any questions, please let me know.

Kind regards,

FISCAL YEAR 2021

Fiscal Year 2021 - Governance Training Progress Report

FY21 School Name: Tapestry Public Charter School

Board Member Name	# of Hours Required	# of Hours Completed	Whole Board Team Training - A. Clarke 11/14/2020, 9-1p (4 hrs)	Financial Governance *existing* members - 3 hours required	Other Topics Aligned with SBOE Standards - 3 hours required (1 hr WBTT on 11/14/2020) Digital Governance Webinars		Financial Governance - Only provided by the GaDOE	Funding & Budgeting *new members only*	Best Practices in Charter School Governance *new members only*	GCSA Conference
Devon Christopher, Chair	9	11	3	3	1	4				
Ryan Maltese, Vice Chair	9	12	3	3	1	2			3	
Michael Taylor, CFO/Treasurer	9	9	3	3	1	2				
Beth Radford, Secretary	9	10	3	3	1	3				
Suzanne Baker, Development Chair	9	10	3	3	1	3				
Gwendolyn Bryant	9	14	3	3	1	7				
Amy Hilton, Governance Chair	9	9	3	3	1	2				
Scott Logan	9	10	3	3	1	3				
Ann Tuemler, AEC Chair	9	10	3	3	1	3				
Meg Williams	9	12	3	3	1	5				
		0				0				
Lindsay Resnick (NEW)	15	15	3			3	3	3	3	
Brian Williams (NEW)?	15	16	3			4	3	3	3	

EXHIBIT 7

CHARTER SCHOOL PARTNER ROLES AND RESPONSIBILITIES

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	x					
Evaluate the principal or school leader (LKES)	x					
Select, retain, transfer, promote, demote, and/or terminate faculty and all other staff		x				
Evaluate the teachers (TKES) and all other staff		x				
Determine whether teacher certification will be required	x	x				
Plan professional development for staff		x				

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	x	x				
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				
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				
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			
Raise additional funds through fundraising efforts	x	x				
Exercise discretion over expenditure for all state and local funds and, as permissible, federal funds		x				
Final school budget approval	x					
Establish financial policies and standard operating procedures	x					
Maintain a reserve fund	x					
Determine facility uses	x	x				
Ensure sound fiscal management and monitor budget implementation	x	x				

Curriculum and Instruction	Charter School	Charter School	Local School	Post-	Business	Community
Recommend/Adopt instructional delivery model	x	x				
Recommend/Adopt curriculum, including any changes in curriculum as needed to	x	x				
Recommend/Adopt courses and programs to offer	x	x				
Recommend/Adopt textbooks, technology, and instructional materials	x	x				
Recommend/Establish additional graduation requirements	x	x				
Recommend/Adopt course and credit requirements, including technology and	x	x				
Recommend/Adopt seat time requirements	x	x				
Recommend/Adopt opportunities for student acceleration/remediation	x	x				
Create or modify Career Pathway curricula	x	x				
Choose dual enrollment options	x	x				
Choose credit recovery options	x	x				
Utilize online learning platforms (e.g., Georgia Virtual School)		x				
Establish additional mastery level requirements for performance	x	x				
Select additional formative and/or summative assessments to determine student	x	x				

Curriculum and Instruction *(continued)*	Charter School	Charter School	Local School	Post-	Business	Community
Establish delivery model, scheduling, staffing, and supplemental services for	x	x				
Establish curriculum maps, pacing charts, and methods for monitoring the		x				
Establish lesson plan requirements for teachers		x				
Establish placement and promotion criteria	x	x				
Set grading and reporting policies, plans, process, schedules, and formats	x	x				

Establishing and Monitoring the Achievement	Charter School	Charter School	Local School	Post-	Business	Community

45	Complete self-assessment based on Georgia School Performance Standards		x				
46	Develop actions, strategies, and interventions with faculty and staff (i.e., school improvement plan)		x				
47	Set a timeline for implementing school improvement timeline	x	x				
48	Set a budget for implementing school improvement timeline	x	x				
49	Recommend/Approve school improvement plan and provide oversight of its	x	x				
50	Hold principal or school leader accountable for school improvement plan implementation and timeline	x					
51	Hold faculty and staff accountable for school improvement plan implementation and timeline		x				
52	Evaluate success of school improvement plan and recommend/make revisions as needed	x	x				
53	Regularly communicate student and school performance data to all stakeholders		x				
54	**School Operations**	**Charter School**	**Charter School**	**Local School**	**Post-**	**Business**	**Community**
55	Provide input into school operations that are consistent with school improvement	x	x				
56	Establish work schedules of faculty and staff (e.g., hours per day, days per year,		x				
57	Establish experience, training, and other matters related to substitute teachers		x				
58	Recommend/Set school daily, weekly, and annual school calendar and class	x	x				
59	Recommend/Approve professional development vendors and resources	x	x				
60	Manage day-to-day human resources		x				
61	HR processing, including employment contracts and benefits administration		x				
62	Recommend/Select co-curricular and extracurricular activities	x	x				
63	Establish after-school and Saturday programs as needed	x	x				
64	Set enrichment and/or advisory periods as needed		x				
65	Establish field trips, including locations and date		x				
66	Set class size and student-teacher ratios	x	x				
67	Set staff-to-student ratios for non-class times (e.g., lunch, recess, specials,	x	x				
68	Establish school partnerships for school growth	x	x				
69	Develop communications strategies, including stakeholder surveys, parent	x	x				
70	Select/Approve vendors aligned with school needs	x	x				
71	Manage transportation decisions, including authority to contract for transportation	x	x				
72	Select information systems (e.g., Student Information System, financial information	x	x				
73	Manage the facility or facilities that are owned and operated by the school system	x	x				
74	Approve/manage the food service agreement with a vendor or the school system	x	x				
75	Establish school size	x	x				
76	Establish school grade span different from typical primary, elementary, middle,	x	x				
77	Establish attendance policies	x	x				
78	Establish student code of conduct and behavior policies, plans, processes, and	x	x				
79	Adopt and implement a marketing plan that is inclusive in its recruitment and	x	x				
80	Ensure access to support to address the physical, social, financial, and emotional	x	x				

**The LBOE retains its constitutional authority*

EXHIBIT 8

LOTTERY APPLICATION

Lotteryease

Select Language

Tapestry Public Charter School

change school

Home | Our System | 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.

First Name:	Parent
Last Name:	Account
No Address:	☑ Family has no permanent address.
Address1:	
Address2:	
City:	
State:	
Zip Code (5-digit):	
Phone (xxx-xxx-xxxx):	987-654-3210
Email:	attendance@tapestrycharter.org
Email Verification (enter email again):	attendance@tapestrycharter.org
Password (don't forget this password):	••••••••••
Password Verification (enter password again):	••••••••••

Submit

Select Language

Tapestry Public Charter School

Home | Our System | Faculty | **Parents** | Support

Applicants List
Account Info
Add Child
Logout

Your account has been created!

Enter your child's information below to add them to your account.

You will be able to enter additional children if necessary.

First Name: Child

Middle Initial: A

Last Name: Account

Suffix:

Date of Birth (mm/dd/yyyy): 01/01/2021

Submit

Select Language

Tapestry Public Charter School

Home | Our System | Faculty | **Parents** | Support

Applicants List
Account Info
Child
Add Sibling
Logout

You have added Child to your account!

Use this form to select a school that you want to apply to. If you want to apply to multiple schools, after completing this application, select the option to enter into another lottery and pick another school.

School Name: Tapestry Public Charter School

Submit

Select Language

Tapestry Public Charter School

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Applicants List
Account Info
Child
Add Sibling
Logout

Select a Lottery to enter Child and click 'Submit'.

Lottery Name:

Submit

Lotterease

Select Language

Tapestry Public Charter School

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Applicants List
Account Info
Child
Add Sibling
Logout

You have entered Child into the Lottery: 12th Grade 2021-22.

Important! If you do not receive a confirmation email from "Tapestry_Public_Charter_School@lotterease.com" in the next 24 hours, check your SPAM or JUNK folder and set your computer to allow email from the school.

Check all Application Preference Groups that apply, if any, and click 'submit'.

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

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

Lotterease

Select Language

Tapestry Public Charter School

Home | Our System | Faculty | **Parents** | Support

Applicants List
Account Info
Child
Add Sibling
Logout

The Lottery Registration is complete. You have successfully submitted that none of the selectable Application Preference Group apply to this application.

Lotteries that Child has entered. Click 'edit' for further actions.

Enter Child into another lottery

Application ID	School Name	Lottery Name	Lottery Status	Position	Preference Group	Admission Status	Parent Confirmation	Action
314061	Tapestry Public Charter School	12th Grade 2021-22	Pending	-	Single Applicant	Pending	Not Applicable	edit

EXHIBIT 9

POLICY REGARDING LOTTERY

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. 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 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 10

ANNUAL CALENDAR AND DAILY SCHEDULE

Tapestry Public Charter School
2021-2022 Calendar

Approved by the Tapestry Board on _____

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

26-30 Pre-Planning Days

JULY 2021 (0)

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

JANUARY 2022 (19)

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					

3 Teacher Work Day/ Professional Develeopment
4 First Day of the 2nd Semester
17 M.L.K. Day
26 Virtual Day

AUGUST 2021 (22)

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				

2 First Day of School
25 Virtual Day

FEBRUARY 2022 (18)

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					

11 February Break
14 Presidents' Day
23 Virtual Day

SEPTEMBER 2021 (21)

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		

6 Labor Day
29 Virtual Day

MARCH 2022 (22)

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		

11 Teacher Work Day/ Professional Development
30 Virtual Day

OCTOBER 2021 (18)

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						

7-9 Fall Break
11 Columbus Day
27 Virtual Day

APRIL 2022 (16)

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

4-8 Spring Break
27 Virtual Day

NOVEMBER 2021 (16)

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				

2 Teacher Workday
17 Virtual Day
22-26 Thanksgiving Break

MAY 2022 (15)

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				

20 Last Day of School (early release)
23 Post-Planning
30 Memorial Day

DECEMBER 2021 (13)

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 Virtual Day
17 Last Day of 1st Semester (early release day)
20-31 Winter Break

JUNE 2022 (0)

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		

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

90 Instructional Days **90 Instructional Days**

Tapestry Schedules 2020-21

Middle School Schedule

Time	Per
8:30-9:20	1
9:20-10:10	2
10:10-11:00	3
11:00-11:50	4
12:00-12:30	Lunch
12:30-1:20	5
1:20-2:10	6
2:10-3:00	7
3-3:30	HR

High School Schedule

Period	**Time**
Period 1	8:30-10:00
Period 2	10:00-11:30
Lunch	
Period 3	12:00-1:30
Period 4	1:30-3:00

EXHIBIT 11

SAMPLE SCOPE AND SEQUENCE

TPCS Curriculum Map

Grade: 6
Subject: Science

Unit	Essential Questions/Enduring Understandings	Core Skills in Unit	Core Concepts in Unit	Assessments	6th Grade Standards	Length of Unit/ Exp. Dates
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? 3.	- 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 in 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 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	Aug 3- September 11
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.	**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	-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	-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	**Priority:** S6E2. a, b, c S6E3. d S6E5. d	Unit 2 September 14- Nov 6

	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?	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.	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.	"Earth- Moon- Sun Powerpoint"		
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 tectonics?	**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. **Analyze** the collected data. **Explain** the collected data and show how it can be used to make a difference in your community.	-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 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.	-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 -Level 4 Project "Plate tectonic project"	**Priority:** S6E5a-h	Nov 9- Dec 18
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 to	-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	Jan 4- Jan 29

			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? **Doppler Effect** 9. What is the doppler effect?	**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 used in everyday circumstances.	-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 wavelength in relation to motion of an object.	-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. .	Feb 1-Feb 26
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.	March 1- Apr 2

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.**	Apr 12-16
Preview 9th Grade Biology	**Basic Cell Biology** 1. What is the Basic unit of life?	**Observe** cells and their function. **Use** graphic organizers to **communicate** knowledge of cell structure and function.	-Cell structure and function.	-Pre-assessment -Cell structure and 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	**Priority** SB1 **Supporting** SB1 a.	May 3- May 21

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)

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

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

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		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

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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

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	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

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	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

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	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

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	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

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

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

			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

	· 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-Assessme nt 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

	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

	• 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

	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	

					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

	• 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

	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	

					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 12

STUDENT CODE OF CONDUCT

DeKalb County
School District

Code of Student Conduct~ Student Rights and Responsibilities and Character Development Handbook

2019-2020

ELEMENTARY
MIDDLE
HIGH

The DeKalb County School District provides translation of the *Code of Student Conduct~Student Rights and Responsibilities and Character Development Handbook,* courtesy of the DeKalb International Welcome Center. Request for a translated hard copy may be made to the school principal or an electronic version is available at www.dekalb.k12.ga.us/student-relations.

The English language version is considered the most accurate.

In the event of a disagreement or discrepancy between the translation and the original English version of this handbook or any notice or disclaimer therein, the original English version will prevail.

2019-2020 Parent/Guardian Signature Page

Please return this page within three (3) days to your school.

Parent/Guardian
Acknowledgement of Receipt

Please read and review the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* with your child and emphasize your child's role in helping to maintain a safe and orderly school learning environment. Also, this handbook includes important information related to student records, the Family Educational Rights and Privacy Act (FERPA), and other rights and responsibilities. Please sign below to acknowledge that you and your child received this handbook. **Then, cut along the dotted line and return to your child's school as soon as possible.** Thank you for your support.

Student Summer School/Program Responsibilities

I affirm that I understand I am responsible for adhering to all rules, regulations, procedures, policies, state, local and federal laws found in the *2019-2020 Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook* during the 2019-2020 school year and all summer programs following the 2019-2020 school year. I further understand that I am immediately subject to the Levels of Consequences listed in the *2019-2020 Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook* if I am found in violation of any infraction committed during the 2019-2020 school year and all 2019 DeKalb County School District summer school/programs.

Consent for Student to Participate in Surveys

Each year the Georgia Department of Education conducts surveys of 3rd through 12th grade students. The topics surveyed include drugs, violence, mental health issues, driving habits, exercise and diet. The surveys are anonymous and no personal identification is required. The surveys allow the School District to support and evaluate needs-driven programming for students. Participation in the surveys is optional. Refer to the Protection of Pupil Rights Amendment section on page 67 for more information. This survey is separate and distinct from the District Safety Audit, which ALL students will be asked to complete.

_____ I do not consent to my child participating in the Georgia Department of Education Georgia Student Health Survey.

_____ I consent to my child participating in the Georgia Department of Education Georgia Student Health Survey.

DeKalb County School District
Safe School Pledge

My individual choices and actions, when multiplied by those of other students throughout the DeKalb County School District will make a difference. By honoring this pledge, I can do my part to make our schools safe and successful.

I believe that I can be a good student. I believe I can show good character. I believe that when I work hard, I will succeed, so I will work hard each day to do my best. I can learn. I will learn. To help keep my school safe, I pledge to adhere to guidelines established within the *Code of Student Conduct~Student Rights and Responsibilities and Character Development Handbook*. I understand that a violation of serious school rules may result in a ten (10) day suspension followed by a District due process hearing. This process may result in additional consequences that may include my expulsion from school or my being assigned to an alternative school/program.

Compulsory Education

I affirm and understand the consequences and penalties for failing to comply with laws of the state of Georgia regarding Compulsory Education, Student Attendance Protocol and Attendance/Discipline (see pages 39-40 and 43 for more information).

Student Name (Please Print) _____

Student Signature_____ Date _____

Parent/Guardian Signature_____ Date _____

Comment:

Please sign, date and return to your child's Homeroom Teacher within three (3) days to your school.

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Amharic

የጽሁፍ ወይም የቃል ትርጉም አገልግሎት መግለጫ
የዲካልብ ካውንቲ የትምህርት ሚንስቴር ሁሉም ወላጆች ሊያውቁት የሚገባ አስፈላጊ መረጃዎችን እና መብት እና ሃላፊነታቸውን የሚገልጹ መረጃዎችን ለማግኘት የሚችሉ መሆናቸውን እና በሚገባቸው ቋንቋ የሚያቀርብ መሆኑን ይገልጻል። ተተርጉሞ የቀረበውን የተማሪ የሥነ ስርአት መመሪያ እና የተማሪ መብት እና ሃላፊነትን የሚገልጽ ጽሁፍ እንዲሁም የጠባይን እድገት ሁኔታ የሚያስረዳ መጽሄት እና ሌሎች የማስረጃ ጹሁፎችን እና የትርጉም አገልግሎት ጥያቄዎችን ለትምህርት ቤት አስተዳዳሪ ማቅረብ ይቻላል። የተማሪ የሥነ ስርአት መመሪያ እና የተማሪ መብት እና ሃላፊነትን እና የጠባይን እድገት ሁኔታን የሚገልጹ ጹሁፎች በኤሌክትሮኒክ መስመር በኩል ማግኘት ይቻላል። አድራሻ፡ www.dekalb.k12.ga.us/student-relations.

Arabic

بيان لتوفير الترجمة الشفهية و الكتابية
ان هيئة التعليم في منطقة ديكالب للاهالي والطلاب سوف تضمن توفر المعلومات الاساسية فيما يتعلق بالحقوق و الواجبات باللغة العربية او اللغة التي يستطيع ان يفهمها الاهل .
تطلب نسخة مطبوعة عن مدونة سلوك الطالب – الحقوق و الواجبات و كتيب بناء الشخصية و اوراق اخرى تحتاج الى ترجمة من ادارة المدرسة .و كذلك تتوفر نسخة الكترونية لمدونة سلوك الطالب – الحقوق و الواجبات و كتيب بناء الشخصية علي الرابط التالي:
www.dekalb.k12.ga.us/student.relations.

Bengali

অনুবাদ/ভাষান্তরসেবা পাওয়ার বববৃবি
েব মা বাবা এবং ছাত্রছাত্রীরা যাসি িাসদর পসে ববাধগময ভাষায় স্ব অবধকার এবং দাবয়ত্বগুবির ববষসয় প্রসয়াজনীয় িথ্য বপসি পাসরন বিকযাল্প কাউবি স্কুি বিবিক্ট িাা েুবনবিি করসব| স্কুি প্রশােসনর কাসছ ভাষান্তর পবরসষবার অনুসরাধ এবং ছাত্রছাত্রীসদর আচরণ েংবিিা-ছাত্রছাত্রীসদর অবধকার এবং দাবয়ত্বেমূি এবং চবরত্র ববকাশ পুবিকা বা অনযানয দবিসির অনুবাবদি িাািড কবপর অনুসরাধ করা যায়|
www.dekalb.k12.ga.us/student-relations -এ ছাত্রছাত্রীসদর আচরণ েংবিিা-ছাত্রছাত্রীসদর অবধকার এবং দাবয়ত্বেমূি এবং চবরত্র ববকাশ পুবিকার একটি ইসিক্ট্রবনক েংস্করণ পাওয়া যাসব|

Burmese

စကားပြန်နှင့်ဘာသာပြန်အသင့်ရရှိနိုင်ခြင်းထုတ်ပြန်ကြေညာချက်

DeKalb ခရိုင်ဒေသကျောင်းသည် မိဘများနှင့်ကျောင်းသားများအားလုံးမရှိမဖြစ်ရသင့်ရထိုက်လိုအပ်သောသူတို့ရဲအခွင့်အရေးများနှင့်တာဝန်များနှားလည်သဘောပေါက်နိုင်သောစာကိုပေးကမ်းကူညီပေးမည်ဖြစ်သည်။ကျောင်းသားများလိုက်နာဆောင်ရွက်ရမည့်ဥပဒေစည်းကမ်းချက်များ၊ ကျောင်းသားများအခွင့်အရေး၊ တာဝန်ဝတ္တရားများ၊ အကျင့်စာရိတ္တများမွဲမြိုးတိုးတက်မှု၊ နှင့်တခြားသော အကြောင်းအရာများတို့သည် ဘာသာပြန်ထားသော စာအုပ်များဖြင့် တောင်းဆိုမည်ဖြစ်သည်။ စကားပြန်အကူညီများလိုအပ်ပါကကျောင်းမှစီမံခန့်ခွဲရေးအမွဲများ တောင်းဆိုကူညီပေးမည်ဖြစ်သည်။ကျောင်းသား များလိုက်နာဆောင်ရွက်ရမည့်ဥပဒေစည်းကမ်းချက်များ၊ ကျောင်းသားများအခွင့်အရေး၊ တာဝန်ဝတ္တရားများ၊ အကျင့်စာရိတ္တများမွဲမြိုးတိုး တက်မှု၊ စာအုပ်များတို့သည် www.dekalb.k12.ga.us/student-relations ပိုက်ဖ်စက်မှာကြည့် ရှုနိုင်သည်။

Chinese

翻譯/傳譯服務宣言

Dekalb縣學校學區將會保証所有家長和學生對於基本資訊他們是有權利和有責任由他們的語言而得到明白. 他們可以要求將學生行為準則,
學生權利与責任及人格發展手冊翻譯副本及其他文件或有需要翻譯服務都可以向學校申請. 學生行為準則,
學生權利与責任及人格發展手冊的電子版本可以在

www. dekalb. k12. ga. us/student-relations

French

Déclaration sur la Disponibilité de Traduction/Interprétation
Le District Scolaire du Comté de DeKalb assurera que les parents et les élèves auront accès aux informations essentielles concernant leurs droits et responsabilités dans une langue qu'ils peuvent comprendre. Une copie imprimée de la traduction du Code de Conduite des Élèves ~ Droits et Responsabilités des Élèves et Manuel de Développement du Caractère ou autres documents, ainsi que les services d'interprétation, peuvent être obtenus de l'administration de l'école. Une version électronique du Code de Conduite des Élèves ~ Droits et Responsabilités des Élèves et Manuel de Développement du Caractère est disponible à www.dekalb.k12.ga.us/student-relations.

Hindi

अनुवाद उपलब्धता / व्याख्या पर वक्तव्य
DeKalb काउंटी स्कूल जिला छात्र आचार संहिता ~ छात्र अधिकार और जिम्मेदारियों और चरित्र विकास पुस्तिका, DeKalb International Welcome Center के सौजन्य से अनुवाद प्रदान करता है। अनुवादित हार्ड कॉपी के लिए अनुरोध स्कूल के प्रिंसिपल को किया जा सकता है या www.dekalb.k12.ga.us/student-relations पर एक इलेक्ट्रॉनिक संस्करण उपलब्ध है।

Karen

DeKalb ကိၢ်ရှၣ်တၢ်ကူဉ်ဘဉ်ကူဉ်သူဟိဉ်ကပီၤအိဉ်ဒီးတၢ်ကျိဉ်ထံနှၢ် တၢ်သိဉ်တၢ်သီလၢကိုဖိတၢ်သကဲာ်ပဝးဂူၤအဂီၢ်-ကိုဖိတၢ်ခွဲးတၢ်ယာ်ဒီးတၢ်ဟံးမူဒါ ဒီးတၢ်မၤဂူၤထိဉ်တၢ်အိဉ်ဖျါအလံာ်နဲဉ်ကျဲ DeKalb ဟိဉ်ခိဉ်ဒီဘူဉ်တၢ်တူၢ်လိာ်မှာ်စဲထၢဉ်အတၢ်သံဉ်စူးဆဲးလၤနှၣ်လီၤ-

ယူထိဉ်နှၢ်လံာ်တၢ်ကွဲးကျိဉ်ထံအကွဲးဒိသူလၢကိုခိဉ် မှတမှၢ် မၤနှၢ်လၢအံးလဲးထြိနံးကွဲးဒိသူဖဲ

Nepali

अनुवाद/व्याख्या उपलब्धता विवरण

DeKalb County स्कूल जिल्ला विध्यार्थी र उन्का माता-पितामा आफुले बुज्ने भाषामा अधिकार र जिम्मेवारी सन्दर्भका आवश्यक जानकारीमा आफ्नो पहुच रहेको सुनिश्चित गर्नेछ। विध्यार्थी आचार संहिता, विध्यार्थी अधिकार र उत्तरदायित्वहरु र चरित्र विकाश पुस्तिका वा अन्य कागजातका अनुवादित प्रतिलिपिका साथै बोभासेका लागि विध्यालय प्रशासनमा अनुरोध गर्न सक्नु हुन्छ। विध्यार्थी आचार संहिता, विध्यार्थी अधिकार र उत्तरदायित्वहरु र चरित्र विकास पुस्तिकाको इलेक्ट्रनिक संस्करण (Copy) www.dekalb.k12.ga.us/student-relations मा पाइने छ

Somali

Warbixinta HelitaankaTutjumaadda/Fasiraadda
Dugsiga Degmadda DeKalb waxa uu hubin doonaa in dhammaan waalidka iyo ardayda ay ku helaan xogta lamahuraanka ah ee ku saabsan xuquuqdooda iyo waajibaadkooda luqadda ay fahmi karaan. Codsiyadda nuqulo daabacan oo ah Xeerka Dhaqanka Ardayga ~Xuquuqda Ardayaga iyo Waajibaadka Buug yaraha Horumarinta Dabeecadda ama warqaddo xogeed oo kale iyo codsiga adeegyadda turjumaadda af celinta ah ayaa loo samayn karaa maamulka dugsiga.Qaab elektarooni ah oo ah Xeerka Dhaqanka Ardayga ~Xuquuqda Ardayaga iyo Waajibaadka Buug yaraha Horumarinta Dabeecadda ayaa laga heli karaa www.dekalb.k12.ga.us/student-relations.

Spanish

Declaración de disponibilidad de traducción/interpretación
El distrito escolar del condado de DeKalb se asegurará que todos los padres y alumnos tengan acceso a la información esencial relacionada a sus derechos y responsabilidades en un idioma que puedan entender. La solicitud de una copia traducida del Manual del Código de Conducta Estudiantil~Derechos y Responsabilidades del Alumno y Desarrollo del Carácter u otros documentos, como también la solicitud para los servicios de un intérprete se pueden hacer a la administración de la escuela. Una versión electrónica del Manual del Código de Conducta Estudiantil ~Derechos y Responsabilidades del Alumno y Desarrollo del Carácter está disponible en www.dekalb.k12.ga.us/student-relations.

Swahili

Taarifa juu ya Upatikanaji wa Tafsiri
Wilaya ya Shule ya Kata ya DeKalb hutoa tafsiri ya Kanuni ya Maadili ya Wanafunzi ~ Haki za Wanafunzi na Majukumu na Kitabu cha Maendeleo ya Tabia, kwa heshima ya Kituo cha Karibu cha DeKalb Karibu. Ombi la nakala iliyotafsiriwa iliyotolewa kwa mkuu wa shule au toleo la elektroniki linapatikana kwenye www.dekalb.k12.ga.us/student-relations.

Telugu

అనువాద లభ్యత / వివరణ మీద ప్రకటన
డికాల్బ్ కౌంటీ స్కూల్ డిస్ట్రిక్ట్ స్టూడెంట్ ప్రవర్తనా నియమావళిని ~ స్టూడెంట్ రైట్స్ అండ్ రెస్పాన్సిబిలిటీస్ అండ్ క్యారెక్టర్ డెవలప్మెంట్ హ్యాండ్బుక్, డికాల్బ్ ఇంటర్నేషనల్ హిస్టరీ సెంటర్ యొక్క మర్యాద. పాఠశాల ప్రిన్సిపాల్ లేదా ఎలక్ట్రానిక్ వెర్షన్కు అనువదించబడిన అనువాదం హార్డ్ కాపీ కోసం అభ్యర్థన అందుబాటులో ఉంది www.dekalb.k12.ga.us/student-relations.

Tigrinya

ዲስትሪክት ቤት ትምህርቲ ደካልብ ካውንቲ (DeKalb County)፡ ብፍቓድ ኣህጉራዊ ማእከል መቐበሊ ኣጋይሽ ደካልብ (DeKalb International Welcome Center)፡ ትርጉማት ደንቢ ጠባይ ተማሃራይ (Code of Student Conduct) - መሰላትን ሓላፍነታትን ተማሃራይ (Student Rights and Responsibilities) ከምኡውን መምርሒ መጽሓፍ ምምዕባል ጠባይ (Character Development Handbook) ይህብ እዩ። ኣብ ወረቐት እተሓትመ ትርጉም ቅዳሕ ንምርካብ፡ ንሓለቓ ቤት ትምህርቲ ክሕተት ይከኣል፣ ኤለትሮኒካዊ ሕታም ምስእትደልዩ ድማ ኣብዚ ይርከብ፡

Vietnamese

Tuyên Bố về Dịch Vụ Phiên Dịch/Thông Dịch
Hệ Thống Trường Học Quận DeKalb bảo đảm tất cả các cha mẹ và học sinh sẽ được quyền xem các thông tin liên quan đến quyền lợi và trách nhiệm của họ bằng ngôn ngữ mà họ hiểu được. Họ có thể yêu cầu ban quản trị của trường cấp cho những bản dịch thuật in ra của Bộ Kỷ Luật Học Sinh – Quyền Lợi và Trách Nhiệm của Học Sinh và Cẩm Nang Phát Triển Tính Tình, hoặc những tài liệu khác, và yêu cầu những dịch vụ thông dịch. Có thể thấy bản văn điện tử của Bộ Kỷ Luật Học Sinh – Quyền Lợi và Trách Nhiệm của Học Sinh và Cẩm Nang Phát Triển Tính Tình ở trang mạng *www.dekalb.k12.ga.us/student-relations.*

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THE CODE OF STUDENT CONDUCT – STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK

POLICY STATEMENT

The DeKalb County Board of Education is committed to providing the best possible education for children who attend its schools. This commitment requires not only rigorous courses, highly-qualified teachers, and well-equipped facilities, but also a safe, positive environment for our students, staff, parents, stakeholders, and community partners. The Board of Education expects all students to adhere to strict standards of acceptable behavior to foster learning.

The *Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook* identifies the rules of student behavior applicable to all DeKalb students and the procedures for imposing discipline on students who violate these rules. When discipline must be administered, the *Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook* ensures that it is fair and serves the best interests of all students in the School District.

In general, discipline is designed to correct a student's misconduct and encourages the student to be a responsible citizen of the school community. Disciplinary actions will be administered based on the discretion of the handling administrator in proportion but not limited to the severity of the unacceptable behavior, its impact on the school environment, the student's age and grade level, the student's previous discipline history, substantial injuries and other relevant factors.

In considering the nature or severity of the behavioral situation, the disciplinary process may include student support services provided by the District and other public entities or community organizations. The Board prefers to reassign disruptive students to alternative educational settings rather than suspend or expel such students from school, as authorized by Georgia law.

Parental notification and parental involvement are essential to any effort to modify a student's inappropriate behavior. The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* will only be effective if parents and guardians, teachers, and school administrators work together to improve student behavior and enhance academic performance. Parents, educators, and community members are urged to communicate concerns about student behavior or the student discipline process to the school principal or the Department of Student Relations.

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is authorized pursuant to Board Policy JCD.

THE CODE OF STUDENT CONDUCT – STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK

PURPOSE

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is intended to inform students in grades K-12 of the types of behaviors that are unacceptable. It is impossible to write a Code that addresses every conceivable variation of prohibited behavior. Consequently, students should understand they may be disciplined for any misconduct that disrupts the orderly mission of the school or that is otherwise inappropriate, whether or not it is specifically listed in the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*.

Individual schools and classroom teachers may impose campus or classroom rules in addition to those found in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. These rules may be explained by the teacher, posted in classrooms, or distributed to students, and may or may not constitute violations of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. The determination of whether or not a student has violated the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook will be based solely on a preponderance of the evidence. In other words, is it more likely to be true than not true, based on the evidence, that the student did or did not violate the rule?

THE *CODE OF STUDENT CONDUCT – STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK*

LEARNING AND COMPLIANCE

All students, regardless of age or grade level, are required to know the contents of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* and abide by it and any other rules of conduct imposed by the school district and/or the school they attend. The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is distributed to all schools and centers. Prior to the distribution of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook,* it is reviewed with the faculty and staff before school begins and students arrive to ensure their understanding.

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is distributed and taught to students during the first week of school. **A signed Parent/Guardian Signature Page found on page 1 is required from each student and parent/guardian**. A district-wide **mandatory** test on the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is administered to students within the first two weeks of school. Student test scores are recorded. Class meetings are held during the first three weeks of school to discuss discipline and the application of discipline procedures.

Students who enter the School District during the school year will receive the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* and will be tested on its contents.

Students sent to in-school suspension for the first time are re-taught and re-tested on the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. Teachers are required to conduct a more thorough review of the *Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook* with younger students in grades K-3, Exceptional Education, and English Speakers of Other Languages (ESOL) to ensure their understanding.

Students are urged to ask faculty or staff members for clarification of any part of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* they do not understand.

EQUAL EDUCATIONAL OPPORTUNITIES

The DeKalb County School District provides equal educational opportunities for all students, regardless of their race, color, religion, national origin, gender, disability, age, sexual orientation, and gender identity. No student shall be subjected to discrimination or harassment because of the student's race, color, religion, national origin, gender, disability, age, sexual orientation, and gender identity in any of the District's educational programs, activities, or practices, including implementation of this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*.

The School District maintains a complaint procedure that affords students a prompt, fair, and orderly means of resolving complaints of discrimination.

DISCIPLINARY JURISDICTION OVER STUDENT CONDUCT

The DeKalb County School District has discipline authority over its students whenever the interests of the School District are involved. Therefore, the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* applies at the following times and places:

- On school grounds at any time;
- Off school grounds at a school bus stop or at a school activity, function, or event;
- While the student is on a school bus or School District-sponsored transportation;
- When either the alleged perpetrator or the alleged victim is en route from school, to home, en route from a school activity, function, or event to home, en route from a school activity, function, or event
- Off school grounds while the student is participating in or attending school-sponsored or school-related activities, such as field trips, conferences, or athletic events, or is otherwise subject to the jurisdiction of school authorities;
- Off school grounds while attending a school-sponsored or school-related activity of another school system in Georgia;
- Off school grounds when the behavior of the student could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process (O.C.G.A. § 20-2-751.5(c));
- Off school grounds when a student leaves school without permission of a school official (Absent Without Leave);
- On and off school grounds when the act constitutes a violation of cyberbullying by the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (e.g., Facebook, Twitter, Instagram, Kik, etc.), chat rooms, texts, and instant messaging; and
- On or off school grounds when cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim.

INVESTIGATION OF MISCONDUCT

When a violation of school rules is reported or suspected, the principal or designee will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to conduct an investigation. The investigation should be timely and include interviews with the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. Written statements should be obtained from all individuals who are interviewed. Video surveillance, if available, should be reviewed and secured. If administrators believe a request for a due process hearing will be made, he/she should attempt to preserve video surveillance of any misconduct. Any other physical and documentary evidence should be collected and preserved. School counselors, school social workers, school police, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. At an appropriate time during or after the investigation, the parent or guardian will be notified. However, if the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

The determination of whether or not a student has violated the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* will be made based solely on a preponderance of the evidence. In other words, is it more likely to be true than not true, based on the evidence, that the student did violate the rule? If you disagree with this decision, you may petition to the school principal. If you disagree with the principal's decision, you may petition in writing to the regional superintendent. Please refer to the Discipline Due Process flowchart in the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* for a summary of the District's discipline process.

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THROWING OBJECTS	49
TOBACCO (Cigarettes, Cigars, Chewing Tobacco, e- Cigarettes, Snuff, Tobacco Products)	26
TRESPASSING	47

UNSAFE ACTION	49
USE/UNDER THE INFLUENCE OF DRUGS	31-32
VANDALISM	32-33
VERBAL CONFRONTATION/PROVOCATION/ALTERCATION	34
WEAPONS	28-29

DEKALB COUNTY SCHOOL DISTRICT
2019-2020 CHARACTER TRAITS

*"The function of education is to teach one to think intensively and to think critically. Intelligence plus character that is the goal of true education." –**Martin Luther King, Jr.***

Character Education is the deliberate effort to help people understand, care about, and act upon core ethical values. An intentional and comprehensive character education initiative provides a lens through which every aspect of school becomes an opportunity for character development.

Benefits of Character Education:

- Promotes character development through the exploration of ethical issues across the curriculum
- Develops a positive and moral climate by engaging the participation of students, teachers and staff, parents, and communities
- Teaches how to solve conflicts fairly, creating safer schools that are free of intimidation, fear, and violence, and are more conducive to learning*

Character traits are essential for students to prepare for greatness! These traits should be modeled and maintained by adults and students.

Respect, Responsibility & Caring
Modeling cornerstones of good character

Respect
Showing high regard for self, others and property

Responsibility
Being accountable for your own behavior

Honesty
Being truthful in word and action

Caring
Showing concern for the well-being of others

Justice and Fairness
Demonstrating impartial, unbiased and equitable treatment for all

Citizenship
Being an informed, responsible and caring participant in your community

Courage
Doing the right thing in the face of difficulty and following your conscience instead of the crowd

Perseverance
Staying on task and not giving up. Demonstrating commitment, pride and positive attitude in completing tasks

Hope
Believing you will be successful

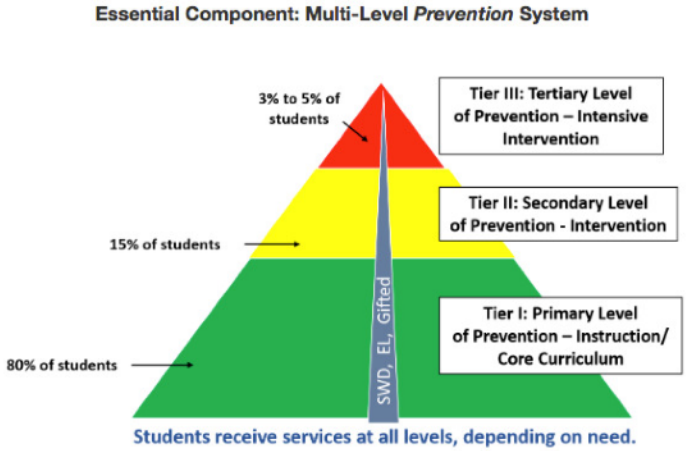
**Character Education Informational Handbook & Guide, DPI*
http://www.ncpublicschools.org/docs/charactereducation/handbook/content.pdf

Character Traits Found in the *Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook*

This handbook supports the belief that appropriate behaviors and positive character must be modeled and maintained by all staff and students in order to have safe and orderly schools. Rules for expected student behavior should be taught and aligned with the following character traits.

CHARACTER TRAIT	RULE	
Respect/Responsibility/Caring	Offense #1:	**Tobacco**
Respect/Responsibility/Caring	Offense #2:	**Electronic Communication Devices**
Responsibility/Caring/Citizenship	Offenses #3a, 3b:	**Weapons**
Respect/Responsibility/Caring	Offenses #4a, 4b:	**Intentional Physical Violence**
Responsibility	Offenses #5a, 5b, 5c	**Drugs/Alcohol**
Honesty/Respect	Offenses #6a, 6b, 6c:	**Property**
Respect/Responsibility/Caring	Offenses #7a, 7b, 7c, 7d, 7e, 7f, 7g:	**Bullying/Harassment/Hazing/Fighting/ Assault/Battery**
Respect/Responsibility/Caring	Offense #8a, 8b:	**Refusal to Follow Instructions**
Responsibility/Courage/Perseverance	Offense #9:	**Unlawful Absence/Truancy**
Responsibility/Courage/Perseverance	Offense #10:	**Skipping Class**
Respect/Responsibility/Caring	Offense #11:	**Classroom Disturbance**
Respect/Responsibility/Citizenship	Offense #12:	**School Disturbance**
Responsibility/Respect/Citizenship	Offense #13:	**Profanity/Vulgarity/Obscenity**
Responsibility/Respect/Courage	Offense #14:	**Failure to Accept Disciplinary Action**
Responsibility/Respect/Courage	Offense #15:	**Chronic Tardiness**
Responsibility/Respect/Caring	Offense #16:	**Bus Misconduct**
Responsibility/Respect/Citizenship	Offense #17:	**Conduct Outside of School Hours**
Responsibility	Offense #18:	**Gambling**
Responsibility/Respect/Hope	Offense #19a:	**Repeated Violations**
Responsibility/Respect/Courage	Offense #19b:	**Violation of Probation**
Responsibility/Citizenship	Offense #20:	**Parking and Traffic Violations**
Respect/Responsibility/Courage	Offense #21:	**Loitering/Trespassing**
Honesty/Respect	Offense #22:	**Providing False Information**
Responsibility/Respect/Caring	Offense #23:	**Inappropriate Sexual Behavior**
Responsibility	Offense #24:	**Identification Card Violation**
Responsibility/Respect/Citizenship	Offense #25:	**Student Dress Code Violation**
Responsibility/Respect/Citizenship	Offense #26:	**Unsafe Action**

Multi-Tiered Systems of Support and Response to Intervention



General Education Multi-Tiered Systems of Support (MTSS), Tiers 1-3

Introduction

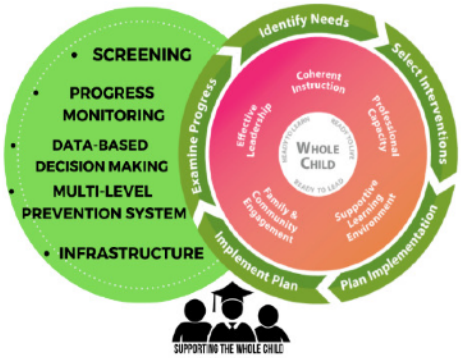
In Georgia, General Education includes a three-tiered system of academic and social-emotional-behavioral supports. Tier 1 includes core educational practices to support standards-based instruction, Tier 2 is moderate intensity support to address skill specific growth, and Tier 3 is intensive skill-specific support organized through Student Support Team (SST) process. SST is a Federal and State initiative that is defined in Georgia Board Rule 160-4-2-.32. In addition to General Education MTSS supports, Georgia schools also provide specialized educational services through non-general education programs for students that meet eligibility criteria. Non-general education delivery models include Special Education, Gifted Programming, and/or English Language Learners Services.

DeKalb County School District (DCSD) MTSS

MTSS is a required element of the continuous school improvement process. MTSS involves alignment of appropriate assessment with purposeful instruction for all students. The DCSD MTSS framework supports both academic and behavioral development, teaching to mastery, maximizing the growth of every learner, and continuous school improvement. The processes within MTSS are not extra or additional duties, but rather they represent how we teach diverse learners to maximize the growth and development of each pupil. A key element within the MTSS is ongoing data monitoring for student response to instruction and intervention (RTI) to inform intentional decision-making for instructional planning and supports.

Interventions are types of instruction targeted to meet the academic and/or behavioral learning needs of a student. Interventions are in addition to the general classroom instruction. These added learning tools are well researched and evidence-based to deliver specific instructional strategies and techniques. The intensity of intervention supports increase at each tier of the MTSS framework. The framework is intended to be fluid, meaning that as students make progress they may move to less intense supports on lower tiers or return to Tier 1 Core Instruction. There are several types of instructional activities and strategies available to layer the learning techniques and tools used to improve a student's learning.

Essential Components of the MTSS Framework



The key components in Georgia's MTSS-RtI process include:

1. The three tiered delivery model gives learning support that is matched to the student's need.
2. Evidence-based instruction is the core of a teacher's classroom lesson plan.
3. Evidence-based interventions that increase or decrease in intensity if the results of the progress monitoring show a change is needed.
4. The use of a variety of ongoing assessment (test) data determines which students need supports to meet academic and/or behavior expectations.
5. Delivery of resources for learning interventions are based on student assessment data and classroom observation.

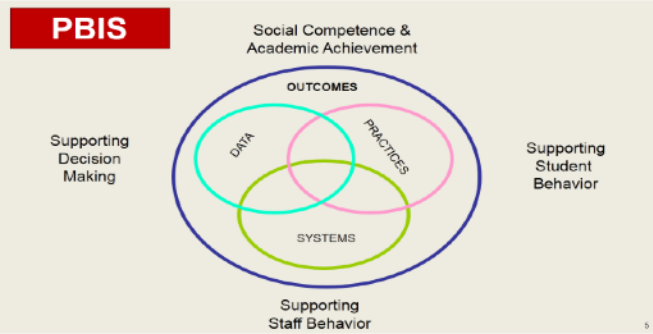
Parents can help with the MTSS-RtI process by actively participating in your child's education and being a partner in the success of the teaching and learning in school. Parents can also read the Georgia Standards of Excellence for your child's grade or course by going to the parent page of www.GeorgiaStandards.org., ask for ways you can help at home to improve your child's school performance, review and ask questions about your child's progress on assessments during parent conferences, become knowledgeable about the classroom intervention process in your school or district, and if your child is being supported with an intervention, request progress updates so you know if the intervention is working.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

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 and support improved academic outcomes. More than 27,000 U.S. schools are implementing PBIS and saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009)

Behavioral support is provided for **ALL** students school-wide. This system of support offers all students social skills instruction, positive and proactive discipline, social behavior expectations, active supervision and monitoring, positive acknowledgement, fair and corrective discipline, and parent training and collaboration. Parents report that their main school concern is the safety of their child (Neilsen Gatti, Stansberry-Brusnahan, & Nelson, 2007). Challenging behaviors in schools that range from disruptive classroom behaviors to physical violence are safety concerns and they represent barriers to teaching and learning. Educators and parents both share this concern. Rather than relying on a mixed bag of short-term solutions for individual students and situations, schools should focus on proactive ways to define, teach, and sustain appropriate student behaviors across all school settings including the classroom, lunchroom, restrooms, and playground. The primary goal of Positive Behavioral Interventions and Supports or PBIS is to help schools design effective environments that will increase teaching and learning for all students. (Georgia Department of Education, GaPBIS)

The ten critical elements of School-Wide, Tier 1 PBIS include the PBIS Team and principal, clear expectations and rules, teaching behavior, data entry and analysis, acknowledgment (feedback), effective discipline process, faculty commitment, implementation, classroom, and evaluation.



(Georgia Department of Education, GaPBIS)

RESTORATIVE PRACTICES

DeKalb County School District is utilizing a new, innovative tool aimed at improving climate and culture when the school community is affected by a student violating the rules of the *Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook* called Restorative Practices. The goal of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships rather than simply punishing the wrongdoer.

The use of restorative practices helps to:

- reduce crime, violence and bullying,
- improve human behavior,
- strengthen civil society,
- provide effective leadership,
- restore relationships, and
- repair harm.[1]

Figure 1. What Are Restorative Practices?

Information sourced via The American Federation of Teachers.
http://www.aft.org/ae/winter2015-2016/resources

Restorative practice promotes dialogue between those who have been hurt and those who have inflicted the harm. This allows the victim and wrongdoer to have an opportunity to discuss how they have been affected by the violation and to decide what should be done to repair the harm and relationship. This is a victim-sensitive tool that encourages victims to take an active role in addressing the violation. Wrongdoers are encouraged to take responsibility for their actions, to repair the harm they have done by apologizing, returning stolen property, community service, or restitution. This may allow for the greatest victim contentment and wrongdoer accountability.

During the restorative conference, the victims, wrongdoers, both parties' family and friends, staff, and other community members volunteer to participate in a structured, scripted meeting to address the violation, consequences, and restitution. The conference facilitator arranges the meeting, reads a script, and keeps the conference focused, but intentionally does not actively participate in structuring the outcome of the conference. The goal of the conference is for the participants to arrive at a jointly acceptable agreement that addresses the harm caused by the wrongdoer and necessary reparations.

Wachtel, Ted. "Defining Restorative". International Institute for Restorative Practices. Retrieved 11 July 2012.

BEHAVIORAL STRATEGIES, DISCIPLINARY OPTIONS, AND CONSEQUENCES

Progressive discipline is designed to correct a student's misconduct and encourages the student to be a responsible citizen of the school community. Progressive discipline should promote positive student behavior while establishing clear and fair consequences for unacceptable behavior; and state what is unacceptable. Disciplinary actions are administered in proportion to the severity of the unacceptable behavior, its impact on the school environment, the student's age and grade level, the student's previous discipline history, and other relevant factors.

The school discipline process should include appropriate consideration of support processes to help students resolve such problems. These resources may include, but are not limited to, Student Support Team, positive behavioral supports, counseling with school counselor, school social worker involvement, school resource officer reports, behavior, attendance and academic contracts or plans, peer mediation, and prevention programs. The offenses have a range of seven (7) levels of prohibited behaviors. Each offense provides interventions as well as a range of consequences including suspension and expulsion.

Each violation in the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is followed by a box similar to the one below. The minimum and maximum consequences for each violation are indicated. ***Multi-tiered Systems of Support (MTSS) must be conducted prior to expelling or suspending a student in kindergarten through third grade for 5 or more consecutive or cumulative days; unless student possessed a weapon, drugs or other dangerous instrument or the student's behavior endangers the safety of other students or school personnel. (HB 0740)*** **Exceptional Education Student procedures must apply.** In addition to discipline, behaviors may also be reported to law enforcement at the District's discretion and as required by law, including O.C.G.A. § 20-2-1184 and 19-7-5. Major offenses including, but not limited to, drugs and weapon offenses, can lead to schools being named as an Unsafe School according to the provisions of State Board Rule 160-4-8-.16.

LEVEL 1	**Teacher selected strategies should be** used for minor acts of student misconduct. Teachers should keep a written record of the violation and **strategies** used to address the behavior. If a Level 1 violation repeatedly or substantially interferes with the learning environment, it may be elevated to a higher level **after teacher selected strategies have been utilized**. Necessary strategies and positive behavioral interventions and supports will be provided through the MTSS-RtI process **at Tier 1 (pages 14-15).** ***Examples of behaviors that impact only the student*** ▪ Calling out in class ▪ Inappropriate Noise ▪ Chewing gum ▪ Tapping pencils ▪ Writing on self ▪ Playing with toys in class ▪ Writing on desk ▪ Not in seat ▪ Not prepared for class ▪ Sidebar conversations ▪ Off-tasks behaviors ▪ Drawing instead of working ▪ Tardy to class ▪ Criticizing teacher one on one ▪ Whining ▪ Wearing a hat in school ▪ Giving "attitude", rolling eyes, heavy sighs, sucking teeth ▪ Eating food when not allowed **Strategies for Managing Behaviors: Conference with student and other individuals as needed; Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; and Pre-teaching of expectations.** **Disciplinary Options may include: Time out in room; Time away in buddy classroom; Loss of privilege; Reflection sheet; Moving seat; Parent contact; Reinforcement of appropriate behaviors; De-escalation strategies; and Redirect behavior. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 83-89.**

LEVEL 2	Level 2 violations include infractions which are more severe in nature than Level 1 and interfere with classroom instruction and/or orderly operation at school or on the bus. These violations include minor misconduct and misbehaviors directed against persons or property but do not seriously endanger the health, safety, and well-being of others. Necessary strategies and positive behavioral interventions and supports will be provided and documented through the Response to Intervention process **at Tier 1. Certain level 2 violations might result in Tier 2 or Tier 3 intervention supports if safety concerns for the student or others are present (pages 14-15).** Certain Level 2 violations may be elevated to Level 3 violations or higher based on the severity or context of the misconduct if this behavior jeopardizes the health, safety, or well-being of others. ***Examples of behaviors that interfere with the learning of others:*** ▪ Touching ▪ Poking ▪ Standing on furniture ▪ Constant talking ▪ Out of seat and interfering with others learning ▪ Inappropriate chair manners ▪ Consistently not following directions ▪ Unauthorized electronic device usage including but not limited to cell phones and I-pods ▪ Running away and leaving the classroom ▪ Throwing items in classroom ▪ Disrespectful language to adult (i.e. I hate you, you suck, this sucks, I'm Done!) ▪ Yelling at teacher ▪ Moving or kicking furniture in an angry way/tantrum ▪ Bus misbehavior ▪ Gambling **Strategies for Managing Behaviors: Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; Pre-teaching of expectations; Mentoring; Consultation with grade level teams/school counselor/school psychologist for classroom/individual behavior management ideas; Restorative practices; Teach Pro-Social behaviors; and Use of safe place for students to retreat to help self-regulate.** **Disciplinary Options may include: Time out in room; Time away in buddy classroom; Loss of privileges; Reflection sheet; Moving seat; Parent conference; Reinforcement of appropriate behaviors; De-escalation strategies; Redirect behavior; Behavior Contract; In-School Suspension; Restorative justice; and problem solving with your grade level team. Corrective Strategies should be used to manage additional behaviors with the involvement of the student, parent, teacher, or other internal supports. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 83-89.**
LEVEL 3	Level 3 violations include infractions which are more severe in nature than Level 2 and interfere with the orderly operation of the classroom, school, or bus. These violations include repeated, unrelated acts or misconduct and misbehaviors directed against persons or property and may impede the learning or jeopardize the health, safety, or well-being of others. Necessary strategies and positive behavioral interventions and supports will be provided and documented through the MTSS-RtI process **at Tier 1. Certain Level 3 offenses may be elevated to Tier 2 of the MTSS-RtI framework provided that Tier 1 supports have been completed and documented with fidelity. In addition, certain Level 3 offenses may be elevated to Tier 2 or Tier 3 intervention supports if safety concerns are present for the student or others (pages 14-15)**. If students have accumulated 2-4 out of school suspensions or an accumulation of 5 or more out of school suspension days, a Tier 2 behavior support plan should be created, implemented, and documented with fidelity. If the student accumulates 5 or more suspensions, a Tier 3 plan should be created, implemented, and documented with fidelity. Certain Level 3 violations may be elevated to Level 4 violations or higher based on the severity or context of the misconduct if it seriously disrupts the school environment, or presents threats to health, safety, or property. ***Examples of behaviors that affect an orderly environment:*** ▪ Any level 1 or 2 that takes excessive teacher time and takes away from student learning. ▪ Talking back to adult ▪ Throwing items in classroom at others ▪ Lying ▪ Cheating ▪ Forgery

	▪ Fighting (Simple Battery) ▪ Inappropriate language ▪ Pushing ▪ School disturbance ▪ Bullying, Harassment, Hazing ▪ Disrespect to peers/adults ▪ Leaving room without permission ▪ Banging on window ▪ Vandalizing school property ▪ Unauthorized electronic device usage including but not limited to cell phones and I-pods ▪ Conduct outside of school hours or away from school ▪ Unsafe action **Strategies for Managing Behaviors: Behavior Contract; Detention; In-School Intervention; Mediation; Mentoring; Discipline Warning Letter to Parents; Referral Process; Restorative Practice; Shadowing; Substance Abuse Education; and Violence Education.** **Disciplinary Options may include: In-School Suspension for 1-3 days with Instructional Module. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 83-89.**
LEVEL 4	Level 4 violations include infractions, which are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, result in serious disruptions of the school environment, present threats to health, safety, or property. Necessary interventions and positive behavioral interventions and supports will be provided and documented through the MTSS-RtI process**. Certain Level 4 offenses may be elevated to Tier 2 or Tier 3 of the MTSS-RtI framework provided that Tier 1 supports have been completed and documented with fidelity. In addition, certain Level 4 offenses may be elevated to Tier 2 or Tier 3 intervention supports if safety concerns are present for the student or others (pages 14-15)**. If students have accumulated 2-4 out of school suspensions or an accumulation of 5 or more out of school suspension days, a Tier 2 behavior support plan should be created, implemented, and documented with fidelity. If the student accumulates 5 or more suspensions, a Tier 3 plan should be created, implemented, and documented with fidelity **(pages 14-15)**. Certain Level 4 violations may be elevated to Level 5 violations or higher based on the severity or context of the misconduct. ***Examples of behaviors that affect an orderly environment:*** ▪ Any level 1, 2 or 3 behavior that takes excessive teacher time and takes away from student learning. ▪ Talking back to adult ▪ Throwing items in classroom at others ▪ Lying ▪ Cheating ▪ Forgery ▪ Fighting (Simple Battery) ▪ Inappropriate language ▪ School disturbance ▪ Bullying, Harassment, Hazing ▪ Disrespect to peers/adults ▪ Leaving room without permission ▪ Banging on window ▪ Vandalizing school property ▪ Unauthorized electronic device usage including but not limited to cell phones and I-pods ▪ Conduct outside of school hours or away from school ▪ Unsafe action **Disciplinary Options may include: Targeted Behavioral Contract. Consequence: Out-of-School Suspension for 1-5 days. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 83-89.**
LEVEL 5	Level 5 violations include infractions which are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, result in serious disruptions of the school environment, present threats to health, safety, or property. Student will be placed on a mandatory Probationary Contract which if the student is found in violation of the contract, may result in expulsion. Necessary interventions and positive behavioral interventions and supports will be provided and documented through the MTSS-RtI process**. Certain Level 5 offenses may be elevated to Tier 2 or Tier 3 of the MTSS-RtI framework provided that Tier 1 supports have been completed and documented with fidelity. In addition, certain Level 5 offenses may be elevated to Tier 2 or Tier 3 intervention supports if safety**

	concerns are present for the student or others (pages 14-15). If students have accumulated 2-4 out of school suspensions or an accumulation of 5 or more out of school suspension days, a Tier 2 behavior support plan should be created, implemented, and documented with fidelity. If the student accumulates 5 or more suspensions, a Tier 3 plan should be created, implemented, and documented with fidelity **(pages 14-15)**. Certain Level 5 violations may be elevated to Level 6 violations or higher based on the severity or context of the misconduct. ***Examples of Harmful and Illegal Behaviors:*** ▪ Actions that cause harm ▪ Intentional/Unintentional Violence against school employees ▪ Stealing ▪ Fighting (Simple Battery) ▪ Battery ▪ Drugs ▪ Weapons ▪ School disturbance ▪ Biting ▪ Bullying, Harassment, Hazing ▪ Throwing furniture or other objects ▪ Stealing ▪ Threatening to do injury to person or property ▪ Sexual harassment ▪ Sexual behaviors ▪ Alcohol **Disciplinary Options must include: School-based review of previous strategies and interventions implemented; Participation in GRIP Program (Gaining Results Intervention/Prevention) and/or POINTS Program (Providing Optional Intervention Needed To Succeed).** **Consequence: Suspension for 6-10 days with a Probationary Contract. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 83-89.**
LEVEL 6	Level 6 violations include infractions which are of a serious and aggravated nature such that the **student shall be removed from class and will be subject to a required 10-day suspension served by the student and a District due process hearing** that may result in additional consequences, to include, but not limited to, additional suspension, in-school suspension, social restriction, community service and assignment to an identified program or alternative school. The Department of Public Safety, Social Worker, and other outside law enforcement or other agencies may investigate Level 6 violations, which may result in state criminal proceedings being initiated against the student accused of a Level 6 violation. Certain Level 6 violations may be elevated to Level 7 violations or higher based on the severity or context of the misconduct. Level 6 infractions should be met with Tier 3 intervention supports through MTSS-RtI framework upon the student's return from suspension. At the re-entry conference, a Tier 3 behavior intervention plan should be created. The plan should then be implemented and documented with fidelity **(pages 14-15)**. ***Examples of Harmful and Illegal Behaviors:*** ▪ Actions that cause harm ▪ Intentional/Unintentional Violence against school employees ▪ Stealing ▪ Fighting (Simple Battery) ▪ Battery ▪ Aggravated Assault ▪ Aggravated Battery ▪ Bystander Battery ▪ Drugs ▪ Weapons ▪ School disturbance ▪ Biting ▪ Bullying, Harassment, Hazing ▪ Throwing furniture or other objects ▪ Threatening to do injury to person or property ▪ Sexual harassment ▪ Sexual behaviors ▪ Alcohol **Consequence: Long-Term Suspension. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 83-89.**

LEVEL 7	Level 7 violations include infractions which are of a serious and aggravated nature such that the student shall be removed from class and will be subject to a required 10-day suspension served by the student and a District due process hearing that may result in additional consequences, to include, but not limited to, additional suspension, in-school suspension, social restriction, community service and assignment to an identified program or alternative school, but to continue beyond the current semester. The student may be excluded from ALL units of the District for a specified period of time through permanent expulsion if applicable. The Department of Public Safety, Social Worker, and other outside law enforcement or other agencies may investigate Level 7 violations, which may result in state criminal proceedings being initiated against the student accused of a Level 7 violation. Level 7 infractions should be met with Tier 3 intervention supports through MTSS-RtI framework upon the student's return from suspension. At the re-entry conference, a Tier 3 behavior intervention plan should be created. The plan should then be implemented and documented with fidelity **(pages 14-15)**. ***Examples of Harmful and Illegal Behaviors:*** ▪ Actions that cause harm ▪ Intentional/Unintentional Violence against school employees ▪ Stealing ▪ Fighting (Simple Battery) ▪ Battery ▪ Aggravated Assault ▪ Aggravated Battery ▪ Bystander Battery ▪ Drugs ▪ Weapons ▪ School disturbance ▪ Biting ▪ Bullying, Harassment, Hazing ▪ Throwing furniture or other objects ▪ Threatening to do injury to person or property ▪ Sexual harassment ▪ Sexual behaviors ▪ Alcohol **Consequence: Expulsion. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 83-89.**

ELEMENTARY MATRIX	Level of Consequences							Report	School Official to Contact
Offense/Violation	**1**	**2**	**3**	**4**	**5**	**6**	**7**		
1-Tobacco and Other Tobacco Products	●	●	●	●	●				
2-Electronic Communication Devices	●	●	●	●	●				
3a-Weapons			●	●	●	●	●	Police Report	SRO
3b-Weapons	●	●	●	●	●				SRO
4a-Intentional Physical Violence Not Causing Harm			●	●	●	●	●	Incident Report	Student Relations/SRO
4b-Intentional Physical Violence Causing Harm **Contact Student Relations Prior to Submitting Charge**						●	●	Incident Report	Student Relations/SRO
5a-Intent/Attempt/Sell/Distribute			●	●	●			Police Report	SRO
5b-Possession/Use/Under the Influence-1st Offense			●	●	●			Police Report GRIP	SRO
5b- Possession/Use/Under the Influence-2nd Offense & Subsequent Offenses						●	●	Police Report	SRO
5c-Possession and/or Distribution of Drug Related Paraphernalia-1st Offense			●	●	●			Police Report GRIP	SRO
5c-Possession and/or Distribution of Drug Related Paraphernalia-2nd Offense & Subsequent Offenses					●			Police Report	SRO
6a-Actual, Attempted or Threatened Destruction/Damage/Vandalism/Arson to School, Public or Private Property		●	●	●	●			Incident Report	SRO
6b-Actual, Attempted or Threatened Theft/Robbery/Burglary/Extortion/Possession of Stolen Property		●	●	●	●			Incident Report	SRO
6c-Textbooks, Media Center Materials, Computer Equipment/Use		●	●	●	●			Incident Report	SRO as appropriate
7a-Assault		●	●	●	●				
7b-Simple Battery/Fighting/Hitting		●	●	●	●				
7c-Battery			●	●	●			Incident Report	
7d-Aggravated Assault				●	●	●	●	Incident Report	SRO
7e-Aggravated Battery						●	●	Incident Report	SRO/Student Relations
7f-Bystander Battery		●	●	●	●				
7g-Bullying/Hazing/Harassment	●	●	●	●	●			Bullying Report	
8a-Rude or Disrespectful Behavior	●	●	●	●	●				
8b-Refusal to Follow Instructions	●	●	●	●	●				

ELEMENTARY MATRIX	Level of Consequences							Report	School Official to Contact
Offense/Violation	**1**	**2**	**3**	**4**	**5**	**6**	**7**		
9-Unexcused Absences/Truancy	Follow Attendance Protocol on page 39. **Students will <u>NOT</u> be suspended for attendance-related infractions.**							Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS	For guidance, contact the Social Worker
10-Skipping Class/Required Activities	●	●	●	●	●				For guidance, contact the Social Worker
11-Classroom Disturbance		●	●	●	●				
12-General School Disturbance/Threats/Intimidation/Gang Related Activities			●	●	●			Incident Report	SRO as appropriate
13-Profanity/Obscenity	●	●	●	●	●				
14-Failure to Accept Disciplinary Action		●	●	●	●				
15-Chronic Tardiness	Follow Attendance Protocol on page 43. **Students will <u>NOT</u> be suspended for attendance-related infractions.**							Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS	For guidance, contact the Social Worker
16-Bus Misbehavior	●	●	●	●	●				
17-Conduct Outside School Hours/Away From School **Contact Student Relations Prior to Submitting Charge**				●	●				Student Relations
18-Gambling		●	●	●	●				
19-Repeated Violations									
19a-Repeated Violations/Chronic Misbehavior			●	●	●			Resource Referral	
19b-Violation of Local School/District-Wide			●	●	●	●	●	Probation Contract	
20-Parking/Traffic Violations	■	■	■	■	■		■		
21-Loitering/Trespassing/Breaking and Entering	●	●	●	●	●				
22-Providing False Information	●	●	●	●	●				
23-General Sexual Misconduct/Sexual Harassment/Sexual Batter			●	●	●				SRO/ For guidance, contact the Social Worker/Student Relations
24-Student Identification Card Violation	●	●	●						
25-Dress Code Violation	Follow Dress Code Protocol on page 49.								
26-Unsafe Action					●	●	●		Student Relations

MIDDLE/HIGH MATRIX	Level of Consequences							Report	School Official to Contact
Offense/Violation	**1**	**2**	**3**	**4**	**5**	**6**	**7**		
1-Tobacco and Other Tobacco Products	●	●	●	●	●				
2-Electronic Communication Devices	●	●	●	●	●				
3a-Weapons						●	●	Police Report	SRO
3b-Weapons	●	●	●	●	●	●			SRO
4a-Intentional Physical Violence Not Causing Harm 4b-Intentional Physical Violence Causing Harm **Contact Student Relations Prior to Submitting Violation**						●	●	Incident Report	Student Relations/SRO
						●	●	Incident Report	Student Relations/SRO
5a-Intent/Attempt/Sell/Distribute						●	●	Police Report	SRO
5b-Possession/Use/Under the Influence-1st Offense				●	●			Police Report GRIP	SRO
5b- Possession/Use/Under the Influence-2nd Offense & Subsequent Offenses						●	●		
5c-Possession and/or Distribution of Drug Related Paraphernalia-1st Offense				●	●			Police Report	SRO
5c-Possession and/or Distribution of Drug Related Paraphernalia-2nd Offense & Subsequent Offenses					●			Police Report GRIP	SRO
6a-Actual, Attempted or Threatened Destruction/Damage/Vandalism/Arson to School, Public or Private Property		●	●	●	●	●	●	Incident Report	SRO
6b-Actual, Attempted or Threatened Theft/Robbery/Burglary/Extortion/Possession of Stolen Property		●	●	●	●	●	●	Incident Report	SRO
6c-Textbooks, Media Center Materials, Computer Equipment/Use		●	●	●	●	●	●	Incident Report	SRO as appropriate
7a-Assault		●	●	●	●	●	●		
7b-Simple Battery/Fighting/Hitting		●	●	●	●	●	●		
7c-Battery					●	●	●	Incident Report	
7d-Aggravated Assault						●	●	Incident Report	SRO
7e-Aggravated Battery						●	●	Incident Report	SRO/Student Relations
7f-Bystander Battery						●	●		
7g-Bullying/Harassment/Hazing		●	●	●	●	●	●	Bullying Report	
8a-Rude or Disrespectful Behavior	●	●	●	●	●				
8b-Refusal to Follow Instructions	●	●	●	●	●				

MIDDLE/HIGH MATRIX	Level of Consequences							Report	School Official to Contact
Offense/Violation	**1**	**2**	**3**	**4**	**5**	**6**	**7**		
9-Unexcused Absences/Truancy	Follow Attendance Protocol on page 39. **Students will <u>NOT</u> be suspended for attendance-related infractions.**							Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS	For guidance, contact the Social Worker
10-Skipping Class/Required Activities	●	●	●	●	●				For guidance, contact the Social Worker
11-Classroom Disturbance		●	●	●	●	●	●		
12-General School Disturbance/Threats/Intimidation/Gang Related Activities			●	●	●	●	●	Incident Report	SRO as appropriate
13-Profanity/Obscenity		●	●	●	●	●	●		
14-Failure to Accept Disciplinary Action		●	●	●	●	●	●		
15-Chronic Tardiness	Follow Attendance Protocol on page 43. **Students will <u>NOT</u> be suspended for attendance-related infractions.**							Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS	For guidance, contact the Social Worker
16-Bus Misbehavior	●	●	●	●	●	●	●		
17-Conduct Outside School Hours/Away From School **Contact Student Relations Prior to Submitting Violation**					●	●	●		Student Relations
18-Gambling		●	●	●	●	●	●		
19a-Repeated Violations/Chronic Misbehavior			●	●	●	●	●	Resource Referral	
19b-Violation of Local School/District-Wide			●	●	●	●	●	Probation Contract	
20-Parking/Traffic Violations		●	●	●	●	●	●		
21-Loitering/Trespassing/Breaking and Entering		●	●	●	●	●	●		
22-Providing False Information		●	●	●	●	●	●		
23-General Sexual Misconduct/Sexual Harassment/Sexual Battery		●	●	●	●	●	●		SRO/ For guidance, contact the Social Worker/Student Relations
24-Student Identification Card Violation	●	●	●	●	●				
25-Dress Code Violation	Follow Dress Code Protocol on page 49.								
26-Unsafe Action					●	●	●		Student Relations

OFFENSES AND CONSEQUENCES

Multi-tiered Systems of Support (MTSS) must be conducted prior to expelling or suspending a student in kindergarten through third grade for five (5) or more consecutive or cumulative days; unless student possessed a weapon, drugs or other dangerous instrument or the student's behavior endangers the safety of other students or school personnel. (HB 0740) **Exceptional Education Student procedures must apply.**

1. A. TOBACCO AND OTHER TOBACCO PRODUCTS

Students will not possess or use any tobacco products (cigarettes, cigars, chewing tobacco, snuff, etc.), including electronic cigarettes, vapor pens/tanks, cannabidiol (cbd) oil, or similar products on school property or on a school bus or at any school event away from school. **No student, staff member or school visitor is permitted to use any tobacco product or electronic cigarettes, vapor pens/tanks or similar products at any time on any School District owned/leased property or at any school event, including during non-school hours, 24 hours a day, seven days per week (Board Policy JCDAA).** Additionally, the use of vapor pens/tanks and juuls for "vaping" or "juuling" may be harmful due to the lack of known dangers they may pose on the health of children.

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 53-54)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**

Students in violation of this offense will be referred to the web-based ASPIRE (A Smoking Prevention Interactive Experience) program at www.mdanderson.org/aspire. A Certificate of Completion must be printed and presented to the referring administrator.

2. ELECTRONIC COMMUNICATION DEVICES, INCLUDING PAGING DEVICES, CELLULAR PHONES, WALKIE-TALKIES AND SIMILAR DEVICES

Students will not use any electronic communication device, including but not limited to, pagers, beepers, cellular phones, smart phones, walkie-talkies, and similar devices during instructional time **(except for approved instructional purposes)** or on school buses and must not interfere with the educational mission of the school or pose a safety hazard. The instructional day includes, but is not limited to, lunch periods, class changes, study halls, and any other structured or non-structured instructional activity that occurs during the normal school day. At all other times, students are expected to adhere to the following rules relative to electronic communication devices: (1) Phones must be turned completely off (not on silent or vibrate mode) and put away out of view (as directed by the school) during instructional time (official start of school day to the end of the school day), **except for approved instructional purposes**; (2) No text messaging is allowed, **except for approved instructional purposes**; (3) Students with serious medical conditions or other unusual circumstances may be given special permission by the school principal to use this device if it is determined to be essential for the health of the student.

Parents/guardians are asked to refrain from calling, e-mailing, or texting their student during instructional time. In the event of an emergency, the parent/guardian may contact the student via the school's phone system. POSSESSION OF AN ELECTRONIC COMMUNICATION DEVICE ON SCHOOL PROPERTY IS A PRIVILEGE NOT A RIGHT. All violations of these expectations will result in confiscation of the device. Moreover, the confiscated device will be returned only to the parent/guardian. The school is not responsible for personal electronic devices on school property or at school sponsored events. Electronic devices may be confiscated by the school administrator or designee for the following:

(a) Purposely look for security problems, attempt to disrupt school technology resources, or engage in any activity that monopolizes or compromises school technology resources;

(b) Copying computer programs, software or other technology provided by the District for personal use; download unauthorized files; or use school technology resources for personal gain or private business enterprises;

(c) Attempting to, threaten to, or actually damage, destroy, vandalize, or steal private property or school property while using school technology resources on or off school grounds (The local school police officer must be notified of such incidents.);

(d) Using or participating in using personal or school technology resources to distribute or display inappropriate material. Inappropriate material does not serve an instructional or educational purpose and includes but is not limited to the following (See Rule 7G for bullying using technology):
- Profane, vulgar, lewd, obscene, offensive, indecent, sexually explicit, pornographic or threatening information/material;
- Advocates illegal or dangerous acts;
- Causes disruption to DeKalb County School District, its employees or students;
- Advocates violence;
- Contains knowingly false, recklessly false, or defamatory information; or
- Is otherwise harmful to minors as defined by the Children's Internet Protection Act. (The local school police officer must be notified of such incidents.)

(e) Refusing to comply with reasonable directions or commands of school staff regarding responsible use of technology, and/or use audio or visual recording devices without permission of a school administrator.

(f) Gaining or attempting to gain unauthorized access to the District's computer data, network, system, Internet connections, e-mail accounts, or intranet or to any third party's computer system, data, or network, such as:
- Malicious tampering, phishing, or hacking activities;
- Intentionally seeking information about passwords belonging to other users;
- Disclosing a user's password to the District's computer network, system, Internet connections, e-mail accounts, or intranet to other individuals. Students, however, may share their passwords with their parents.
- Modifying passwords belonging to others;
- Attempting to log in through another person's account;
- Attempting to gain access to material that is blocked or filtered by the District;
- Accessing, copying, or modifying another user's files without authorization;
- Disguising a user's identity;
- Using the password or identifier of an account that does not belong to the user; or
- Engaging in uses that jeopardize access into others' accounts or other computer networks or systems.

NOTE: No one is allowed to take pictures or video of other persons at school without the express permission of the principal. At no time shall a student take any pictures, video or audio recordings of students or staff while on school property or at any school sponsored event or post any pictures, videos or audio recordings of students or staff on social media without their consent. Violation of this provision will result in the student losing the privilege of using an electronic communication device while on school property.

Students must never send threatening/inappropriate messages and/or images via electronic communication devices or the internet/intranet at any time. This could result in very serious school, personal and/or criminal consequences. Go to http://www.dekalb.k12.ga.us/bullying-harassment-hazing-awareness for further information on cyberbullying.

Student must not wear headphones with or without electronic devices during instruction time unless used for approved medical or instructional purposes only.

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 53-54)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**

3. WEAPONS, EXPLOSIVES, HAZARDOUS OBJECTS AND OTHER DEVICES

NOTE: Weapons present an immediate and real danger to students, faculty and staff, and can also damage the learning climate and reputation of a school. Federal law (Gun-Free School Zone Act;) states that school districts must have a policy requiring the expulsion of a student from school for at least one calendar year for possession of or for bringing a firearm to school, school-sponsored functions, on school property or school buses. (18 U.S.C. § 921(a)(25); O.C.G.A. § 16.11.127.1) The possession of any dangerous weapon, hazardous object, or firearm in violation of O.C.G.A. § 16-5-21; 16-5-24; 16-11-127; 16-11-127.1; or 16-11- 132 will trigger the reporting requirements of O.C.G.A. § 20-2- 1184.

A. Students shall not possess, handle, bring, transmit, or cause to be transmitted; use or threaten to use; sell, attempt to sell, or conspire to sell a firearm, a dangerous weapon or dangerous instrument/hazardous object/unauthorized item, either concealed or open to view, at school, on school property, at school-sponsored functions or school buses. There is no exception for students who have a valid legal license to carry a weapon.
NOTE: The definition of "weapon" for purposes of this Code of Conduct is one that includes, but is not limited to, the following items:

Category I Weapon: Firearm/Dangerous Weapons
Any loaded or unloaded firearm or a dangerous weapon.
A firearm includes a handgun, rifle, shotgun, or other weapon which will or can be converted to expel a projectile by the action of an explosive or electrical charge.
A dangerous weapon includes any weapon commonly known as a "rocket launcher," "bazooka," or "recoilless rifle" which fires explosive or nonexplosive rockets designed to injure or kill personnel or destroy heavy armor, or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "mortar" which fires high explosive from a metallic cylinder and which is commonly used by the armed forces as an antipersonnel weapon or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "hand grenade" or other similar weapon which is designed to explode and injure personnel or similar weapon used for such purpose.

Category II Weapon: Hazardous Objects
Any pellet gun, paint pellet gun, or BB gun, antique firearm, nonlethal airgun, stun gun, taser, or any similar weapon that does not meet the definition of a Category I weapon; any Bowie, Dirk, machete, switchblade knife, ballistics knife, any other knife having a blade of two or more inches; any razor blade (e.g., straight, regular, retractable, etc.); boxcutter; any bludgeon (e.g. billy club, PR-24, night stick, spring stick, blackjack, club); any firearm muffler or firearm silencer; "look-alike" bomb; any "martial arts" device or flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely (e.g., nunchakus, nun chuck, nun chahka, shuriken, or fighting chain, etc.); any disc of whatever configuration with at least two points or pointed blades which is designed to be thrown or propelled (e.g., Chinese star, oriental dart, throwing star, etc.); miscellaneous devices such as swords, sword/knife canes, ice picks, chains, bow and arrows, knuckles made of metal, thermoplastic, wood or other similar material, objects placed on fingers, in hands, or on fists or knuckles to provide a "loaded fist," etc., or any tool or instrument which the school administration could reasonably conclude as being used as a weapon or intended by the student to be used as a weapon and thus a violation of the intent of this Code of Conduct.

In addition to the above, Category II weapons include any item defined as a weapon or hazardous object as defined by O.C.G.A. § 16-11-127.1 and 20-2-751, with the exception of firearms and dangerous weapons (See Category I).

Category III Weapon: Knifes/Other Weapons
Any knife or instrument having a blade of less than two inches, any "look-alike" firearm, or plastic disposable razor or sling shot.

Dangerous Instruments/Unauthorized Items

Students shall not possess ammunition, BBs, paint pellets, CO2 cartridges fireworks (other than "snap its", "poppers", or "pop-its" which may be addressed as a disruptive behavior), matches, lighters, stink bombs, pepper spray, mace or similar instruments /items. These instruments/items are disruptive to the function of the school and may pose a safety risk.

NOTE: A student must never touch or handle weapons at any time. Students should never take or agree to hold weapons, drugs, illegal or unknown items from other students. Tell an administrator if any of these items are found.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:

Minimum: **Level 3 - In-School Suspension of 1-3 days**
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: **Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

Minimum: **Level 6 – Long-Term Suspension**
Maximum: **Level 7 – Expulsion**
A required 10-day suspension must be served and a District due process hearing held for Level 6-7.

B. Students will not use, possess or handle water pistols, other instruments that project water or other liquids, toy guns, matches, lighters, laser pointers, devices that emit an electrical shock, or other devices, which when used inappropriately, cause discomfort/harm to another person and/or disrupt the class, school or school event.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:

Minimum: **Level 1 - Conference**
Level 2 - Strategies (see pages 53-54)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum: **Level 5 - Suspension of 6 - 10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

Minimum: **Level 1 - Conference**
Level 2 - Strategies (see pages 53-54)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Maximum: **Level 6 – Long-Term Suspension**
A required 10-day suspension must be served and a District due process hearing held for Level 6-7.

4. INTENTIONAL PHYSICAL VIOLENCE AGAINST TEACHERS, BUS DRIVERS, SCHOOL OFFICIALS, OR OTHER SCHOOL EMPLOYEES

Students will not intentionally hit or attack any school employee to cause physical hurt, harm or injury.

A. Intentional Physical Violence Not Causing Physical Harm/Injury

Students will not intentionally hit or attack a teacher, school bus driver, school official, or other school employee.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:

Minimum: **Level 3 - In-School Suspension of 1-3 days**
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: **Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

Minimum: **Level 6 – Long-Term Suspension**
Maximum: **Level 7 – Expulsion**
A required 10-day suspension must be served and a District due process hearing held for Level 6-7.

B. Intentional Physical Violence Causing Physical Harm

Students will not intentionally hit or attack a teacher, school bus driver, school official, or other school employee and cause physical hurt, harm or injury.

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

Minimum: **Level 6 – Long-Term Suspension**
Maximum: **Level 7 – Expulsion**
A required 10-day suspension must be served and a District due process hearing held for Level 6-7.

State Law indicates a student found by a preponderance of evidence to be in violation of committing an act of physical violence against a teacher, school bus driver, school official, or school employee causing physical hurt, harm or injury will be expelled from school for the remainder of the student's eligibility to attend public school (O.C.G.A. § 20-2-751.6). The law applies to all students in grades K-12. The Hearing Officer may assign the student to an alternative education program for the period of the expulsion. If the student is in kindergarten through grade eight, the Hearing Officer may allow the student to re-enroll at some point when he/she reaches the high school grades. Additionally, if the student is in kindergarten through grade six and there is no alternative educational program available, the Hearing Officer may permit the student, at a recommended time, to re-enroll in school.

5. ALCOHOL, DRUGS, AND OTHER SUBSTANCES*

***As used in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*, "drugs" shall mean all substances, including but not limited to, alcohol and alcoholic beverages, marijuana, medical marijuana, prescription drugs, over-the-counter drugs, look-alike drugs, inhalants, pills, tablets, capsules, synthetic substances and all other legal and illegal drugs or substances. Use of alcohol, marijuana and other drugs by minors is illegal and harmful.**

NOTE: A student must never touch or handle drugs at any time. Students should never take or agree to hold weapons, drugs, illegal or unknown items from other students. Tell an administrator if any of these items are found.

A. Intent/Attempt/Sell/Distribution of Drugs

Students will not sell, attempt or intend to sell, distribute, or attempt or intend to distribute, drugs or substances represented or believed by the buyer or receiver to be drugs.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:

Minimum: **Level 3 - In-School Suspension of 1-3 days**
Level 4 - Suspension 1-5 days
Maximum: **Level 5 - Suspension of 6 - 10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

Minimum: **Level 6 – Long-Term Suspension**
Maximum: **Level 7 – Expulsion**
A required 10-day suspension must be served and a District due process hearing held for Level 6-7.

B. Possession/Use/Under the Influence of Drugs

Students will not possess, use, attempt to use, or be under the influence of drugs or substances represented or believed by the student to be drugs. Students will not cause, invite or induce any person to possess, use, attempt to use, or be under the influence of drugs or substances represented or believed by the student to be drugs. Students will not deliberately smell, inhale or ingest any legal substances or will not cause, invite or induce any person to smell, inhale or ingest any legal substances in a manner other than for its intended purpose, including but not limited to, fingernail polish, model airplane glue, hand sanitizer, etc.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: **Level 3 - In-School Suspension of 1-3 days**
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: **Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: **Level 5 – Suspension of 6-10 days with a contract**
Level 6 – Long-Term Suspension
Maximum: **Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

NOTE: The principal may request a referral to a District Due Process Hearing from the Superintendent/Designee for a possible long-term suspension/expulsion for any student whose presence may constitute a clear threat to the safety of others.

1st Offense: The student is suspended for 10 school days with a contract. If the parents/guardians and student accept the offer to attend the drug-education program, Gaining Results Intervention/Prevention (GRIP), 5 days of the 10-day suspension shall be waived upon successful completion of the GRIP program and the contract will remain in effect. If the GRIP program is not successfully completed, the full 10-day suspension with a contract shall be imposed. This option is

available for elementary, middle and high school students.

2ND Offense and subsequent offenses and/or if the student's conduct is a felony or designated felony possession: The student is suspended for ten (10) school days and is referred to a due process hearing, which may impose long-term suspension or expulsion, or assignment to an alternative school.

Prescribed Medications
The parent of a student who has to use a prescribed medication at school must consult the school administrator and follow the appropriate School District procedures, including required medication documentation. School approval must be given prior to the student possessing or using any medication. Students may not possess medical marijuana at school, on school property, school buses or at school-sponsored functions.

NOTE: Under state law, students with asthma or life-threatening allergies may carry and use their inhalers or auto-injectable epinephrine as needed, based upon school receipt of a doctor's prescription and parent's written permission. A student may be subject to disciplinary action if he/she uses auto-injectable epinephrine or any other medications in a manner other than as prescribed.

C. Possession and/or Distribution of Drug-Related Paraphernalia

A student will not possess or distribute drug-related paraphernalia. As used in this *Code of Student Conduct –Student Rights and Responsibilities and Character Development Handbook*, "drug-related paraphernalia" includes, but is not limited to pipes, water pipes, clips, rolling papers and other items used or related to drug use (i.e. vapor pens, vapor tanks, juuls, etc.)

*** This offense relates only to drug-related paraphernalia. Offenses related to possession, use, distribution, and sale of drugs, alcohol, or other substances are addressed in Offense 5A or 5B.**

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 3 - In-School Suspension of 1-3 days**
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 4 - Suspension 1-5 days**
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**

1st Offense: The student is suspended for 10 school days with a contract with the option to attend the Gaining Results Intervention/Prevention (GRIP) program to reduce the suspension to five days, as discussed above. This option is available for elementary, middle and high school students

2nd and Subsequent Offenses: The student is suspended for ten (10) school days.

6. PROPERTY

A. Actual, Attempted or Threatened Destruction/Damage/Vandalism/Arson to School, Public or Private Property

Students will not attempt or threaten to destroy, damage, vandalize, or deface, or set fire to school, public or private property located at the school.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 53-54)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum	**Level 5 – Suspension of 6-10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 53-54)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

NOTE: The student must make restitution for any damage to school property caused by his/her behavior while on school property.

B. Actual, Attempted or Threatened Theft/Robbery/Burglary/Extortion/Possession of Stolen Property

Students will not engage in, attempt or threaten theft; theft by deception of public or private property; extortion; robbery; burglary; possession of stolen property or missing property; possession and/or distribution of counterfeit money/checks/money orders/bank cards.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 53-54)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum	**Level 5 – Suspension of 6-10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 53-54)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

NOTE: The student must make restitution for any loss of school or personal property caused by his/her behavior while on school property.

C. Textbooks, Media Center Materials, Computer Equipment/Use

Students will not lose, destroy, deface, and/or inappropriately use textbooks, media center materials, or the computer and computer-related equipment and materials, including but not limited to, inappropriate use/hacking of the Intranet or Internet.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 53-54)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum	**Level 5 – Suspension of 6-10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 53-54)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

NOTE: Students must make restitution for any damage to school property caused by their behavior. Any form of electronic bullying (cyberbullying/cyberstalking), threats and/or harassment using school equipment, school networks, e-mail systems or committed at school is strictly prohibited.

7. BULLYING/HAZING, ASSAULT, BATTERY AGAINST STUDENTS, SCHOOL PERSONNEL, SCHOOL VISITORS

A. Assault

Students will not verbally threaten and/or intimidate teachers, administrators, bus drivers, other school personnel, other students, or persons attending school-sponsored functions, with or without the use of physical contact; will not attempt to hurt any such persons without physical contact; and will not engage in verbal altercations and/or actions which cause such persons to be in reasonable fear of immediate bodily harm.

NOTE: Threatening witnesses may result in expulsion.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 53-54)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum Level 5 – Suspension of 6-10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 53-54)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

B. Simple Battery/Fighting/Hitting

Students will not engage in fighting, hitting, kicking, shoving, pushing, biting or making physical contact with teachers, administrators, bus drivers, other school personnel, and/or other students or persons.

NOTE: If the incident involves intentional physical contact with a school employee not causing physical harm/injury, see Offense #4a.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 53-54)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum Level 5 – Suspension of 6-10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 53-54)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

C. Battery

Students will not cause substantial or visible bodily harm such as substantially blackened eyes, substantially swollen lips or other facial or bodily parts, substantial bruises to body parts or other substantial injury to teachers, administrators, bus drivers, other school personnel, other students, or persons attending school-related functions.

NOTE: If the incident involves intentional physical injury to a School District employee causing physical harm/injury, see Offense #4b.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum: Level 5 - Suspension of 6 - 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

D. Aggravated Assault

Students will not use or make threats with a deadly weapon or hazardous object, which is likely to or actually does cause serious bodily harm to a teacher, administrator, bus driver, other school personnel, other students, or persons attending school-related functions.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a District due process hearing held for Level 6-7.

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a District due process hearing held for Level 6-7.

E. Aggravated Battery

Students will not maliciously cause bodily harm to a teacher, administrator, bus driver, other school personnel, other students, or persons attending school-sponsored functions, by depriving such person of a member of his/her body, by rendering a member of his/her body useless, or by seriously disfiguring his/her body or a member thereof.

ELEMENTARY MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

Minimum: Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a District due process hearing held for Level 6-7.

F. Bystander Battery

Students will not become involved in a fight that he/she does not start. A student who does not start a fight but becomes involved in it will be charged with Bystander Battery. This offense includes, but is not limited to, hitting or kicking another student while that student is fighting another student.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:

Minimum: Level 2 - Strategies (see pages 47-48)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum Level 5 – Suspension of 6-10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

Minimum: Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a District due process hearing held for Level 6-7.

G. Bullying/Harassment/Discrimination/Hazing

Students will not threaten, intimidate, harass, make physical contact with or subject another student to any other form of physical or emotional hurt, including hazing associated with membership in extracurricular organizations (sports teams, band, etc.). School officials will address each act of bullying/harassment/discrimination/hazing that is reported or of which they otherwise become aware.

Bullying

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.[1]

[1]www.Stopbullying.gov

Examples of bullying include but are not limited to:

- Verbal assaults such as unwanted teasing or name-calling;
- Threats, taunts and intimidation through words and/or gestures;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks:
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of e-mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;

- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (*e.g.*, Instagram, Twitter, Facebook, etc.), chat rooms, texts, and instant messaging;
- Rumors or spreading of falsehoods;
- Stalking;
- Public humiliation;
- Social isolation;
- Extortion or manipulation, including incitement and/or coercion;
- Using cameras or camera phones to take embarrassing or unauthorized photographs of students or school employees and distributing them to others or posting them online;
- Sending abusive or threatening text messages or instant messages; and
- Using websites to circulate gossip and rumors to other students.

Cyberbullying

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. (www.stopbullying.gov)

Examples of cyberbullying include but are not limited to:

- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of e-mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (*e.g.*, Instagram, Twitter, Facebook, etc.), chat rooms, texts, and instant messaging;

Harassment

Students will not harass or subject another student to any other form of physical, verbal or nonverbal harassment.

Harassment may be defined as offensive behavior (physical, verbal or nonverbal) that intentionally targets a specific person or persons based on race, religion, gender, disability, or national origin.

Examples of harassment include but are not limited to:

- Harassment or intimidation motivated by any actual or perceived characteristic including race, color, ethnicity, religion, gender, disability, age, gender identity, sexual orientation, ancestry, national origin, physical attributes, socioeconomic status, physical or mental ability, or by any other distinguishing characteristic;
- Public humiliation;
- Social isolation.

Hazing

Students will not haze or subject another student to any other form of physical, verbal or nonverbal hazing (O.C.G.A. § 16-5-61).

Hazing may be defined as the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

Examples of hazing include but are not limited to:

- Destruction of school or personal property;
- Theft of money and/or personal possessions for the purpose of bullying, harassing, or intimidating;
- Public humiliation;
- Intimidation/domination.

School officials will address each act of bullying/harassment/discrimination/hazing that is reported or of which they otherwise become aware.

Disciplinary action after the first incident of bullying may include, but is not limited to, the following:

- Loss of a privilege;
- Reassignment of seats in the classroom, cafeteria, or school bus;
- Reassignment of classes;
- Detention;
- In-school suspension;
- Out-of-school suspension (through appropriate due process hearing);
- Expulsion (through appropriate due process hearing); and
- Assignment to an alternative school (through appropriate due process hearing).

A student who has engaged in bullying should be given an age-appropriate consequence which will include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Students in grades six through twelve found to have committed the offense of bullying for the third time in a school year shall at a minimum be assigned to an alternative school through appropriate due process hearing by disciplinary Hearing Officers, panels, or tribunals (O.C.G.A. § 20-2-751.4).

Schools should clearly communicate to all parties that retaliation following a report of bullying is strictly prohibited and may result in strong disciplinary action.

Please refer to Offense #17 for cyberbullying violations that occur away from school or after school hours. It should be noted that bullying does not involve actions that are solely the result of a mutual conflict. Please refer to other offense codes for violations that do not constitute bullying. For more information on bullying, harassment and hazing violations, please see pages 68-69, 72-76, 93-94.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 53-54)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 – Suspension of 6-10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 53-54)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

8. RUDE/DISRESPECTFUL BEHAVIOR AND/OR REFUSAL TO CARRY OUT INSTRUCTIONS

A. Rude or Disrespectful Behavior

Students will not be discourteous or use inappropriate language, behavior or gestures, including vulgar/profane language, toward teachers, administrators, bus drivers, other school personnel, other students, or persons attending school-related functions.

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 53-54)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**

B. Refusal to Follow Instructions of Faculty or Staff Member/Insubordination

Students will not refuse to follow the instructions of teachers, school administrators, or other staff members (e.g., refusing to leave an area, refusing to stop aggressive behavior, refusing to stop disruptive behavior).

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 53-54)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**

9. UNEXCUSED ABSENCES AND/OR TRUANCY

Students will not present unexcused absences or participate in truancy. Excused absences are defined by Georgia law as follows: personal illness; serious illness or death in the family; religious holiday; instances in which attendance could be hazardous as determined by the DeKalb County School District; registering to vote/voting in a public election; tests and physical exams for military service and the National Guard; and other such absences as provided for by law or by the local Board of Education. Georgia law also provides for special treatment of absences in the following circumstances:

- Georgia law provides up to 5 days of excused absences for students whose parents are in the armed forces and who are called to duty or home on leave from overseas deployment in a combat zone.
- Students serving as Pages of the Georgia General Assembly will be counted as present for days missed from school for such service.
- Students volunteering to work as poll officers in the Student Teen Election Program (STEP) will be counted present for up to two (2) days of service in that program.
- Foster care students attending court proceedings related to their foster care shall be credited as present for any day(s) or portion of a day missed from school for that purpose.

NOTE: State law provides that any parent/guardian who does not comply with compulsory attendance mandates (O.C.G.A § 20-2-690.1) shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than $25.00 and not greater than 100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day of absence from school in violation of this section after the child's school system notifies the parent/guardian of five unexcused days of absence shall constitute a separate offense. State law also requires students 16-17 years of age to have written permission from their parent or guardian to withdraw/drop out of school (O.C.G.A. § 20-2-690.1).

The following applies to all unexcused absences:

Number if Unexcused Absences	**School Action Per Occurrence* *The Attendance Protocol/Consequences are subject to change at any time**
1-2	The classroom teacher will contact the parent/guardian about attendance concerns and document the contact and outcome in the Infinite Campus Contact Log.
3	The Attendance Protocol Manager (APM), attendance secretary, registrar or principal's designee will send a three day letter to the parent/guardian informing them of their child's absence.
4-5	The APM will complete a referral to the school counselor and social worker. The APM will complete a student interview, parent conference (via phone or in person) and complete the Attendance Intervention Summary Form.
6	The APM will send a six day unexcused attendance letter to the parent/guardian, informing them of consequences of continued absences.
8	A 2nd referral should be submitted to the school social worker, accompanied by the three and six day letters, in addition to the Attendance Intervention Summary.

NOTE: Students <u>WILL NOT</u> be suspended for attendance-related infractions <u>only</u>.

Poor attendance can keep children from reading proficiently by the end of third grade, which is shown to negatively affect their chances of graduating on time. ~American Graduate

10. SKIPPING CLASS OR REQUIRED ACTIVITIES

Students will not skip classes and required school activities. If students do not report to class/required school activity or leave school or school property without permission from an administrator, they are in violation of this offense.

The following applies to all skips:

Number of Skips	**School Action Per Occurrence* *The Attendance Protocol/Consequences are subject to change at any time.**
1 - 2	Student receives a warning. Teacher is responsible for contacting the parent(s).
3 - 6	Student receives 1 day detention or comparable consequence. Referred to the counselor who is responsible for contacting the parent(s).
7 - 10	Student receives a discipline referral and 1 day in-school suspension (ISS) or comparable consequence. School to schedule a student/parent conference for the purpose of signing an attendance contract.
11+	Student receives a discipline referral and ISS or comparable consequence. Parent contacted and referral to counselor and social worker. Student is given choice of ten (10) days ISS, alternative school/program placement, or comparable consequence.

NOTE: Students <u>WILL NOT</u> receive out-of-school suspension for attendance-related infractions <u>only.</u>

11. CLASSROOM DISTURBANCE

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.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 53-54)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum: Level 5 – Suspension of 6-10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 53-54)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

12. SCHOOL DISTURBANCE

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, walk-outs, 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. General School Disturbance

Students will not engage in acts that cause or may cause disruption of the school and/or threaten the safety or well-being of other students. Prohibited acts include, but are not limited to walk-outs, sit-downs, picketing, trespassing, inciting disturbances, and/or food fights, etc.

B. Threats/Intimidation

Students will not engage in acts of school-wide threats and/or intimidation. Prohibited acts include, but are not limited to threatening pranks, terroristic threats, bomb threats, rioting/chaos, pulling fire alarm, calling 911, and actual violence during period of disruption, etc.

C. Gang Related Activities

Students will not engage in acts of gang-related activities and affiliations. Prohibited acts include wearing or possessing gang-related apparel, conveying membership or affiliation with a gang, gang-related solicitation, violence, threats, defacement of school or personal property by painting, tagging, marking, writing, or creating any form of graffiti, etc.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum: Level 5 – Suspension of 6-10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

The DeKalb County School District believes that school should be a safe place for students to learn and grow. Distractions caused by gangs and similar organizations are a direct threat to the safety and security of students and disrupt the learning environment. Therefore, the DeKalb County School District **strictly prohibits** all activities related to gangs and other organizations that engage in unlawful or delinquent behavior. The School District provides support for students affected by gang activity. A student **will not**, by use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process.

A gang is a formal or informal organization, association, or group consisting of three or more persons who engage in activities that threaten the safety of students, staff, volunteers, visitors, or others; that compromise the general school order or its activities; and/or that interfere with the School District's educational mission. Individuals associated with a gang may share a common name or common identifying signs, symbols, tattoos, graffiti, or attire or other distinguishing characteristics.

"Gang-related activities" are acts by a group of students or an individual student representing the group, which can or may cause danger/disruption to the school environment and/or threaten the safety of students, faculty, or other employees of the school district. Prohibited behavior includes, but is not limited to:

- Displaying gang signs and symbols on personal and school property
- Wearing clothing that symbolizes gang affiliation (shirts, hats, bandanas, belts, jewelry, etc.);
- Displaying gang hand-signs, tattoos / brands, and/or other adornments which symbolize gang affiliation;
- Defacing school property with gang graffiti (furniture, walls, buses, buildings, structures, etc.);
- Using electronic devices (computers, cellular phones, camera/video phones, video cameras, camcorders, MP3 players, etc.) for the purpose of documenting, disseminating, or transmitting gang activity, threats, and/or planned violent behavior;
- Engaging in any criminal offense involving violence, possession of a weapon and/or use of weapon which includes, but is not limited to, gang recruitment, intimidation, and premeditated/planned school disturbances that may place students, faculty and staff in reasonable fear of receiving bodily injury.

Students who participate in gang-related activities, as defined in this section, will be charged with Offense #12 Gang Related Activity. Upon being found in violation of this offense, the student will be referred to a District due process hearing, which may result in suspension, referral to an alternative school or expulsion. In addition, the student will be referred to mandatory gang prevention counseling. Parents, law enforcement and other appropriate persons will be notified any time a student is suspected of being involved in gang-related activity. Students who participate in gang-related activities may be subject to consequences set forth in state law (O.C.G.A. §§ 16-15-3, 16-15-4). **Students who feel bullied, threatened or unsafe at school because of gang activity should report their concerns to a teacher, counselor, principal, assistant principal, or the Georgia Department of Education's anonymous hotline number to report gang-related activity by calling 1-877-SAY-STOP (1-877-729-7867)** or the **DeKalb County School District Alert Line at 1-888-475-0482.** Students who want to leave a gang should contact a principal or a staff member whom they trust for guidance and support services. The school or School District may provide students and parents with information on community organizations that assist students in leaving gangs.

13. PROFANITY/OBSCENITY

Students will not engage in conduct that includes, but is not limited to, cursing; profane, vulgar, obscene words or gestures; spitting on another person; possession of obscene material/pornography; and profane, vulgar or obscene comments or actions.

ELEMENTARY INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 53-54)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 53-54)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

14. FAILURE TO ACCEPT DISCIPLINARY ACTION

Students will not refuse or fail to serve detention, in-school suspension, or any other disciplinary action imposed by a teacher or school administrator.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 53-54)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum: Level 5 – Suspension of 6-10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 53-54)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

15. CHRONIC TARDINESS

Students will not demonstrate chronic tardiness. Being repeatedly late to school, class, or a school activity constitutes a violation of this section.

The following applies to all unexcused tardies:

Number of Tardies	School Action Per Occurrence* *The Attendance Protocol/Consequences are subject to change at any time.
1 - 2	Student receives a warning. Teacher is responsible for contacting the parent(s).
3 - 6	Student receives 1 day detention or comparable consequence. Referred to the counselor who is responsible for contacting the parent(s).
7 - 10	Student receives a discipline referral and 1 day in-school suspension (ISS) or comparable consequence. School to schedule a student/parent conference for the purpose of signing an attendance contract.
11+	Student receives a discipline referral and ISS or comparable consequence. Parent contacted and 2nd discipline and counselor referral completed. Student is given choice of ten (10) days ISS, alternative school/program placement, or comparable consequence.

NOTE: Students <u>WILL NOT</u> receive out-of-school suspension for attendance-related infractions <u>only.</u>
If a student is 10 minutes late to school each day, this adds up to missing more than 33 hours of class time. ~American Graduate

16. BUS MISBEHAVIOR

NOTE: See Bus Expectations/Bus Stop Rules/Bus Matrix (pages 50-52)

Students will not engage in behavior that includes, but is not limited to, any behavior that disrupts or distracts a bus driver, or causes a dangerous situation for a bus driver and/or students, or that disturbs the orderly operation of a bus, or that creates a dangerous situation for vehicles operating near a bus.

Prohibited bus behaviors also include the use of any electronic devices during the operation of a school bus, including but not limited to cell phones, pagers, audible radios, tape, compact disc players, or similar devices without headphones; or the use of any other electronic device in a manner that might interfere with the school bus communication equipment or the school bus driver's operation of the school bus. Prohibited bus behaviors also include the use of mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus. Violations that occur involving the school bus and/or incidents that occur while students are on the way to school (bus stop/neighborhood) or returning from school (bus stop/neighborhood) may result in direct intervention by the school. (See Bus Referral Matrix Page 52)

ELEMENTARY INITIATED CONSEQUENCES:

Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 53-54)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 53-54)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**

A required 10-day suspension must be served and a due process hearing held for Level 6-7.

17. CONDUCT OUTSIDE OF SCHOOL HOURS OR AWAY FROM SCHOOL

Students will not engage in any conduct, including but not limited to, cyberbullying, outside of school hours or away from school which may adversely affect the educational process or endanger the health, safety, morals, reputation, property or well-being of other students, teachers, or other employees of the School District.

ELEMENTARY INITIATED CONSEQUENCES:

Minimum:	**Level 4 - Suspension 1-5 days**
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

Minimum:	**Level 5 – Suspension of 6-10 days with a contract**
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**

A required 10-day suspension must be served and a due process hearing held for Level 6-7.

NOTE: A student attempting to enroll/re-enroll into school who is or may be criminally charged with a felony or a designated felony as defined by O.C.G.A. § 15-11-63 must be referred directly to the Department of Student Relations and subject to the Student Placement Protocol as described on pages 60-61.

18. GAMBLING

Students will not engage in acts of gambling including, but not limited to, betting money or other items on card games, dice games, or the outcome of games or activities, and/or possession of gambling materials or paraphernalia.

ELEMENTARY INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 53-54)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 – Suspension of 6-10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 53-54)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

19. REPEATED VIOLATIONS/CHRONIC MISBEHAVIOR/VIOLATION OF PROBATION

A. Repeated Violations/Chronic Misbehavior

Students will not engage in behavior that repeatedly or chronically disrupts or disturbs the educational process, the orderly operation of school, school activities, school buses, or other school operations that constitutes a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. A "chronic disciplinary problem student" is defined by law as a student who exhibits a pattern of behavioral characteristics which interfere with the learning process of students around him or her and which are likely to recur. This may be demonstrated by repeated violations of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*, but may also be shown by other behaviors of the student. Before a student may be charged with such a violation, the student must be warned of possible consequences and have three documented referrals including, but not limited to a school counselor, school social worker, and/or other appropriate resource personnel. In addition, the parents/guardian must be contacted about the misbehavior, be given an opportunity to observe their child in school, and be given an opportunity to participate in developing a student discipline correction plan.

When a student is identified with a Chronic Disciplinary Problem:

1. The PRINCIPAL shall notify the student's parent or guardian of the discipline problem by telephone AND by certified or first-class mail or statutory overnight delivery; AND

2. The parent or guardian shall be invited to observe the student in a classroom setting; AND

3. At least one of the parents or guardians shall be requested to attend a conference with the PRINCIPAL or teacher or both to devise a disciplinary and corrective action plan/probation contract; AND

4. Before a student may be charged with a violation of this section the school must further document that the student has been warned of possible consequences of their chronic behavior, that a disciplinary and corrective action plan/probation contract had been implemented prior to the violation (or documentation that the parent or guardian did not co-operate in the process), and support provided to the student by at least three separate referrals to three different resources: school counselors, social workers, mentors, RTI/SST, Positive Behavioral Supports, Restorative Practices, GRIP, POINTS or other interventions in the student's behavior plan; AND

5. Before any chronic disciplinary problem student is permitted to return from suspension or expulsion, the school to which the student is to be readmitted should request by telephone call and by either certified mail with return receipt requested or first-class mail that at least one (1) parent or guardian schedule and attend a conference with the PRINCIPAL OR A DESIGNEE to devise a disciplinary and behavioral correction plan/probation contract. At the discretion of the PRINCIPAL OR A DESIGNEE, a teacher, counselor, or other

person may attend the conference. The PRINCIPAL will note the conference in the student's permanent file. Failure of the parent or guardian to attend such conference shall not preclude the student from being readmitted to the school.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum: Level 5 – Suspension of 6-10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

B. Violation of Local School and/or District-Wide Probation

Students will not disregard District and local school rules while they are on local school or District-wide probation. Failure to follow **all** District and local school rules could result in possible long-term suspension or expulsion.

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

Minimum: Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6 -10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

20. PARKING AND TRAFFIC VIOLATIONS

Students will not violate parking and traffic guidelines if they drive a vehicle to school. Students who choose to park a vehicle on school property must purchase a parking permit, display the decal sticker on their vehicle, park in their assigned spot, and comply with all parking and traffic regulations issued by the school or School District. Parking on school property without a permit or with an expired permit, engaging in reckless or careless operation of a vehicle on or near school property or near a school bus, or failing to comply with all parking and traffic regulations issued by the school or School District will constitute a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. **Parking permits must be renewed upon expiration.**

HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 53-54)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

NOTE: Penalty may include revocation of parking permit or towing of vehicle off campus at the student's expense.

21. LOITERING OR GOING ON ANY SCHOOL CAMPUS WITHOUT AUTHORIZATION/TRESPASSING/BREAKING AND ENTERING

Students will not enter the premises of a school other than their own school, unless prior permission is received from an administrator of the school to be visited, or unless the school is hosting a school-related function, such as an academic or athletic activity. A student will not enter or remain in any school building on weekends or after school hours without authorization or permission.

NOTE: When a student refuses to leave any school property and/or returns to any school property after being instructed by school staff or law enforcement staff to leave the property, the student will be in violation of this section and the matter may be handled by law enforcement.

ELEMENTARY INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 53-54)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 53-54)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

22. PROVIDING FALSE INFORMATION

Students will not engage in an act of providing false information including, but not limited to, falsifying school records, forging signatures, making or providing false statements, to teachers, administrators or other School District personnel, cheating, bribery, or using an unauthorized computer user ID or password. **Students are prohibited from falsifying, misrepresenting, omitting or erroneously reporting information to legal authorities, teachers, administrators or other School District personnel regarding instances of alleged inappropriate behavior by a teacher, administrator, or other School District employee.**

ELEMENTARY INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 53-54)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 -10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 53-54)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing	

held for Level 6-7.

23. GENERAL SEXUAL MISCONDUCT/SEXUAL HARASSMENT/SEXUAL BATTERY

Students will not engage in inappropriate bodily contact of a sexual nature. This offense prohibits sexual conduct between or among students and between or among a student and School District employees or visitors on school property or at any school activity or event, including, but not limited to, consensual sexual contact, nonconsensual sexual contact, sexual assault, unwelcome sexual advances or comments, request for sexual favors and/or indecent exposure.

A. General Sexual Misconduct
Students will not willingly participate in any form of sexual activity, expose one's intimate body parts, take part in any inappropriate public displays of affection, lewd behavior (i.e. "moon"), etc.

B. Sexual Harassment
Students will not engage in any sexual remarks or unwelcome comments directed towards or not directed towards individuals, physical advances, requests for sexual favors, violate the Sexual Harassment Policy, etc.

C. Sexual Battery
Students will not engage in any indecent behavior including, but not limited to rape, fondling, child molestation, indecent liberties, sodomy, etc.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:

Minimum:	**Level 3 - In-School Suspension of 1-3 days**
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 – Suspension of 6-10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

Minimum:	**Level 2 - Strategies (see pages 53-54)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**

A required 10-day suspension must be served and a due process hearing held for Level 6-7.

24. STUDENT IDENTIFICATION CARD VIOLATION

Students will not be present on school grounds or attend any school event without proper student identification. If mandated by the local school, DeKalb County high school students must carry ID cards while on school property and at any school event. A suspected non-student with no ID card will be asked to leave the school grounds, with police assistance if needed. Students who are not in possession of their ID cards are in violation of this section. Students must pay for replacement ID cards.

ELEMENTARY INITIATED CONSEQUENCES:
Minimum: Level 1 - Conference
Level 2 - Strategies (see pages 53-54)
Maximum: Level 3 - In-School Suspension of 1-3 days

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 1 - Conference
Level 2 - Strategies (see pages 53-54)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum: Level 5 - Suspension of 6 - 10 days with a contract

25. STUDENT DRESS CODE VIOLATION

Students will not dress inappropriately on school grounds or at school events. **ALL** students are expected to dress appropriately and to adhere to the student dress code found on page 80 of this handbook and any additional requirements listed in local school regulations.

The following penalties apply to ALL student dress code violations:

Number of Offenses	Actions of the School
First Offense	Verbal reprimand, contact parent and In-School Suspension (ISS) until end of day or correction of the violation
Second Offense	Required parent conference and two (2) days ISS
Third Offense	Contact parent, up to ten (10) days ISS, local probation and/or parent attends classes with student in lieu of ISS. Chronic violation of this expectation will result in the charge of #19a – Repeated Violation of School Rules - and a possible referral to an alternative setting upon being found in violation by a preponderance of evidence at the District due process hearing.

26. UNSAFE ACTION

Students will not commit any action that has the potential to cause danger or physical harm to themselves or to others, to include exiting a moving school bus, exiting a school bus by way of the emergency exit (when an emergency does not exist), attempting to allude school officials by running through a parking lot or any traffic area, climbing on the roof of buildings, being in construction areas, boiler rooms, attics or elevator shafts, **any knockout style punches to an unsuspecting victim**, or any action that has the potential for physical harm to self or others. This rule will only apply when the unsafe behavior does not meet the standards of any other violation.

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7

DeKalb County School District Transportation Student Bus Expectations

BUS	*BE SAFE*	*BE RESPONSIBLE*	*BE RESPECTFUL*
Waiting for the Bus	Stand on side walk Be watchful of traffic Wait for Driver directions	Arrive 10 minutes early Line up appropriately Wait in a quiet and orderly manner	Keep hands, feet and objects to self and out of aisle Stay off private property
Entering the Bus	Allow bus to stop completely Board bus in an orderly manner Hold the handrail	Be seated quickly and slide over Remain seated	Greet the bus driver Be respectful of others and their property Use inside voice
Riding the Bus	Stay seated at all times Keep aisles and emergency exits clear Keep self and objects inside the bus Silence at railroad crossings	Keep food and drink in your bag Keep bus clean Follow Driver directions Practice orderly conduct	Keep hands, feet and objects to self and out of aisle Ask permission to open windows Use appropriate language and topics
Exiting the Bus	Remain seated until bus stops Leave bus in an orderly manner Cross in front of bus Hold the handrail	Leave at your assigned bus stop Take belongings with you Leave the bus stop in an orderly manner	Keep arm's length between you and person in front of you Use inside voice
Evacuation of the Bus	Stay quiet Listen for directions from Driver Leave belongings on bus	Follow Driver directions Help others when appropriate	Exit quickly and safely

BUS AND BUS STOP RULES

Students are expected to observe the following rules for safety and courtesy on the bus and at the bus stop.

AT THE BUS STOP

- Arrive at the assigned stop ten (10) minutes before bus pickup
- Stand on the sidewalk or the edge of the street by the curb
- Stay off private property
- Do not stand on the part of the road reserved for vehicles
- Be respectful and watchful of traffic
- Wait in a quiet and orderly manner

WHEN THE BUS ARRIVES

- Allow the bus to come to a complete stop
- Board the bus in a quiet and orderly manner

ON THE BUS

- Remain seated at all times until time to get off bus
- Remain silent at railroad crossings
- Cooperate with the driver and practice orderly conduct
- Do not bully, harass or haze other students
- No profanity or obscene behavior
- No smoking
- No eating or drinking
- No vandalism
- No body parts outside bus
- No radio, tapes, or electronic audio/video devices without headphones
- No cell phone use at any time
- No live animals
- No unsafe objects or weapons
- No throwing of items from the bus or on the bus

LEAVING THE BUS

- Remain seated until the bus comes to a complete stop
- Leave the bus in an orderly manner
- Leave at your assigned bus stop
- Cross in front of the bus
- Leave the bus stop in an orderly manner

Violations that occur involving the school bus and/or incidents that occur while students are on the way to or returning from school, whether at the bus stop or in the surrounding neighborhood may result in direct intervention by the school. (See Bus Matrix, on the following page 52)

BUS REFERRAL MATRIX FOR ALL STUDENTS

INAPPROPRIATE BEHAVIOR OR VIOLATION OF BUS RULES	First Offense	Second Offense	Third Offense	Fourth and Succeeding Offense
Delaying the bus schedule	Level 1 (All)	Level 2 (All)	Level 3 (All)	Level 4 (All)
Not sitting in the seat	Level 1 (All)	Level 2 (All)	Level 3 (All)	Level 4 (All)
Playing radio, tape, CD, IPOD, MP3 without earphones	Level 1 (All)	Level 2 (All)	Level 3 (All)	Level 4 (All)
Disrupting the bus (Excessive Noise)	Level 1 (All)	Level 2 (All)	Level 3 (All)	Level 4 (All)
Using inappropriate language (Cursing, name calling directed toward student or adult)	Level 1 (All)	Level 2 (All)	Level 3 (All)	Level 4 (All)
Bullying/Harassment/Discrimination/ Hazing	Level 2 (All)	Level 3 (All)	Alternative School* (MS/HS)	Alternative School* (MS/HS)
Hitting other students	Level 2 (All)	Level 3 (All)	Level 4 (All)	Level 5 (All)
Throwing objects in the bus	Level 2 (All)	Level 3 (All)	Level 4 (All)	Level 4 (All)
Throwing objects out of the bus window (Without damage to property)	Level 2 (All)	Level 3 (All)	Level 4 (All)	Level 4 (All)
Vandalism (Includes vandalism resulting from an object being thrown from the bus) Damage under $100	Level 4 (All) Damage under $100	Level 5 (All)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
Fighting (NO HITTING ZONE)	Level 4 (ES) Level 5 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
Violating the alcohol/drug policy (Possession/Use)	Level 5 (All)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
Violating the alcohol/drug policy (Distribution)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
Vandalism (Includes vandalism resulting from an object being thrown from the bus) Damage over $100	Level 5 (ES) Level 6 (MH) Damage over $100	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
Exiting the emergency exit while in route	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
Assault	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
Multiple Assault (Physical assault by 2 or more students acting together)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
Inciting to Riot/Chaos	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
Possession of a Weapon, other than a Firearm	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 7 (MH)	Level 5 (ES) Level 7 (MH)	Level 5 (ES) Level 7 (MH)
Possession of a Firearm	**Expulsion (All)**	**Expulsion (All)**	**Expulsion (All)**	**Expulsion (All)**

***O.C.G.A. § 20-2-751.4**

Consequences for Levels 1, 2, 3, & 4 are bus specific and do not include a school suspension.
Consequences for Levels 5, 6 & 7 require a bus suspension and a school suspension.
(ES)-Elementary School Students Only, (MH) Middle and High School Students, (All)-Elementary, Middle and High School Students

EXPLANATION OF BEHAVIORAL STRATEGIES, DISCIPLINARY OPTIONS,

AND CONSEQUENCES

SCHOOL- INITIATED CONSEQUENCES

Each school is responsible for following the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* and applying the appropriate consequence levels and corrective strategies.

Level 1 Conference: *Administrator and/or teacher communicate(s) with the student's parent or counselor by phone, email, written notes, or person to person about the discipline concern.*

Staff members may conduct a conference among any combination of the following:
Teacher/Student
Teacher/Parent
Teacher/Counselor
Teacher/Student/Administrator
Teacher/Student/Counselor/Parent
Administrator/Student
Administrator/Parent
Telephone Conference with Administrator/Parent
Telephone Conference with Teacher/Parent
Other parties as deemed necessary

Level 2 Strategies: *ALL strategies should be age appropriate and behavior specific.*
Build relationships that support academic achievement
Discussion about expectations; Review classroom procedures and expectations
Eye contact
Proximity; High levels of supervision
Verbal warning; Pre-teaching of expectations
Mentoring
Consultation with grade level teams/school counselor/school psychologist/case manager for students with disabilities for classroom/individual behavior management ideas
Restorative practices
Teach Pro-Social behaviors; and Use of safe place for students to retreat to help self-regulate

Level 3 Strategies: *ALL strategies should be age appropriate and behavior specific.*
*Programs may be available based upon DeKalb County School District budgetary mandates.

Targeted Behavioral Contract	A written contract or plan for the student with stated goals, objectives and outcomes for the student to develop necessary skill to address the stated behavior concern
Detention	Detaining a student for disciplinary reasons before or after school hours (including Saturdays)
In-School Intervention	May include, but is not limited to, Saturday School, work assignment, behavior essays or transportation restriction
Probationary Contract	Written statement which lists steps to be taken to improve behavior and describes the support to be provided by school staff and/or parent/guardian as well as the date the contract will be reviewed and must be signed by the student and parent/guardian
Lockout	Designated area on campus where students who are disruptive in class or tardy to class are assigned for the remainder of the period in which the infraction occurred
Mediation	Referral to conflict mediation
Mentoring	An agreed upon adult or student who provides consistent support, guidance, and help to a student who is in need of a positive role model.
Discipline Warning Letter to Parents	Write-up for the discipline offense with a defined period of good behavior to prevent suspension
Progress Report	A progress report or assignment sheet which gives the student and parent the opportunity to track the student's academic and behavioral progress in each of his/her class for a specified period of time
Referral	Referral to School Counselor, Student Support Team, Student Support Services, School Social Worker, IEP Review, Attendance Staff, or other appropriate personnel
Restricted Activity	Denial of participation in school activities and extra-curricular events or the use of common areas or other parts of the school

Restorative Practice	A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship
Shadowing	Parent/guardian attends class with their child at school for an agreed upon time during the school day.
Staffing	Meeting of school personnel and perhaps other individuals to consider the behavior of the student and make recommendations
Substance Abuse Education	Required participation in ***GRIP Program** (Gaining Results Intervention/Prevention)
Time-Out	Temporary denial of a student's right to attend class
Violence Education	Required participation in ***POINTS Program** (Providing Optional Intervention Needed To Succeed)

ADDITIONAL STRATEGIES - SCHOOL DETERMINES USE

Anecdotal Record (Teacher Record)
Behavior Checklist
Referral to Communities in Schools
Counseling
Limit Movement (Provide Supervision)
Referral to School Psychologist
Moving the Student's Seat in Class/on the Bus
Review for Possible Exceptional Ed. Placement
Parent Visit the School and Shadow the Student
Review for Possible 504 Plan
Parent Accompany Student to the Bus Stop
Tutoring
Referral to School Nurse
Written Disciplinary Assignments
Schedule Change
*Modification of the School Day
Revisit IEP/Section 504 Plan for Additional Modifications
Involvement of Outside Agency (Initiated by parent)
Evaluation

**Used only after demonstrated exhaustion of intervention supports through Tier 3 were provided and documented with fidelity, or an IEP or 504 plan was created and indicates that this is an agreed upon accommodation.*

SCHOOL- INITIATED CONSEQUENCES

NOTE: *Suspensions may consist of in-school, out-of-school or bus suspensions as deemed appropriate by school administrators.*

Level 3 **In-School Suspension (1-3 days): School initiated suspension**

Level 4 **Suspension of 1-5 days; School initiated suspension**

Level 5 **Suspension of 6-10 days (with contract); School initiated suspension with Targeted Behavioral Contract**

Level 6 **Long-Term Suspension/District Due Process Hearing Required**

Level 7 **Expulsion/District Due Process Hearing Required**

DEFINITIONS OF TYPES OF DISCIPLINE

IN-SCHOOL SUSPENSION

"In-school suspension" means the removal of a student from regular classes and assignment to an in-school suspension setting in the local school. The student's teachers send class assignments to in-school suspension. **The student may not attend or participate in extracurricular activities while assigned to in-school suspension.**

A teacher may request that a student who has been assigned to in-school suspension be allowed to attend his/her class (such as lab classes). The granting of this request is limited to cases where it is extremely important that a class not be missed or where a class cannot be made up at a later date. The principal has the final decision.

For minor offenses, in lieu of in-school suspension, and upon student or parent request, students may be given the option of school service (i.e., picking up trash on the school grounds, cleaning lunchroom tables, etc.), provided the school service is age-appropriate, supervised, and does not include restroom duties.

OUT-OF-SCHOOL SUSPENSION

"Short-term suspension" means the removal of a student from school (or school bus) for 1-10 school days, as imposed by the school administrator.

School work missed during 1-3 day suspensions may be made up when the student returns to school. For suspensions of 4-10 school days, parents/guardians may request school work and pick up the school work during school hours. A student on short-term suspension is not allowed on school property and may not participate in any school activities or school functions.

"Long-term Suspension" means the removal of a student from school (or school bus) for more than ten school days but not beyond the current school semester. Only the Hearing Officer or the Board of Education may impose long-term suspension.

A student on long-term suspension who has not been referred to an alternative school may not receive homework, make up work, or take semester exams unless allowed to do so by the Hearing Officer, Superintendent/Designee or the Board of Education. A student on long-term suspension is not allowed on school property and may not participate in any school activities or school functions.

In some cases (limited to one per student per academic year), the principal may temporarily postpone a student's suspension if the offense was committed at a critical time in the academic calendar (i.e., immediately before final exams). This **does not** apply to offenses that are violations of state or federal law or that involve weapons, violence, or drugs.

EXPULSION

"Expulsion" means the removal of a student from school (or school bus) for a specified period of time beyond the current semester. Only the Hearing Officer or the Board of Education may impose expulsion. During an expulsion, a student may or may not be allowed to attend an alternative school.

A student who has been expelled six months or more may not attend any DeKalb County school, but may apply for re-admission after six months.

ALTERNATIVE SCHOOL

A student who is removed from his/her local school for more than ten (10) school days may be assigned to an alternative school for instruction, academic support, and counseling. Alternative school enables a student to take academic classes that allow the student to keep up with the course credit requirements toward graduation. **The student must attend and successfully complete his/her alternative school assignment and may not return to his/her local school or any other school or attend any extracurricular activities while attending an alternative school pursuant to a long-term suspension or expulsion.**

Students cannot withdraw/leave the DeKalb County School District to circumvent an assignment to an alternative school. Students who are assigned to an alternative school must attend and successfully complete that program before returning to the designated local school. Students who leave the School District and return at a later date will automatically be assigned to an alternative school to complete the original assignment unless the student was enrolled in a comparable alternative setting as approved by the Superintendent or Designee. Also, the student may be allowed to return to his/her previous school on an early re-admission upon the decision of the hearing officer.

PROBATION

"Probation" means that a student is placed on a trial period during which the student is expected to maintain good behavior. A student found by a preponderance of evidence to be in violation of certain offenses may be placed on probation by a school administrator, Hearing Officer, the Disciplinary Action Review Committee, or the Board of Education. Violation of a local school or School District rule while on probation may result in further disciplinary action, including a possible referral to a District due process hearing. A student placed on district-wide probation may be subject to further disciplinary action up to expulsion.

RESTRICTIONS ON SCHOOL ACTIVITIES

Students who are suspended or expelled will not be allowed to participate in any school-sponsored activities, including the prom or graduation exercises if these occur during the period of suspension or expulsion. A parent or guardian may, for good cause, petition the school principal for permission for the student to participate in school-sponsored activities. If denied permission by the principal, the parent or guardian may appeal to the appropriate Regional Superintendent. If denied by the Regional Superintendent, the parent or guardian may appeal to the Disciplinary Action Review Committee for the final decision.

ACCESSORY

Based on a preponderance of evidence, a student may be found to be an accessory to a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* if the student assists, plans, participates, advises, incites, counsels, and/or encourages other individuals to violate the *Code of Student Conduct*. A student accessory is subject to the same penalties as the students who are actively involved in committing such offenses.

SELF-DEFENSE

A student's use or attempted use of force may be justified if the student reasonably believed the force was necessary to protect the student or another person against the immediate use of unlawful force and School District personnel were not in the immediate area to intervene. However, the student must not use more force than appears reasonably necessary in the circumstances. Self-defense is not available as a defense where the use of force continued after staff intervention. *When a student is claiming self-defense, it is the student's responsibility to prove that they acted in self-defense.* If self-defense is accepted as a valid defense under the circumstances, the student is found not in violation by a preponderance of evidence and no punishment is imposed for that offense.

RESTROOMS AND LOCKERS

All offenses listed in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* apply to student behavior in school restrooms and locker rooms. Students are expected to help keep restrooms clean and safe. Also, students are expected to report disruptive, unsafe, and/or unclean conditions in restrooms to an administrator.

No cell phones, camcorders, video recorders, or cameras are allowed in locker rooms. It should be noted that no one is allowed to take pictures or video of other persons in any area of the school without the express permission of the principal.

STUDENT DISCIPLINE PROCEDURES

Students are entitled to certain due process measures before being suspended/expelled from public school. The extent of the procedural protections depends on how long the suspension/expulsion from school will last. **For example, for suspensions of ten school days or less, the United States Supreme Court has held that only minimal due process is required**.

The DeKalb County School District has adopted a set of procedural safeguards that afford students greater due process than the law requires. The procedures are described in the following sections.

SCHOOL ADMINISTRATIVE DUE PROCESS FOR SUSPENSION

School administrative due process for suspension is held before a student is given in-school suspension, out-of-school suspension, or bus suspension up to ten (10) days or other appropriate consequences. If the violation warrants further suspension beyond the ten (10) days, it must be referred by the school principal with a recommendation for long-term suspension or expulsion.

At the school administrative due process for suspension meeting, the student is informed verbally of the offense with which he/she is charged, who made the charge(s), who witnessed the offense, and what disciplinary action is proposed to be taken. The student is provided with an opportunity to tell his/her side of the story. The student's parent/guardian will be contacted if disciplinary action is taken. Witnesses (when applicable) are asked to submit written accounts of the incident as soon as possible after the incident.

DISCIPLINE TEAM MEETING (DTM)

When a Principal recommends a long-term out of school suspension/expulsion, and the disciplinary hearing may potentially be waived, a Discipline Team Meeting (DTM), which consists of the principal/designee, the student behavioral specialist and/or another representative from the system office of student discipline, and the parent/guardian, will be offered to the parent/guardian within 5 school days of the first day of suspension. The student may be invited where practicable. The principal/designee will notify the office of the Student Support Team Coordinator, or Superintendent's designee, as soon as practicable after the investigation of the occurrence. The principal/designee should furnish the following documents to the Student Support Team Coordinator or Superintendent's designee, before or at the time of the Discipline Team Meeting DTM: witness/student statements; a current copy of the student's permanent record; a copy of the student's test record card; current status of the student's academic and conduct grades in all classes (progress reports); days present and absent (excused and unexcused absences); number of tardies and class cuts; detention assignments with reasons; anecdotal report citing discipline, attendance and academic records, and interventions offered at the local school including SST referral, counseling sessions and parent/guardian conferences with dates, reasons, and results; copy of police report; special education, Section 504 or SST status (active enrollment or referral for any of these programs); SST reports; copy of the currently approved suspension letter that includes the school administrations' recommendation for consequences, and any other information or evidence relevant to the incident.

The purpose of this meeting is for the team to discuss the investigation completed by the school, the discipline procedures afforded, and any information provided by the student and/or the parent/guardian. As this is a parent conference, the student's or parents' legal counsel may not attend. The Student Support Team Coordinator and/or another representative from the district office of student discipline may set a reasonable time limit for the DTM, and may end the DTM if it is evident that resolution is not imminent. If the parent/guardian and school are able to reach an agreement about the disciplinary outcome and the parent/ guardian waives the hearing in writing, then the hearing will be canceled. If the parent/ guardian disagrees with the disciplinary outcome and the end result of the DTM, or the parent/guardian does not attend the DTM, then the hearing will proceed as scheduled. Discipline Team Meetings can be conducted using various modes of communication. If the DTM does not occur or does not occur as discussed in this Code, the hearing will proceed as scheduled.

DISTRICT DUE PROCESS HEARING

District due process hearings are conducted by a Hearing Officer who hears evidence concerning charges of student misconduct, which, if proven, may require punishment greater than a ten school-day suspension. The Hearing Officers are appointed by the Superintendent and have no prior knowledge of the charges.

When a school principal recommends a student to the District due process hearing, the recommendation is reviewed by the appropriate Hearing Officer, who decides whether to hold a hearing. All hearings must be held no later than ten school days after the disciplinary action or school-initiated arrest by a School Resource Officer (SRO) unless the School District and parents/guardians mutually agree to an extension. If a hearing is to be held, the student and parent/guardian will be provided verbal and written notice of the date, time and place of the hearing, charges and a list of possible witnesses.

District due process hearings are confidential and not open to the public. The student, his/her parent or guardian or a parent representative with written parent permission, and their witnesses may attend the hearing, but other relatives or friends of the student will not be allowed to attend. The proceedings are recorded electronically. The School

District may summon witnesses to testify on its behalf at the hearing. The student and parent/guardian may also bring witnesses to testify at the discretion of the Hearing Officer. If the student or parent/guardian wants School District personnel or other students to testify at the hearing, they should contact school administration, which will arrange the issuance of summonses for these persons. The parent/guardian must contact the school within 48 hours of the hearing so that parental consent can be requested for the student asked to testify. Witnesses testifying in a District due process hearing will not be allowed to have an attorney present at the hearing unless that witness is or may be charged in the incident.

The evidence presented at a District due process hearing may include physical evidence, such as drugs or weapons; witness testimony; and relevant documents, such as witness statements, investigation reports, and the student's current discipline and academic record. The School District bears the burden of proving the charges against the student by a "preponderance of the evidence." The School District is not usually represented by an attorney at District due process hearings, but in some cases an attorney is used. The student has the right, at his/her own expense, to be represented by counsel at the District due process hearing.

The District due process hearing is not required to be identical to a courtroom trial, and the Georgia Evidence Code does not apply. All parties may offer relevant information to assist the Hearing Officer with determining whether the student is in violation of an offense and whether punishment must be imposed. The Hearing Officer is authorized to make the final decision regarding relevancy of information provided. Based upon a preponderance of the evidence presented at the hearing, the Hearing Officer will determine whether or not school rules have been violated and identify the discipline to be imposed.

After the presentation of evidence by both sides, each side is given an opportunity to make a closing argument. The hearing then ends, and the Hearing Officer will deliberate privately to decide whether or not a violation has occurred and an appropriate punishment if the student is found in violation by a preponderance of evidence. If the student is found not in violation of school rules, the student shall be allowed to return to school. If the student is found in violation, the Hearing Officer may impose discipline ranging from sending the accused back to school on probation to expulsion from the School District. Parents/guardians may contact the office the next school day to receive the decision. A letter will be sent to the student's parent/guardian within ten days after the hearing is held. The student's parent/guardian may appeal the Hearing Officer's decision to the Board of Education by submitting a written request to the Superintendent of DeKalb County School District at ***5823 Memorial Drive, Stone Mountain, Georgia, 30083.*** This request must be made within twenty (20) calendar days from the date the decision is rendered.

APPEAL TO DEKALB BOARD OF EDUCATION

Appeal requests must be in writing and submitted to the Superintendent within twenty (20) calendar days from the decision of the Hearing Officer. The written notice of appeal must set forth the reasons, together with any supporting arguments, as to why the Hearing Officer's decision is alleged to be incorrect. The notice must further specify what portion or portions of the record support the appellant's contentions. No new evidence will be allowed.

The DeKalb Board of Education will review the record and shall render the decision in writing within ten (10) work days from the date the request for appeal is received. The decision of the DeKalb Board of Education will be based solely on the record created during the District due process hearing. The DeKalb Board of Education will not consider any new evidence or hear any oral arguments; however, written arguments concerning the merits of the appeal may be submitted. The DeKalb Board of Education has the power to affirm, reverse, or modify the Hearing Officer's decision. The DeKalb Board of Education's decision will be final, unless an appeal is made to the State Board of Education within thirty (30) calendar days of the DeKalb Board of Education's decision. The contents of this notice of appeal and the procedure to be followed before the State Board of Education of Georgia are specified in O.C.G.A. § 20-2-1160.

A transcript of the District due process hearing will be made only if there is an appeal. The student's parent/guardian or attorney may request an audio copy of the hearing at the Department of Student Relations or may order a copy of a written transcript at their own expense.

DISTRICT DUE PROCESS WAIVER

A parent/guardian and student may choose to waive their District due process hearing and accept the appropriate consequences for the incident by completing and signing a District Due Process Hearing Waiver. By submitting this

waiver, the parent/guardian and student agree to the decision and waive any future challenges and appeals relative to that incident.

STUDENTS WITH DISABILITIES

The discipline procedures for special education students and students with disabilities covered under Section 504 are the same as above with the following additional steps:

1. The administrative staff should determine if the student was in possession of a weapon, possessed, used or sold drugs, or inflicted serious bodily injury to another person. If yes, proceed to A & B. If no, proceed to #2.

   A. The Special Education Director/Section 504 Chair is notified immediately of the above triggers.

   - Special Education/Section 504 Personnel investigate the situation and work with the local school.
   - A plan of action is developed.

   B. Special Education/504 Personnel will contact the local school if an emergency change in education location is needed.

2. The Special Education teacher(s), the IEP case manager or the Section 504 chairperson is notified of the occurrence.
3. If a disabled student is referred to a District due process hearing, a school administrator contacts the school's Lead Teacher for Special Education/Section 504 Chair to schedule a Manifestation/Determination meeting.
4. If it is determined that the behavior is not a manifestation for the disability, a recommendation is made by the school principal for a District due process hearing, subject to the education rights of the student under IDEA 2004. **If the behavior is a manifestation of the disability, any further placement decisions will be made by the IEP Review Committee or Section 504 Team.**

STUDENT PLACEMENT PROTOCOL FOR STUDENTS RETURNING AFTER INCARCERATION, DETENTION, OR OTHER SPECIAL CIRCUMSTANCES

Students who have been out of school due to incarceration or detention often need a period of transition before returning to their local school. Moreover, there may be circumstances in which a current student's presence at school may pose a serious and significant danger to the persons and/or property at the school. A protocol has been established for determining whether a student returning from a period of incarceration or detention due to alleged or adjudicated criminal conduct should be placed in an alternative school program or returned to the student's local school. The DeKalb County School District affords these students an opportunity to rebuild their academic and social skills so that the transition to their local school will go smoothly. The primary considerations in making this determination are the educational needs of the returning student and the safety of other students and staff.

In many cases, the conduct at issue is very serious, ranging from property offenses to serious sexual violations or weapon possession, or other violent acts. Students adjudicated for these offenses may be placed on a safety plan by the Department of Juvenile Justice (DJJ) or the Juvenile Court. These plans may impose certain restrictions on the returning student; for example, the student may not be allowed around children of a certain age, around the victim or children with the victim's profile, or may have to be supervised by an adult at all times.

In some cases, these students have been expelled or suspended from DeKalb or another school district or private school, and the term of suspension or expulsion has not yet been completed. This brings other questions into play, such as whether the student should be excluded altogether for the remainder of the expulsion or suspension or offered an alternative placement (O.C.G.A. § 20-2-751.2).

Before these students return to school, they will be referred to the Department of Student Relations. Department personnel will gather and review all appropriate information, including any information that the student's parents may wish to provide, and make a placement determination. The parents and student may be present for this review and may provide input. Attorneys will not be allowed to attend.

Parents who disagree with the placement determination made by the Department of Student Relations will have three school days following the determination to request a review by the Disciplinary Action Review Committee (DARC). The DARC operates under the auspices of the Department of Student Relations and is authorized to consider and rule on special requests from parents/guardians and school administrators pertaining to student discipline-related situations. The DARC will meet and make a placement determination based upon a review of the information from the Department of Student Relations and any additional information provided by all other parties. Parents who disagree with the placement determination made by the Disciplinary Action Review Committee will have three (3) school days following the determination to request a District due process hearing, pursuant to O.C.G.A. § 20-2-754.

The protocol described above may be used in other types of student placement situations as deemed appropriate by Student Relations administrators. **All placement determinations will be made on a case-by-case basis.** Various factors, including age, length of incarceration, nature of charges, existing discipline order, potential safety concerns or disruption of the educational process, present/prior discipline history, etc. may be used in making placement determinations at all levels. For example, the following general categories of serious violent offenses will result in the school administrator's referral to the Department of Student Relations:

- Assault resulting in serious injury
- Assault involving use of a weapon
- Death by other than natural causes (homicide)
- Kidnapping
- Rape
- Robbery with a dangerous weapon (armed robbery)
- Robbery without a dangerous weapon
- Sexual assault (not involving rape or sexual offense)
- Sexual Offense
- Taking indecent liberties with a minor

Additionally, an offense involving accusations of manufacturing, selling or trafficking large quantities of controlled substances is to be included.

All principals will continue to follow the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* when a student's disciplinary infraction occurs within the school's jurisdiction. The normal disciplinary procedures will be followed in these instances.

This protocol does not apply to students with disabilities. Students with disabilities will be referred directly to the Department of Exceptional Education or the Section 504 Coordinator for students with 504 plans.

SEARCHES

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers, student desks and tables, or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

As used in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student.

A student's failure to permit a search or seizure as provided in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* will be considered grounds for disciplinary action.

All searches by school employees shall be reasonably related to the objectives of the search and not excessively intrusive in light of the student's age and gender and the nature of the infraction.

PERSONAL SEARCHES

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable suspicion to believe that the search will reveal a violation of the law, the student conduct behavior code, or local school rules.

If a pat-down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness present, when feasible. If the school official has reasonable grounds for suspecting that the student has on his or her person an item immediately dangerous to the student or to others, the student should be isolated, a school resource officer should be notified, and appropriate disciplinary action should be administered.

In appropriate circumstances, searches may include the use of electronic devices such as hand-held metal detectors or walk-through metal detectors. *Searches may also include the use of drug detection canines.*

LOCKER, DESK, AND TABLE SEARCHES

Student lockers, desks, and tables are school property and remain at all times under the control of the school. Principals of each school where lockers are issued shall ensure that each student receives written notice prior to the issuance of the locker that lockers are subject to inspection and search by school officials. Each school shall maintain duplicate keys or records of all locker combinations and avoid any practices that would lead students to believe that lockers are under their exclusive control.

Periodic general inspections of lockers, desks, and tables may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant. The School District may use K-9 Units to check lockers, desks, and tables. Items brought to school or placed in lockers, desks or tables are subject to reasonable searches.

AUTOMOBILE SEARCHES

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and visual inspections from the outside of student vehicles on school property. State law does not authorize a student to have a firearm secured in a vehicle parked on school premises.

The interiors of student vehicles may be inspected whenever a school authority has reasonable grounds for suspecting that illegal, unauthorized, or contraband materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Notice of the foregoing right to search shall be given to students who park on school property; however, failure to give such notice will not preclude school officials from conducting searches of vehicle interiors when otherwise authorized.

SEARCH RESULTS

If a search reveals a violation of federal, state or local law, law enforcement authorities may be notified so that they may take appropriate action.

KEEPING WEAPONS OUT OF SCHOOL

KEEPING YOUR SCHOOLS SAFE

Every student wants and deserves a safe and secure school. For that reason, school districts and schools have rules against weapons and violence at school, on any school bus, and at any school-sponsored function.

Students may be expelled for bringing weapons to school. Also, bringing certain weapons to school is a "designated felony" under Georgia law. This means that student offenders under the age of 17 may be arrested and placed in a youth detention center for carrying or possessing a weapon at school, on a school bus, or at any school-sponsored function. For students age 17 or over, these offenses amount to a felony and may result in a felony conviction and imprisonment.

Schools across the nation are required by federal law to have a student discipline policy that mandates a **minimum one calendar year expulsion** for bringing a firearm to school or for being in possession of a firearm on school property (including school buses). Consequently, DeKalb has a policy that requires a minimum one calendar year expulsion from all DeKalb schools for possession of a firearm.

WHAT OTHER WEAPONS MAY RESULT IN EXPULSION?

Having any type of knife, razor blade (including box cutters), chain, pipe, martial arts device, mace, BB gun or pellet gun, and other items such as ammunition at school, on the school bus or other school property, or at school functions is a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* and may result in expulsion. (For a full and complete list of weapons, see pages 28-29.)

SO, WHAT CAN YOU DO?

Take pride in your school and show respect for yourself and your friends by participating in keeping your school and friends safe.

- **Do not, for any reason, bring a weapon to school, or accept a weapon from another student, or allow another student to place a weapon in your locker, desk, vehicle, or personal belongings.**
- **Tell your friends not to bring weapons to school for any reason, not to show off, not for protection, not for any reason.**
- **If you hear about or see a weapon at school or on a school bus, inform a teacher or administrator immediately (you may ask that your name not be used).**

WHY GET INVOLVED?

Students should get involved because the problems that weapons at school can cause are serious and will not completely go away without student involvement. Students across the nation have said "enough is enough." These students are taking a more active interest in keeping their schools safe and free of weapons. These students let it be known that weapons will be reported, regardless of who brings them to school.

When word gets around that weapons are going to be reported, students are less likely to bring weapons to school.

DO YOU REALLY WANT TO LOSE YOUR DRIVER'S LICENSE?

That's right! You will lose your Driver's License or your Learner's License, or you will be prevented from receiving your Driver's or Learner's License if you have a weapon at school. That's the law in Georgia, according to the *Teenage and Adult Driver Responsibility Act*. This law requires schools to report students who have brought weapons to school not only to the police but also to the Department of Driver Services so that the student's Driver's License or Learner's License can be revoked.

A SPECIAL MESSAGE TO STUDENTS 17 YEARS OLD OR OLDER

If you are 17 years old or older and you are caught with a weapon at school or on the bus or in your vehicle at school, you may be **charged with a felony**. A felony conviction gives you a record, one that may keep you from being accepted in colleges, technical schools, and the armed services. It may also keep you from getting a job or voting.

CODE OF STUDENT CONDUCT – STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* makes it very clear to all students that weapons cannot be brought to school. The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* also includes important information and advice to students about weapons and other dangerous items.

IT'S IMPORTANT TO REMEMBER

When the weapons laws of Georgia are violated, the student may be:

ARRESTED
PLACED IN A POLICE CAR
TAKEN TO JAIL OR A DETENTION CENTER
SENTENCED TO JAIL
PENALIZED WITH SUBSTANTIAL COURT FINES
PLACED ON PROBATION
EXPELLED FROM SCHOOL

PREVENTION AND INTERVENTION

What are school districts doing to keep weapons out of schools? Several strategies are being used, such as:

- Distributing the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook Conduct* to all students to let them know that weapons are against the law and against school rules;
- Informing students that lockers, desks, tables, vehicles, and personal belongings are subject to being searched by school officials;
- Informing parents that most weapons come to school from home;
- Randomly conducting firearm and drug searches by the use of gunpowder and drug-sniffing dogs;
- Restricting or limiting the use of book bags at school;
- Expelling students who have brought weapons to school or on a school bus;
- Installing more surveillance cameras and increasing the use of metal detectors.

Responsibility is knowing what is expected of you.
Responsibility is having high expectations of yourself and others.
Responsibility is making responsible choices.
Responsibility is making the right decision when the wrong decision is easier.
Responsibility is the measure of maturity.

STUDENT RIGHTS AND RESPONSIBILITIES

RESPONSIBILITIES

A. Parent(s)/Guardian Responsibilities

Through dissemination of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* each school will inform the parent of the following expectations:

- To assume legal responsibility for the behavior of the child as determined by law and community practice and to ensure that the child is familiar with the discipline policy and regulations.
- To teach the child self-discipline, respect for authority and for the rights of others.
- To make sure that the child attends school regularly and that the school receives notification of the reason for absences when the child cannot attend school.
- To work to the best of his/her ability to provide the necessary materials and a positive home learning environment for the child to succeed in school.
- To maintain communication with the school and provide the school with a current telephone number through which he/she may be reached during the school day.
- To respond quickly to school to get the child when called upon.
- To be available for conferences when requested.
- To cooperate with the school staff to develop strategies to benefit the child.

B. Student Responsibilities

- To be aware of and to abide by District-wide policies, regulations and school guidelines regarding acceptable behavior.
- To be responsible for one's own behavior.
- To conduct oneself in a manner which is conducive to learning and does not interfere with the teacher's right to teach or the student's right to learn.
- To respect the personal, civil and property rights of all members of the school community.
- To refrain from the use of physical force, verbal abuse or harassment, blackmail, stealing, vandalism, and other illegal activities.
- To seek clarification from school personnel concerning the appropriateness of any action or behavior.
- To attend school and classes regularly, on-time and be prepared with the necessary learning materials.
- To know and follow the policies and regulations for every event considered part of the school program regardless of the time or place.
- To comply immediately with any staff member's reasonable request to carry out school rules.

RELEASE OF STUDENT INFORMATION

Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the DeKalb County School District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the District to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the DeKalb County Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, educational consultant, volunteer, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer, or as otherwise required by law.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

RELEASE OF DIRECTORY INFORMATION

FERPA requires that the District, with certain exceptions, obtain the written consent of a parent, guardian, or eligible student (i.e., a student over 18 years of age) prior to the disclosure of personally identifiable information from a child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless the parent, guardian, or eligible student has advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Information posted on the school's or the District's website;
- 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 the prior written consent of a parent, guardian, or eligible student. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, federal law requires the District to provide military recruiters, upon request, with the following information—names, addresses and telephone listings—unless the parent, guardian, or eligible student has advised the District that they do not want their student's information disclosed without their prior written consent.

A parent, guardian, or eligible student who does not want directory information to be disclosed from the student's education records without prior written consent must notify the District in writing annually within a reasonable time period after receiving this notice. The District has designated the following information as directory information: student's name, address, and telephone listing, date of birth, electronic mail (e-mail) address, dates of attendance, grade level, major field of study, photograph, audio recordings, video recordings, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational institution previously attended. Such notification should be sent to the student's principal within ten (10) days of receipt of this handbook.

COMPLAINTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT

The Protection of Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. Please refer to page 66 of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* for rights related to PPRA. Parents and eligible students who need assistance or who wish to file a complaint under PPRA should do so in writing to the following address: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington D.C., 20202-5920. Informal inquiries may be sent to the Family Policy Compliance Office via the following email address: PPRA@ED.Gov. The Family Policy Compliance Office website address is: www.ed.gov/fpco.

STUDENT COMPLAINT PROCEDURES

COMPLAINTS OF BULLYING, HARASSMENT, HAZING, OR DISCRIMINATION

Pursuant to federal and state laws, students are entitled to a Complaint Procedure to address allegations of discrimination and harassment (including bullying). Accordingly, the School District has established both informal and formal procedures for resolving any complaints of discrimination, harassment, or bullying on the basis of race, color, religion, national origin, sex (including sexual harassment), sexual orientation, gender identity, disability, or age. Allegations of discrimination should be reported immediately to any school employee, administrator, or counselor at the school, center or any school event. A student may also make a direct report via mail or in person to the attention of: Title IX Officer, 1711 Mountain Industrial Blvd., Stone Mountain, Georgia 30083 or by dialing 678-676-0310. The school administrator or the Title IX Officer shall assist the student with formalizing and processing the complaint, which should include a statement of facts, identification of witnesses and any other information necessary to fully describe the matter.

Formal complaints should be filed within 30 calendar days of the alleged incident. All policies and/or procedures mandated by any agency of the State of Georgia, or the United States, will be followed. As per O.C.G.A. § 20-2-751.5 (17), it is unlawful for a student to falsify, misrepresent, omit, or erroneously report information regarding instances of alleged inappropriate behavior by a teacher, administrator or other school employee, including during off-school hours. Please refer to page 93 for the Bullying/Harassment/Discrimination/Hazing flowchart and page 94 for the Bullying/Harassment/Discrimination/Hazing Report Form in the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook.*

REPORTING ACTS OF SEXUAL ABUSE OR SEXUAL MISCONDUCT

O.C.G.A. § 20-2-751.7.(a) provides that: "The Professional Standards Commission shall establish a state-mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state-mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies." The following is the reporting process:

A. Any student *(or parent or friend of a student)* who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other School District employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

B. Any teacher, counselor, volunteer or administrator receiving a report of sexual abuse or sexual misconduct of student by a teacher, administrator, or other employee 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 sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.*

C. Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. § 19-7-5 shall make an oral report immediately to the school social worker, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The school social worker's Child Protection Report may be submitted via telephone, fax, or in written form (preferred method for the school district is written report) to a child welfare agency providing protective services, as designated by the Department of Human Services, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a student by a teacher, administrator, or other employee not covered by O.C.G.A. § 19-7-5 shall be investigated immediately by school or system personnel. To protect the integrity of the process and to limit repeated interviews with the student, the designated system personnel is required to take a written statement from the student prior to any other person. If the investigation of the allegation of sexual

misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the designated Regional Superintendent, Chief Officer of Public Safety, and Coordinator of School Social Work. The Superintendent and the Professional Standards Commission Ethics Division must also be notified of any validated acts of sexual misconduct.

GENDER EQUITY IN SPORTS GRIEVANCE PROCEDURES

The DeKalb County School District prohibits discrimination in its elementary and secondary athletic programs, in accordance with the Georgia Gender Equity in Sports Act. The following grievance procedures are provided to allow for prompt and equitable resolution of written student complaints, including those brought by a parent or guardian on behalf of a student.

DEFINITIONS:

- "Days" means calendar days.
- A "grievance" is a complaint that alleges the DeKalb County School District has taken an action that is in violation of O.C.G.A. § 20-2-315 (Gender Equity in Sports Act).
- "Grievant" is the person initiating the complaint.
- "Student" means a person enrolled in a school or instructional program operated by the DeKalb County School District.

PROCEDURES:

Grievances may be brought only by the affected student or by the affected student's parent or guardian and shall proceed in the following manner:

- Within ten (10) days of the time that the grievant knows, or reasonably should know, about the grievance (or within ten (10) days of the publication of this procedure, whichever is later), the grievant shall present the written grievance form to the Superintendent who shall note the date received.
- The written grievance shall: (1) name the grievant and the affected student; (2) state the situation or conditions giving rise to the grievance; (3) identify the specific provisions of the law or the implementing regulations alleged to have been violated; and (4) indicate the specific relief sought.
- The Superintendent shall cause the grievance to be investigated. Within 30 days after the grievance is presented, the Superintendent shall give a written response to the grievance, setting forth the essential facts and rationale for the decision.
- The grievant may appeal the Superintendent's decision to the DeKalb County Board of Education. The appeal must be in writing and submitted to the DeKalb County Board of Education within 35 days of the date of the response from the Superintendent. The Board may review all materials related to the grievance and render a decision in writing no less than 45 days after receipt of the written grievance form.
- The grievant shall have the right to appeal any decision by the DeKalb County Board of Education to the State Board of Education pursuant to O.C.G.A. § 20-2-1160.

Any student and/or parent or guardian of a minor child who feels that an action of the DeKalb County School District is in violation of O.C.G.A. § 20-2-315 (Gender Equity in Sports Act) may file a complaint by completing a form and forwarding it to the Office of Legal Affairs, 1711 Mountain Industrial Blvd., Stone Mountain, GA 30083. Forms may be obtained from the Office of the Director of Athletics, 5829 Memorial Drive, Stone Mountain, Georgia 30083 or at www.dekalbschoolsga.org/athletics/downloads.

INTERNET AND TECHNOLOGY USAGE

The DeKalb County School District provides technologies, networks, and internet access to support the educational mission of the District and to enhance the curriculum and learning opportunities for students and employees in compliance with the Children's Internet Protection Act (CIPA) of 2000. All guidelines, regulations, policies, and rules are applicable to all telecommunication services and equipment provided by the District including, but not limited to, the following:

- Computer workstations and notebook computers;
- Smart phones, tablets, e-readers, and other mobile devices;
- Internet services;
- Telephone services; and
- Cellular phone services

The DeKalb County School District believes that information and interaction available on the Internet provides valuable educational information. It is not always possible for the District to control access to material that may be considered controversial or inappropriate; therefore, the user may accidentally or purposefully encounter controversial material. It is the user's responsibility to avoid initiating access to such material.

Use of the Internet must be in support of educational research and consistent with the District's educational goals and objectives. Use of any other District's network or educational resources must be in compliance with rules, policies, and guidelines for the network. Users must abide by all rules and procedures specified and deemed necessary at the site from which access to the Internet is made. Transmission of any material in violation of any United States, state law, or state regulation is prohibited which includes, but is not limited to, (1) copyrighted material, (2) threatening, pornographic, or obscene material, or (3) material protected by trade secret. Use of District resources including the network for (1) private financial gain, commercial advertising, or solicitation activities by or for-profit institutions or (2) political lobbying is prohibited. All illegal activities are strictly prohibited.

The use of the Internet is a privilege, not a right. Any student user not complying with the District's Internet Acceptable Use Agreement shall lose Internet privileges for at least one week. Student infractions may result in appropriate disciplinary action in addition to suspension or termination of access privileges.

Any user identified as being a security risk or as having a history of problems with other computer systems may be denied access to the Internet. The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages suffered by any user including loss of data resulting from delays, non-deliveries, incorrect deliveries, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the Internet is at the risk of the user. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Use of the School District's Internet and technology resources obligates students to observe the following terms:

- Students **will observe** the standard of courtesy and behavior consistent with the practices and policies of the DeKalb County Board of Education when sending or publishing messages or transmitting data or other information on the Intranet.
- Students **will use the internet system** for instructional purposes only as it relates to classroom and co-curricular assignments and activities.
- Students **will exhibit** appropriate online behavior, including interacting with other individuals on social networking websites and chat rooms.
- Students **will make** every effort to safeguard any information from unauthorized users.
- Students **will not initiate** or participate in any form of cyberbullying.
- Students **will not send or receive** inappropriate or offensive messages or pictures from any source. For example, students will not post, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially or religiously offensive, sexist, or illegal material.

- Students **will not post** messages and attribute them to another user.
- Students **will not violate** network security by entering the system under a User ID other than their own, share their user IDs, passwords, or user accounts with others.
- Students **will not disclose**, use, or disseminate personal information of other minors/students.
- Students **will not use the internet system** for any purpose that violates federal or state law.
- Students **will not transmit or download** information or software in violation of copyright laws.
- Students **will not disconnect** network components, alter programs or data, or purposely infect any computer with a virus.
- Students **will not engage in unauthorized use** of the network, intentionally delete or damage files and data belonging to other users, or violate copyright law.

Students are strongly cautioned that sending inappropriate messages and/or images via electronic communication devices or the internet/intranet at any time could result in very *serious school, personal and/or criminal consequences.*

Students will observe the standard of courtesy and behavior consistent with the practice and policies of the DeKalb County Board of Education, including but not limited to Board Policy IFBGB entitled "Web Pages," when sending or publishing messages or transmitting data or other information on the Intranet.

SUPPLEMENTAL SAFETY AND DISCIPLINE INFORMATION

BULLYING, HARASSMENT, HAZING, AND DISCRIMINATION

DeKalb County School District has also implemented a **District Alert Line (1-888-475-0482)** to report weapons, violence, bullying, harassment, discrimination or drugs.

Students cannot be expected to reach their full academic potential in an environment of fear and intimidation. All schools in the DeKalb County School District have an obligation to provide a safe, healthy, and positive learning environment for their students and to promote mutual respect and acceptance among students, staff and volunteers.

The District expressly prohibits the bullying, harassing, discrimination, and hazing of any student, by any means or method, at school, on school property, or at school-related activities; while traveling including to or from school on a school bus; off-campus when the behavior results in a disruption to the school environment; or by use of data or software that is accessed through a District computer, computer system, computer network, or other electronic technology of the District.

Pursuant to state law, this policy also applies to acts of cyberbullying which occur through the use of electronic communication, whether or not 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 substantially disrupting the orderly operation of the school and;

3. Creates a reasonable fear of harm to any student's or school personnel's person or property or has a high likelihood of succeeding in that purpose.

For purposes of this policy, 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.

All staff, students, and parents or guardians will receive a verbatim copy of this policy and accompanying administrative regulation prohibiting bullying, harassment, discrimination, and hazing at the beginning of the school year as part of the Code of Student Conduct.

The District strictly prohibits retaliation against any person who reports bullying, harassing, discrimination, and hazing or participates in an investigation of bullying, harassing, discrimination, and hazing. Schools shall keep reports of bullying, harassing, discrimination, and hazing confidential to the extent consistent with a thorough investigation.

School officials are expected to intervene immediately when they see a bullying, harassing, discrimination, and hazing incident occur or upon receipt of any report of bullying, harassment, discrimination, and hazing.

An employee who fails to comply with the requirements of this policy and accompanying administrative regulation may be subject to disciplinary action, up to and including termination of employment.

At an appropriate time during or after the investigation of a report, the parent or guardian of both the accused and the victim must be notified. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

Upon being found in violation, a student who has committed the offense of bullying, harassment, discrimination, and hazing should be given an age-appropriate consequence which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Detailed guidelines and procedures for reporting and addressing student bullying, harassment, discrimination, and hazing shall be implemented in accordance with the accompanying administrative regulation.

Administrative Regulation: Bullying/Harassment/Discrimination/Hazing
Descriptor Code JCDAG-R(1)

The District expressly prohibits the bullying, harassment, discrimination, and hazing of any student, by any means or method, at school, on school property, or at school-related functions; while traveling to or from school on a school bus; off-campus when the behavior results in a disruption to the school environment; or by use of data or software that is accessed through a District computer, computer system, computer network, or other electronic technology of the District.

A. Definitions

- Bullying – 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. Both students who are bullied and who bully others may have serious, lasting problems.

- Harassment – Unwelcome conduct based on real or perceived race, color, national origin, sex, religion, disability, sexual orientation, 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 – Bullying and intimidation in association with rituals to join an extracurricular group/activity or to raise a student's rank/status within the organization.

- Discrimination – Unwelcome verbal or physical conduct based on race, color, national origin, sex, religion, disability, sexual orientation, gender identify, or gender expression when it is sufficiently severe, persistent or pervasive to: (1) unreasonably interfere with the individual's work or educational performance; (2) create an intimidating, hostile or offensive working or learning environment; or (3) unreasonably interfere with or limits one's ability to participate in or benefit from an educational program or activity.

B. Prohibited Behaviors

Examples of prohibited behaviors include, but are not limited to:

- Verbal assaults such as unwanted teasing or name-calling;
- Rumors or spreading of falsehoods;
- Threats, taunts and intimidation through words and/or gestures;
- Public humiliation;
- Social isolation;
- Harassment Stalking;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks;
- Theft of money and/or personal possessions for the purpose of bullying, harassing, or intimidating;
- Extortion or manipulation, including incitement and/or coercion;
- Destruction of school or personal property; Any form of electronic bullying or cyberbullying using school equipment, school networks, or e-mail systems or committed at school;
- The use of cameras or camera phones to take embarrassing photographs of students or school employees and distributing them to others or posting them online;
- Sending abusive or threatening text messages or instant messages; and
- Using websites to circulate gossip and rumors to other students;

- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (e.g., Facebook, Twitter, Instagram, Kik, etc.), chat rooms, texts, and instant messaging;
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;

All staff, students, and parents or guardians will receive a verbatim copy of this policy prohibiting bullying/harassment/discrimination/hazing at the beginning of the school year as part of the Code of Student Conduct.

C. Reporting Incidents of Bullying/Harassment/Discrimination/Hazing

Bullying/Harassment/Discrimination/Hazing may be reported by a student, parent, guardian, or other stakeholder to an administrator, teacher, counselor, or other staff member at the student's school. At the option of the person reporting the incident, the report may be made either by name or anonymously and either verbally or in writing. Reporting forms may be found in the Code of Student Conduct, on the District's website, and at each District school. Reports of bullying/harassment/discrimination/hazing also may be made by using the District's Alert Line at 1-888-475-0482 or by calling the Georgia Department of Education's School Safety Hotline at 1-877 SAY-STOP (1-877-729-7867).

Any employee to whom bullying/harassment/discrimination/hazing is reported must promptly document the report and forward it to the principal or designee. Any employee who witnesses an incident of bullying/harassment/discrimination/hazing or who otherwise learns that a student is being bullied/harassed/hazed must promptly, but no later than one (1) day following the receipt of a concern, submit a written report to the principal or designee. The principal or designee shall ensure that proper documentation is maintained throughout the investigation and resolution of the matter. If the report is made by the alleged target/victim, the principal or designee will contact the parent or guardian immediately upon receipt of the report.

If the reporting student or the parent or guardian of the student feels that the school is not taking appropriate steps to investigate or address the problem even after consulting the school principal, the student or the parent or guardian should contact the appropriate Regional Superintendent or his or her designee.

Students who believe that another student at their school is being bullied/harassed/discriminated/hazed are urged to inform a teacher, counselor, administrator or other staff member.

The District strictly prohibits retaliation against any person who reports bullying/harassment/discrimination/hazing or participates in an investigation of bullying/harassment/discrimination/hazing. Incidents of retaliation should be reported using the same process as used for the original complaint and will be investigated and resolved by school or district personnel.

Where complainants request confidentiality, schools shall share details of reports of bullying/harassment/discrimination/hazing with only those individuals who need to know consistent with the District's obligation to respond promptly and appropriately to reports of misconduct, or as otherwise required by law.

An employee who fails to comply with the requirements of Board Policy JCDAG and this accompanying regulation may be subject to disciplinary action, up to including termination of employment.

D. Responding to Incidents of Bullying/Harassment/Discrimination/Hazing

School officials are expected to intervene immediately when they see a bullying/harassment/discrimination/hazing incident occur or upon receipt of any report of bullying/harassment/discrimination/hazing. The following actions will be taken when bullying/harassment/discrimination/hazing is reported.

1. Investigation – Upon receipt of any report of bullying/harassment/discrimination/hazing, the principal or designee will direct an immediate investigation involving appropriate personnel. The investigation should begin no later than the following school day. The investigation shall include interviewing the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), and staff members and reviewing video surveillance, if available. School counselors, school social workers, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. The school shall keep confidential the results of the investigation, except with respect to the District's notification, reporting, or other legal obligations.

2. Notification – At an appropriate time during or after the investigation of a report, the parent or guardian of both the accused and the victim must be notified, but no later than three (3) days after completion of the investigation. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.
At the conclusion of the investigation, both the victim and the offending student must be notified of the results of the investigation. Victims may request information about the sanction imposed upon a student who was found to have engaged in harassment when the sanction directly relates to the victim. This includes an order that the harasser stay away from the harassed student, or that the harasser is prohibited from attending school for a period of time, or transferred to other classes. Schools will not disclose any other information in the offending student's "education record," including information about sanctions that do not relate to the harassed student.

3. Interim Measures – The school will take steps to protect the complainant as necessary, including taking interim steps before the final outcome of the investigation.

4. Disciplinary Action – Upon a finding of guilt, a student who has committed the offense of bullying/harassment/discrimination/hazing will be given an age-appropriate consequence which shall include, at minimum and without limitation, counseling, disciplinary action or other consequence as appropriate under the circumstances. Disciplinary action after the first incident of bullying/harassment/discrimination/hazing may include but is not limited to the following:

    - Loss of a privilege;
    - Reassignment of seats in the classroom, cafeteria, or school bus;
    - Reassignment of classes;
    - Detention;
    - In-school suspension;
    - Out-of-school suspension (through appropriate due process hearing);
    - Expulsion (through appropriate due process hearing);
    - Assignment to an alternative school (through appropriate due process hearing).

5. Follow Up and Aftercare – Follow up is important to the accused, the victim, and in some circumstances, the broader school community. Each school must provide after-care and follow up to individuals and groups affected by the bullying/harassment/discrimination/hazing. Where necessary, counseling and other interventions should be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying/harassment/discrimination/hazing and students who commit an offense of bullying/harassment/discrimination/hazing. Schools must also assess school climate to determine whether additional staff training or student instruction is needed. Where appropriate, the school should also reiterate the prohibition on retaliation and how to report such misconduct.

Pursuant to state law, students in grades six through twelve found to have committed the offense of bullying/harassment/discrimination/hazing for the third time in a school year shall at a minimum be assigned to an alternative school through appropriate due process by disciplinary hearing officers, panels, or tribunals.

MANDATORY REPORTING OF STUDENT CRIMES

School administrators, teachers and other school-based employees will report crimes, as required by law (O.C.G.A. § 20-2-1184).

Victims of the following alleged student misconduct must file a written complaint or report with the school administration and with central administration, describing the alleged incident and the injury or damage sustained: (1) an alleged assault or battery by a student upon any teacher, other school official or employee; (2) an alleged assault or battery by a student upon another student; (3) substantial damage alleged to be intentionally caused by a student on school property to personal property belonging to a teacher, other school official, employee, or student, if, in the discretion of the school principal, the alleged damage could justify the expulsion or long-term suspension of the student.

ILLEGAL/DANGEROUS/SUSPICIOUS ITEMS

Students are to notify an administrator or other staff member immediately when illegal, suspicious, or dangerous items, or other items banned from school, are found. Students will not touch or handle such items, or receive or accept such items from other students.

HOTLINE TO REPORT BULLYING, VIOLENCE, WEAPONS, AND DRUGS

Sponsored by the Georgia Department of Education, the HOTLINE provides a 24-hour reporting system for students to report weapons, violence (**including bullying**), or drugs anonymously by calling **1-877-SAY-STOP (1-877-729-7867)** or the **DeKalb County School District Alert Line at 1-888-475-0482**. Information is recorded and shared with the local school district and local law enforcement. An investigation is conducted upon receipt of the report.

SCHOOL RESOURCE OFFICERS

School Resource Officers (SRO) are POST-certified police officers assigned to schools to maintain safety and security at the assigned school, ensure the initiation of prevention and intervention programs, act as positive role models for students, serve as liaisons with other law enforcement personnel and agencies, help develop the Safe School Plan, and work to foster a better understanding of legal issues and the judicial process. However, SROs are not disciplinarians. They are not to be used as a substitute for an administrator in the daily administration of the student discipline program. The administrative staff works with the SRO to use their law enforcement expertise and experience but should refrain from assigning SROs or other law enforcement agency personnel to duties and stations that limit or encumber their effectiveness. As School District employees, SROs follow the professional requirements of all employees.

As mandated by state law in Georgia, students will be charged and arrested for possession of weapons, as defined in O.C.G.A. § 16-11-127.1, for possession of drugs, as defined in O.C.G.A. § 16-13-24 through O.C.G.A. § 16-13-32, for any felony or designated felony, as described in Title 16 of the Criminal Code of Georgia Annotated, and for causing bodily injury to others, damage to public or private property, and/or causing a major school disturbance, including, but not limited to, making terroristic threats.

School administrators are required to immediately report suspected violations of the law to SROs or other law enforcement personnel. When an SRO, other law enforcement or emergency agency is on a school campus for the purpose of responding to a request for intervention, investigation, serving a warrant, or in response to an emergency, the school administrative staff follows the responder's recommendations. In all cases involving an SRO, as in all other serious situations at the school, the parents/guardians are notified in a timely manner.

Parents and guardians are encouraged to inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult (O.C.G.A. § 20-2-735). Information on this may be found on the DeKalb District Attorney's website at http://www.dekalbda.org/DocumentView.aspx?DID=274&DL=1.

CAMPUS SECURITY PERSONNEL

Campus Security Personnel (CSP) maintain the security of the school by monitoring campus activity and undertaking necessary precautions vital to the protection of the staff and students to preserve an environment suitable for the education process by patrolling school buildings and grounds to ensure security. CSP are assigned to all secondary schools and several elementary schools.

TEENAGE/ADULT DRIVERS RESPONSIBILITY ACT (TAADRA)

Please note that SB 100, signed into law on April 16, 2015, makes significant changes to the Teenage and Adult Driver Responsibility Act by eliminating the requirement for schools to submit noncompliance data for students with excessive unexcused absences and certain discipline infractions. Effective July 1, 2015, schools will certify that a student is enrolled in and not under expulsion from a public or private school to be eligible for a driver's license or learner's permit. Beginning on July 1, 2015, schools will use the new **Certificate of School Enrollment** form and the **Certificate of Eligibility for Restoration of Driving Privileges Form**.

CHRONICALLY DISRUPTIVE STUDENTS

Students who chronically disrupt class are addressed through a MTSS-RtI process using a tiered process of interventions and continuous monitoring of progress. Progressive consequences range from Tier 1 of the MTSS-RtI process for the initial disruptions to Tier 3-SST for continuously disruptive behavior. The initial focus of the MTSS-RtI process is developing and implementing interventions to modify the identified behavior problems.

Chronically disruptive students may be placed on probation with a signed contract. The administrative staff, in conjunction with resource personnel and the parents, should collectively devise a discipline correction plan. Chronically disruptive students must be referred to and receive interventions from resource personnel (i.e. counselor, social worker, school psychologist, SST chair, Instructional Support Specialist, or student support specialist) prior to a referral to a District due process hearing.

STUDENT SUPPORT TEAM

The Student Support Team (SST) is a problem-solving team at the Tier 3 level of interventions and/or student assessment that seeks interventions for students with academic, behavior, or other types of problems. SST levels of interventions are implemented when they are necessary as part of the progression through the tiers of intervention.

Once the student reaches Tier 3-SST, interventions are implemented and documented with fidelity for cycles of 4-6 weeks. At each 4-6 week interval, an SST problem-solving meeting is held (parents are to be invited) during which the student's response to intervention is assessed based on the data collected during the intervention period. If the interventions at SST-Tier 3 were done with fidelity and were not successful, based on data documented during the intervention period by the intervention providers, additional alternative interventions and modifications are developed and implemented for an additional cycle of 4-6 weeks. Intervention providers may include the Assistant Principal for discipline, school counselor, teachers, or other staff. After two or more cycles of Tier 3 intervention have been completed and documented with fidelity and the child continues to struggle, the SST may request parent permission to complete a psychoeducational evaluation to determine the student's cognitive and academic strengths and weaknesses and/or behavioral/social and emotional status. If the child makes progress in response to the Tier 3-SST interventions (intense support), he or she may matriculate back to Tier 2 (moderate intensity support) and, if progress continues, return to Tier 1 Core Instruction.

If the student continues to experience difficulties and based upon the student's responses to the implemented interventions, a referral to Special Education may be warranted. If such a special education

referral is made, a Parental Consent for Evaluation (PCE) is obtained and all available data is reviewed as part of the evaluation process. Data can include SST/RtI records, including all data and all evaluations previously completed. A special education eligibility meeting is then held to determine the student's eligibility for special education services.

PLACEMENT REVIEW PROCEDURES FOR REMOVING STUDENTS FROM CLASS

Based on state law (O.C.G.A. § 20-2-738), a teacher may remove from class a student who **repeatedly or substantially** interferes with the teacher's ability to conduct instructional activities, provided the student has previously been reported or the teacher determines that the behavior of the student **poses an immediate threat** to the safety of the student's classmates or the teacher. In the case of immediate removal from the classroom, the teacher will submit a written referral by the end of the school day or at the beginning of the next school day to the principal or other school administrator. The administrator will, within one school day after the student's removal from class, send the student's parents a written notice that the student was removed from class, a copy of the teacher's referral, and information regarding how the parent may contact a school administrator. When a teacher removes a student from class, as prescribed above, the administrator will discuss the matter with the teacher by the end of the school day or at the beginning of the next school day. The administrator will give the student oral or written notice of the basis for the removal from class. If the teacher withholds his or her consent to the student's return to the same class, or the student's misbehavior precludes returning to school (such as committing a major violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*), the administrator determines the consequences for the student by the end of the first day, which may include in-school suspension or out-of-school suspension for up to ten days. Suspensions or expulsions of longer than ten days may be imposed only by the Hearing Officer or Board of Education.

If the teacher withholds his or her consent to the student's return to the same class and the administrator does not impose other disciplinary action, the administrator will convene the Local Placement Review Committee by the second day after the removal from the classroom, and the committee will render a decision whether the student should or should not return to the teacher's classroom. The committee's decision will be made no later than three days after the removal from class. In the interim, the administrator will make a temporary placement for the student (other than in the classroom from which the student was removed, unless the teacher gives permission). Any teacher who removes more than two students from his or her total enrollment in any school year who are subsequently returned to the class by the Local Placement Review Committee because such class is the best available alternative may be required to complete professional development to improve classroom management or other skills, based on classroom observations and documentation.

Each school and center principal shall establish at least one Local Placement Review Committee, composed of three members. The school faculty will select two teachers and one alternate and the principal will select one staff member to serve on the committee (schools may have more than one Local Placement Review Committee, at the discretion of the principal, but each committee must have three members selected as stated above). The selection of the committee should proceed as follows: (1) principal asks for volunteers and nominations; (2) a secret ballot is taken at a faculty meeting; (3) results are tabulated by a teacher; (4) results of the ballot are shared with the faculty. The Local Placement Review Committee (by simple majority vote) determines the placement of a student when a teacher withholds his or her consent to the return of the student to the teacher's class when an administrator has not imposed disciplinary action (provided the teacher has met the reporting requirements enumerated above or if the student poses a threat). The committee is authorized to (1) return the student to the teacher's class upon determining that such placement is the **best** or **only** alternative; or (2) refer the student to the administrator for other appropriate action.

The decision of the committee shall be in writing and will be made within three school days after the teacher withholds consent to the return of the student. If the Local Placement Review Committee decides not to return the student to the class from which he or she was removed, the administrator may place the student into another appropriate classroom, in-school suspension, or out-of-school suspension. In-school suspension or out-of-school suspensions may be for up to ten days. Any and all disciplinary action will be

sent to the parents in writing, by either letter or copy of the *Student Discipline Referral* form, with a note to the parent to confirm receipt of the notice.

PREVENTION/INTERVENTION

Prevention/Intervention has several programs in place for students, including peer mediation, conflict resolution classes, drug education classes, parenting classes, character education, in-school suspension/life skills training, bullying awareness activities, and other programs and activities.

POINTS (**P**roviding **O**ptional **I**ntervention **N**eeded **T**o **S**ucceed) helps students resolve conflict, cope with peer pressure, manage anger, and communicate with others. Students who have been involved in a fight may be referred to POINTS, which is a conflict management class offered on Saturdays to students. Parents are also asked to participate in the classes in order to reinforce the effort to resolve issues peacefully between and among students.

GRIP (**G**aining **R**esults **I**ntervention/**P**revention) is a drug education program that is provided for first-time violators of the Drug/Substance offenses (possession or use) in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. Violators of offense #5a (distribution/sale/intent), or students charged with felony possessions or multiple offenses are not eligible, unless otherwise indicated by the Hearing Officer or the DeKalb Board of Education.

SAFE SCHOOL AUDITS

The DeKalb County School District is committed to ensuring a safe and orderly learning environment. Research studies have indicated that supervision of students is vitally important in the prevention and reduction of violent and criminal behaviors. Adult supervision is necessary for students to feel safe at school. Therefore, the purpose of Safe School Audits is to monitor adult supervision of students, especially during transitional times; assess students' understanding of the rules for appropriate behavior according the DCSD *Code of Student Conduct Student Rights and Responsibilities and Character Development Handbook*; ensure staff understanding of procedures to follow if a campus crisis occurs; and to conduct randomly selected student surveys regarding whether the student feels safe at school.

The Safe School Audits goal is for students and staff to learn and work in a safe and orderly environment. Objectives for conducting the audits are: (1) provide school-based data to local school administrators regarding supervision of staff during transitional periods of the school day; (2) gather and report information on students' feelings about safety at school; (3) provide information on staff awareness of procedures to be followed during a crisis; and (4) building and environment checks.

Trained Safe School Administrators will conduct random Safe School Audits throughout the year. Upon entering a school building, the team leader will notify the principal of the team's presence. Audit team members, equipped with a school map, bell schedule, and audit checklist will proceed to designated areas on the school's campus to observe and document information gathered during the audit. The process generally takes about thirty-five (35) minutes to complete. The audit will be scored according to a prescribed procedure for elementary and secondary schools. Results will be shared with the Superintendent, Deputy Superintendent, School Leadership and Operational Support, Regional Superintendents, Principals, and Assistant Principals.

In order to ensure that Safe School Audits are conducted with fidelity, a Safe School Audit training module will be developed. Campus identified personnel will be trained and tested in the use and understanding of the Safe School Audit process. Additionally, school administrators, school personnel, and students will receive professional learning on the Safe School Audit process. It is expected that the use of the Safe Schools Audit will result in a reduction of discipline referrals and suspensions.

STUDENT DRESS CODE

The atmosphere of a school must be conducive to learning. A student's appearance can positively or negatively impact the climate of a school. Students must adhere to the School District's dress code requirements. Students who fail to comply with the dress code requirements, as enumerated below, may be charged with Offense #25 –Student Dress Code Violation (see pages 49):

- Students are expected to follow ALL school rules governing safety in specialized programs that may require the wearing of protective clothing, safety glasses, or other similar requirements.
- Clothing, jewelry, tattoos, piercings or other body ornaments that disrupt the educational process or endanger the health or safety of other students, staff or visitors are prohibited.
- Clothing, insignia, symbols, tattoos, piercings, jewelry, or adornments worn or carried on or about a student which promote gangs or the use of controlled substances, drugs, alcohol, or tobacco are prohibited.
- The wearing of clothing, tattoos or other adornments which show offensive and/or vulgar words, pictures, diagrams, drawings, or includes words or phrases of a violent nature, a disruptive nature, a sexual nature, politically/socially controversial words or graphics or words or phrases that are derogatory regarding a person's ethnic background, color, race, national origin, religious belief, sexual orientation, or disability is prohibited.

The wearing of pants below the waistline, bare midriffs, halter tops/tank tops, tops/blouses revealing cleavage, knee-length shorts, net/see through garments, flip-flops, slides, between-the-toe shoes without heels, bedroom shoes, or other footwear that interferes with freedom of movement and dresses, pants, or skirts with high splits is prohibited.

NOTE: Students/Parents are urged to review individual local school handbooks for any additional requirements related to student dress.

CODE OF SPORTSMANSHIP

Sportsmanship can be defined in one word: RESPECT. Respect for ourselves, our schools, and guests to our schools helps build a positive image not only with the community, but also with all those who participate in competitive activities in our schools.

Responsibilities of Participants:

- Use appropriate language;
- Treat opponents with the respect due them as guests or hosts;
- Exercise self-control at all times;
- Respect the officials' judgment and interpretation of the rules;
- Accept the responsibility of representing your school in a positive manner;
- Act in a manner that will create a positive attitude in the audience;
- All players who are involved in a fight and any substitutes who leave the bench area during a fight and are ejected from the current contest will be subject to the sit-out rule;
- Players are expected to exhibit good sportsmanship before and after a contest, even if the game officials do not have jurisdiction. Behaviors such as taunting, fighting, etc. are forbidden.

SECLUSION AND RESTRAINT

On July 8, 2010, the Georgia Board of Education approved Rule 160-5-1.35 regarding the use of restraint in Georgia schools. As required, the DeKalb Board of Education approved a board policy, Descriptor Code JGF (2), on October 7, 2010 which met the requirements of the state rule. The DeKalb policy is provided below.

BOARD POLICY SECLUSION AND RESTRAINT
DESCRIPTOR CODE: JGF (2)

The DeKalb County Board of Education establishes the following standards for the safe administration of physical restraint with regard to enrolled students.

1. The use of chemical restraint, mechanical restraint, or prone restraint, as defined by Georgia Department of Education Rule 160-5-1-.35, is prohibited within the DeKalb County School District.

2. The use of seclusion, as defined by Georgia Department of Education Rule 160-5-1-.35, is prohibited within the DeKalb County School District.
    a. Seclusion does not include situations in which a staff member trained in the use of de-escalation techniques or restraint is physically present in the same unlocked room as the student.
    b. Seclusion does not include "time-out," defined as a behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined.
    c. Seclusion does not include in-school suspension, detention, or a student-requested break in a different location in the classroom or in a separate unlocked room.

3. Physical restraint may be utilized only when the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques.
    a. Physical restraint does not include: providing limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, or providing comfort.
    b. Physical restraint shall not be used:
        i. as a form of discipline or punishment, or
        ii. when the student cannot be safely restrained, or
        iii. when the use of the intervention would be contraindicated due to the student's psychiatric, medical, or physical conditions as described in the student's educational records.
    c. All physical restraint must be immediately terminated when the student is no longer an immediate danger to himself or others or if the student is observed to be in severe distress or breathing appears impaired.

4. Before any staff member may implement physical restraint, he or she should have completed an approved training program.
    a. Approved training programs will address a full continuum of positive behavioral intervention strategies as well as prevention and de-escalation techniques and restraint.
    b. Schools and programs shall maintain written or electronic documentation on training provided and the list of participants in each training. Copies of such documentation will be made available to the Georgia Department of Education or any member of the public upon request.
    c. If a staff member who has not completed an approved training program has to physically restrain a student to prevent injury to a student or others in an emergency situation when staff members trained in physical restraint are not available, he or she should ask other students, if present, to request assistance immediately.

5. Whenever possible, the use of physical restraint on a student shall be monitored by another staff member or administrator. The use of physical restraint shall be documented by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained.

6. Whenever physical restraint is used on a student, the school or program where the restraint is administered shall notify the student's parent or legal guardian within one school day after the use of restraint.

7. This policy does not prohibit a staff member from utilizing time-out, as defined in paragraph (2) above, or any other classroom management technique or approach, including a student's removal from the classroom that is not specifically addressed in this rule.

8. This policy does not prohibit a staff member from taking appropriate action to diffuse a student fight or altercation.

9. Deciding whether the use of physical restraint is necessary to protect students or others from imminent harm or bodily injury, and taking the actions deemed necessary to protect students or others from imminent harm or bodily injury, are actions that involve the performance of discretionary, not ministerial, duties.

10. In some instances in which a student is an immediate danger to himself or herself or others, the school or program must determine when it becomes necessary to seek assistance from law enforcement and/or emergency medical personnel. Nothing in this policy shall be construed to interfere with the duties of law enforcement or emergency medical personnel.

11. School officials must notify a student's parent or guardian immediately when emergency medical or law enforcement personnel remove a student from a school or program setting.

NOTICE OF RIGHTS OF STUDENTS AND PARENTS UNDER SECTION 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a non-discrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

For more information regarding Section 504, or if you have questions or need additional assistance, please contact the District's Section 504 Coordinator at the following address:

Dr. Karen Manahan
504 Coordinator
5839 Memorial Drive
Stone Mountain, Georgia 30083
Phone: 678-676-1817

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.

2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.

3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.

4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.

5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.

6. You have the right to not consent to the District's request to evaluate your child. 34CFR 104.35.

7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35

8. You have the right to ensure that the District will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.

9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.

10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.

11. You have the right to notice prior to any actions by the District regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.

12. You have the right to examine your child's educational records. 34 CFR 104.36.

13. You have the right to an impartial hearing with respect to the District's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.

14. You have the right to receive a copy of this notice and a copy of the District's impartial hearing procedure upon request. 34 CFR 104.36.

15. If you disagree with the decision of the impartial Hearing Officer (school board members and other District employees are not considered impartial Hearing Officers), you have a right to a review of that decision according to the District's impartial hearing procedure. 34 CFR 104.36.

16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

SECTION 504 PROCEDURAL SAFEGUARDS

OVERVIEW:

Any student or parent or guardian ("grievant") may request an impartial hearing due to the District's actions or inactions regarding a child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the District's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the District's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the Section 504 Coordinator. The Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.

HEARING REQUEST:

The Request for the Hearing must include the following:

A. The name of the student;

B. The address of the residence of the student;

C. The name of the school the student is attending;

D. The decision that is the subject of the hearing;

E. The requested reasons for review;

F. The proposed remedy sought by the grievant; and

G. The name and contact information of the grievant.

Within ten (10) business days from receiving the grievant's Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

MEDIATION:

The District may offer mediation to resolve the issues detailed by the grievant in this or her Request for Hearing. Mediation is voluntary and both the grievant and District must agree to participate. A waiver form must be signed to toll time limits for the scheduling for a formal hearing, if necessary. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, the District will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.

HEARING PROCEDURES:

A. The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.

B. Upon a showing of good cause by the grievant or the District, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.

C. The grievant will have an opportunity to examine the child's educational records prior to the hearing.

D. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least ten (10) calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.

E. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial Hearing Officer may require the District to defend its position/decision regarding the claims (i.e., a recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R. §104.34). One or more representatives of the District, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.

F. The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.

G. The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.

H. The hearing shall be closed to the public.

I. The issues of the hearing will be limited to those raised in the written or oral request for the hearing.

J. Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.

K. Testimony shall be recorded by court reporting or audio recording at the expense of the District. All documentation related to the hearing shall be retained by the District.

L. Unless otherwise required by law, the impartial review official shall uphold the action of the District unless the grievant can prove that a preponderance of the evidence supports his or her claim.

M. Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

DECISION:

The impartial review official shall issue a written determination within twenty (20) calendar days of the date the hearing concluded. The determination of the impartial review official shall not include any monetary damages or the award of any attorney's fees.

REVIEW:

If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action or claim available to them under the law or existing state or federal rules or regulations.

Special Education: A Parent's Guide to Understanding Rights and Responsibilities

This guide is designed to help you understand your rights and responsibilities regarding special education. It should not be used as a substitute for the full version of the Parents' Rights outlined in the Individuals with Disabilities Education Act (IDEA) and the Rules of the Georgia State Board of Education (Ga. Bd. Of Educ. R.) pertaining to Special Education. (See Ga. Bd. Educ. R. 160-4-7-.09 PROCEDURAL SAFEGUARDS/PARENTS' RIGHTS.) To view the full version of the Georgia Parents' Rights please go to the Georgia Department of Education web site at **www.gadoe.org** and select *Offices* & *Divisions*, then *Curriculum* & *Instruction,* then *Special Education Services and Supports*. You will then look under *Dispute Resolution* or *Family Engagement Information & Resources* to find Parent Rights. The full version of these rights is available in multiple languages and is also presented in video format. This table represents a condensed guide to parental procedural safeguards. To view a complete listing of Parental Rights under IDEA, contact your student's case manager or visit: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Parents%20Rights/Parents_Rights_English%20r%201-14.pdf.

RECORDS:	**EVALUATION PROCEDURES:**
· You have a right to look at your child's education records. · You may also have the records interpreted or explained to you. · You may request to have something in the record changed or removed if you feel it should not be in your child's record. · You have the right to add information, comments, data or any other relevant written material to your child's record. · You may ask for and receive copies of the Individualized Education Program (IEP) and/or any of your child's records. The school district may charge a fee for the copies but may not charge a fee for searching for and retrieving documents. · With your written permission, you may have a person acting on your behalf inspect and review the records.	· Your child has the right to a full and complete evaluation to determine if he/she has a disability and is in need of special education and/or related services. · You have the right to have your child assessed in all areas of the suspected disability. · The school district must test your child according to procedures outlined in the IDEA and Georgia Special Education Rules. · Evaluations must consist of more than one test, and those tests must be given in the language that the child normally uses, unless the parent and school agree otherwise, and at least once every three years. · Your will be involved in the decision about eligibility and what programs and services your child needs during the re-evaluation.
CONFIDENTIALITY OF INFORMATION:	**LEAST RESTRICTIVE ENVIRONMENT:**
· Your child's educational records are private. · You can ask to have copies of only your child's records. · School employees involved with your child may see your child's records and do not require your permission. · No one else may see the results of your child's records without your permission.	· Your have the right to have your child taught in classrooms and participate in all school programs and activities with other children without disabilities, of the same age and grade, to the greatest extent appropriate for your child. · School district personnel must make accommodations and modifications so that your child can participate in all school programs and activities to the greatest extent appropriate.

INDEPENDENT EVALUATION:	**SURROGATE PARENTS:**
· If you disagree with the school's evaluation, you may have your child tested by a professional evaluator not employed by the school district, at public or private expense. Contact the school system to find out the procedures for accessing this right. · Upon request, the school district must provide you a list of independent evaluators so that you may choose one to test your child. · The school district must consider the results of an independent evaluator. · The IEP team uses the results of the test to determine if your child has a disability or needs special education.	· When the school cannot find the child's parents of the child is a ward of the state, the school system will assign a surrogate (substitute) parent who will represent the child regarding the child's rights and interests for any evaluation, meeting, or educational decisions for special education services. · Surrogate parents will receive special training and will act as the parent by giving consent and participating in IEP/other meetings. · The surrogate parent has the same rights and responsibilities as a parent in special education in matters relating to a student.
NOTICE/PARENT PARTICIPATION:	**COMPLAINTS, MEDIATION, HEARINGS:**
· You must be notified of your parental rights. · You must be invited to attend meetings about your child such as eligibility, reevaluation, or IEP meetings. · You are to receive copies of all documents about your child's education program and can have them explained to you. · Copies can be in your native language, Braille, or explained in sign language. If needed, the school district will provide a translator or interpreter. · You must be given opportunities to participate in any decision- making meeting regarding your child's special education. · You must be invited to any meeting that is held to discuss your child's disability, evaluations, re-evaluations, placement of your child, and his/her IEP and its contents. · You are entitled to have IEP meetings held at a time and place mutually convenient to you and other members of the IEP Team. · You have the right to excuse or not to excuse a member of your child's IEP Team from attending and IEP meeting. The school district cannot excuse a required member without your permission.	· You have the right to ask for mediation or a due process hearing if you disagree with what the school has planned for your child. · The school system can also ask for mediation or a due process hearing. · The parent and the school system must both agree to try mediation before mediation will be scheduled. · When you request a due process hearing, you have the right to participate in a resolution session that provides an opportunity for parents and school systems to resolve any issues in a due process complaint so that the parents and systems can avoid a due process hearing and provide immediate benefit to the child. · When you request a due process hearing, you have the right to an impartial due process hearing conducted by an administrative law judge (ALJ)/ hearing officer. · You may file a formal written complaint with the Georgia Department of Education to conduct an investigation about any concerns, problems, or disagreements related to the IDEA or Georgia Special Education Rules. The complaint can be faxed to the Division for Special Education Services and Supports at 404-651-6457(fax) or mailed to the Division for Special Education Services and Supports at 1871 Twin Towers East, 205 Jesse Hill Jr. Drive SE, Atlanta, GA 30334.

CONSENT:	**DISCIPLINE PROCEDURES AND RIGHTS:**
· The school cannot test/evaluate or re-evaluate your child without your permission/consent. · The school cannot place your child in special education or change your child's program placement without your permission/consent. · The school district cannot release your child's records without your permission/consent except to certain individuals identified in law. · You have the right to not give your permission/consent. · You have the right to take away your consent to special education and related services once you have given permission; you must do it in writing. Revoking consent means your child will no longer receive any special education services.	· The school system must follow certain procedures when students with disabilities exhibit behaviors that cause the IEP Team to find other settings and/or ways to educate the child. · Schools may remove students to alternative programs when there is a potential danger to the child, students, or school personnel. · Regardless of the setting, the school district must continue to provide a free appropriate public education for your child. · The setting must enable your child to continue to receive services that will allow him/her to meet the goals and objectives in his/her IEP. · Disciplinary actions occur for violations involving drugs, alcohol, weapons, or other school rules violations. · These rights protect you, your child, and the school system.
PRIVATE SCHOOL PLACEMENT:	**CONTACTS:**
· If you decide to place your child in a private school, you must inform school officials at the last IEP meeting you attend of your intent and explain your concerns about the public program. · The school system is not required to pay for the private school if the school district offered a free appropriate public education to meet a child's educational needs that have been identified through the educational evaluation and are included in the IEP.	· When you have concerns about your child's education, it is important to tell the school principal or special education director. · If you need further help, there are parent or advocacy groups from whom you may obtain help. Ask the school for information or a list of names. You also can contact Parent to Parent of Georgia which keeps an active list for referrals or other information. Call 1-800-229-2038 or go to www.p2pga.org . · You may also contact the Division for Special Education Services and Supports at 404-656-3963 or 1-800-311-3627 or go to the Georgia Department of Education website at www.gadoe.org to help find other helpful resources.

APPENDIX

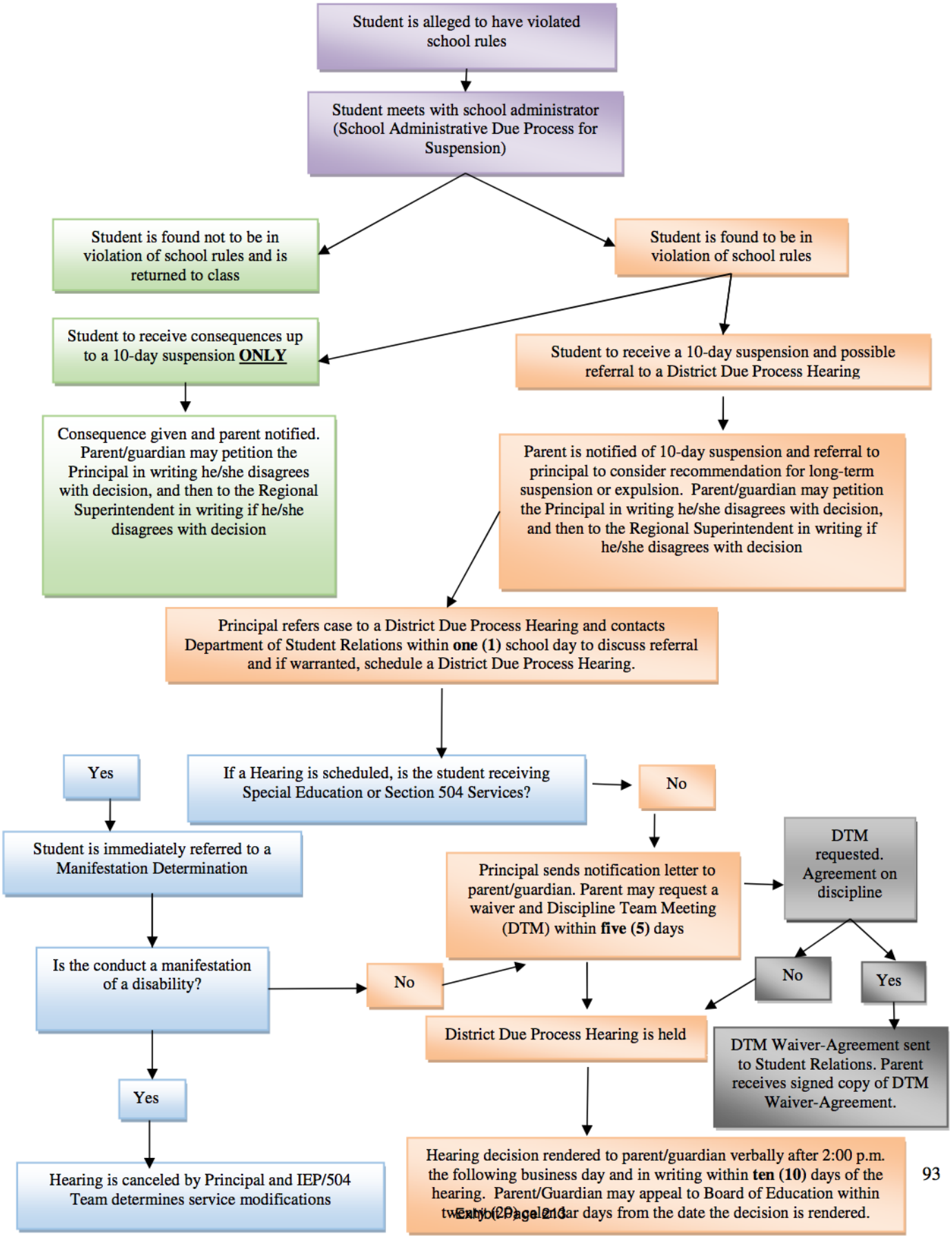
PARENTS' RIGHT-TO-KNOW (ESSA)

In compliance with the requirements of the Every Students Succeeds Act (ESSA), parents may request information about the professional qualifications of their child's teacher(s) and/ or paraprofessional(s). The following information may be requested:

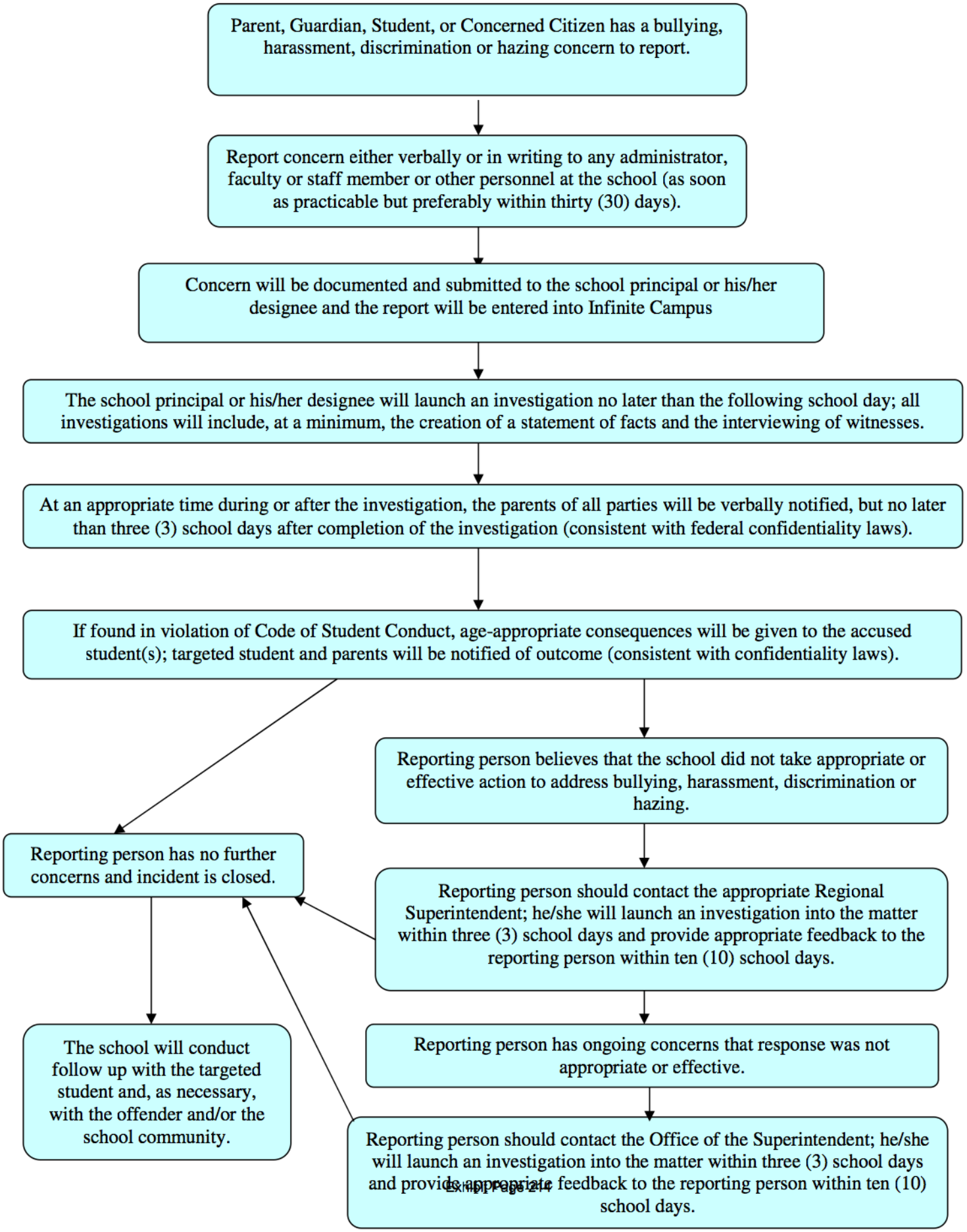
1) Whether the student's teacher -
    - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - is teaching in the field of discipline of the certification of the teacher.
2) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's and/ or paraprofessional's qualifications, please contact the school principal.

DISCIPLINE DUE PROCESS FLOWCHART



2019-2020
BULLYING/HARASSMENT/DISCRIMINATION/HAZING REPORTING FLOWCHART



2019-2020

Bullying /Harassment/Discrimination/Hazing Report Form

This form is available at www.dekalb.k12.ga.us/student-relations.

PLEASE PRINT ALL INFORMATION LEGIBLY.

Today's Date _____ /_____ / _____ ***School*** _____

Do you want to remain anonymous? € Yes € No (If yes, do not write in name)

Person Reporting Incident:

_____

Circle one: Victim/Target Concerned Student Parent/Guardian Relative Concerned Person

Telephone _____-_____- _____ ***E-mail*** _____

1. Name of alleged target student	***School***	***Grade***	***Race***	***Gender***
_____	_____	_____	_____	_____

2. Name(s) of alleged offender(s)	***School***	***Grade***	***Race***	***Gender***
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

3. Has this student been bullied, harassed, discriminated against or hazed on previous occasions? Yes No Don't Know

4. On what date(s) did the incident(s) happen?

____/ ___/ _____ Time: _____ AM/PM ____ / ____/ _____ Time: _____ AM/PM Multiple Dates
Mo. Day Year Mo. Day Year

5. Where did the incident(s) happen? (Choose all that apply.)

□ On school property (Please circle): Classroom Hallway Cafeteria Gym/Locker Room Other
□ At a school-sponsored activity or event off school property
□ On a school bus (Please circle): AM/PM
□ On the way to/from school (Please circle): AM/PM
□ Online

6. Place an X next to the statement(s) that best describes what happened (Choose all that apply.):

□ Harassment (race/ethnicity, color, religion, national origin, gender, disability, sexual orientation, gender identity, etc.)
□ Physical Violence (hitting, kicking, shoving, spitting, hair pulling, or throwing something)
□ Persuading another person to hit or harm the student
□ Verbal (teasing, name-calling, making critical remarks, or threatening, in person or by other means)
□ Hazing
□ Extortion
□ Intimidating or making rude and/or threatening gestures
□ Exclusion (excluding or rejecting the student)
□ Spreading harmful rumors or gossip or Public Humiliation
□ Cyberbullying/Cyberstalking (Circle one: During School/After School)

7. Motivation of the bullying/harassment/discrimination/hazing. (Check one):
__General __Race/Color __Religion __Gender __Gender Identity/Sexual Orientation __Physical/Mental Disability
__National Origin/Ethnicity __Other

Briefly describe the incident as reported to you or attach a written statement and any materials provided:

_____
_____
_____

This report has been submitted to (Circle): Principal Principal's Designee Regional Superintendent (Name) _____

___/___/_____ _____ _____
Date Submitted Submitter's Name Submitter's Signature
Distribution: Original to Principal/Principal's Designee; Copy for Student Records, Copy for Submitter Revised 5/24/19

NOTES

NOTES

DeKalb County
School District

"As the significant adult in the child's life while in school, teachers certainly have some degree of responsibility in maintaining discipline. Effective teaching cannot take place without discipline. However, the foundation for discipline begins at home. When teachers report a discipline problem, parents or guardians should talk to their children and to the teachers to work out a solution together.

The purpose of discipline should be to guide children toward acceptable behavior and to teach them to make wise and responsible decisions. Discipline helps children learn to think in an orderly fashion and to understand the logical consequences of their actions."

-National PTA

WRITTEN COMMENTS, SUGGESTIONS, OR RECOMMENDATIONS ABOUT THE CONTENTS OF THE CODE OF STUDENT CONDUCT ARE WELCOME.
THEY MAY BE SENT TO:

DEPARTMENT OF STUDENT RELATIONS
5823 MEMORIAL DRIVE
STONE MOUNTAIN, GA 30083

(678) 676-1811

DR. MICHAEL A. ERWIN, CHAIR

DR. R. STEPHEN GREEN, SUPERINTENDENT

It is the policy of the DeKalb County Board of Education not to discriminate on the basis of race, color, religion, national origin, disability, pregnancy status, age, sex, sexual orientation, or gender identity, in any of the District's educational programs, activities, or practices.

EXHIBIT 13

DISCIPLINE POLICIES AND PROCEDURES

TAPESTRY PUBLIC CHARTER SCHOOL

Discipline Handbook

Grades 6-12

2020-21

TAPESTRY PUBLIC CHARTER SCHOOL

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Mission Statement

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.

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, staff, 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 behaving.

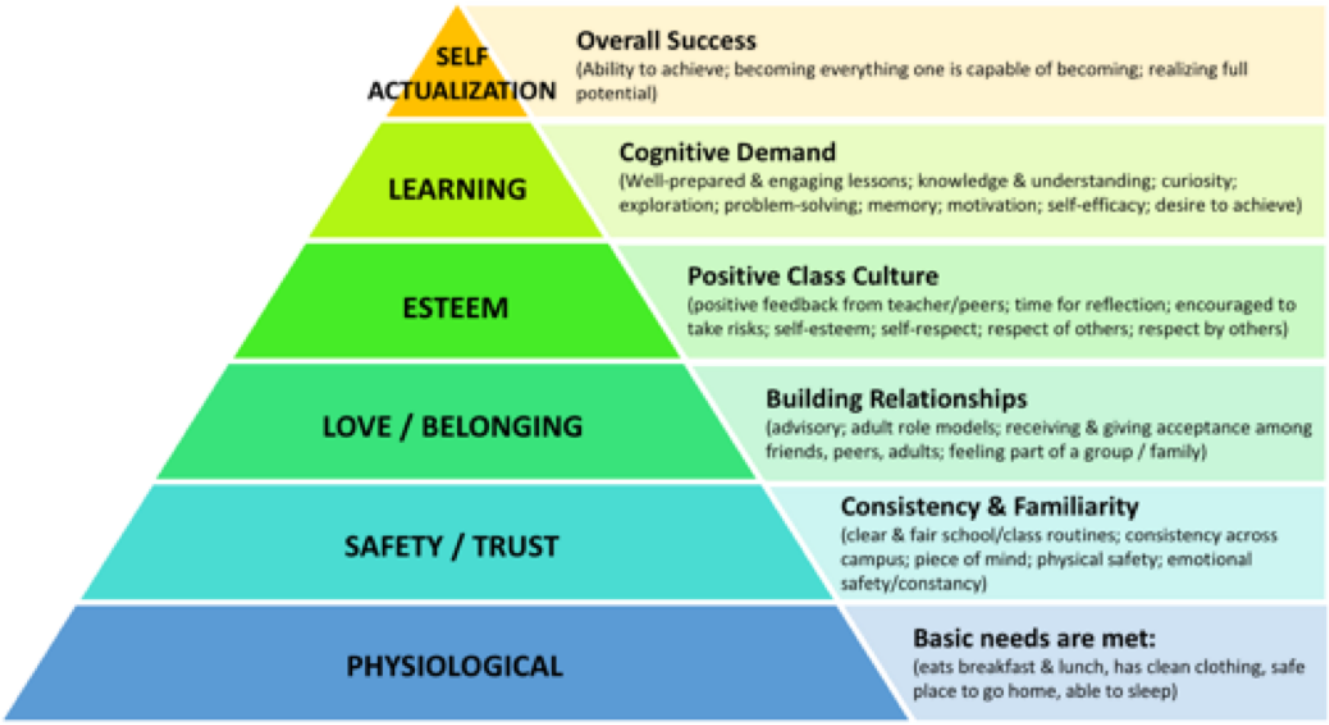
At Tapestry, we know that we must develop a sense of safety and trust among our scholars in order for them to reach their fullest potential, as evidenced by the Hierarchy of Learning. We do this by maintaining consistency and familiarity in our rules and consequences. Determining rules and consequences, 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 a 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 student's cellphone 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 with 2 hours of incident. Administration will provide a copy to the parents.

The Importance of Language at Tapestry

Declarative Communication is language that offers 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 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……**
1. Using language that shuts down communication (Stop! Why are you doing that?)	1. Using softer language that invites response (Wait! or What's your idea?)
2. "You need to_____."	2. "I need you to ___" or "It's time to _____."
3. "You just lost a point" or "Do you want to earn your points"	3. "You are showing me that you are not earning your points" or "you can earn your points by_____."
4. "Pay attention" or "Look at me"	4. "I need to see you listening with your whole body" or "Show me you are thinking about what we are talking about"
5. Answering student questions directly	5. Direct students to use tools to find their own answers (Where could you look to find out? Why don't you check your folder?)
6. "That's none of your business."	6. "It's not your worry."
7. Using arbitrary language to correct poor behavior choices (that is so rude or do as I say)	7. Using concrete language that reflect back the school rules (those are unfriendly words or I need you to respect my directions)
8. First holding points over student's head ("Remember your points)	8. 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 14

GRIEVANCE POLICIES

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 15

EMPLOYEE POLICY AND HANDBOOK

Tapestry Public Charter

2020-2021 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 STAFF

Middle School
Daisha Outar and Molly Thomas – Grade 6 ELA/Social Studies
Meghan Hurley and Althea Benton– Grade 7 ELA/Social Studies
Sara Chuboff and Katie Clements – Grade 8 ELA/Social Studies
Tony Ellison and Christie Gerrior – Grade 6/7/8 Math
Brian Holcombe and Simpson Miller – Grade 6/7/8 Science
Jessica Champeau – Middle School Art
Francesca Blanco – Middle School Spanish
Mary Espinosa – Student Learning Center Teacher

High School
Lauren Sullivan – Math
Pritul Patel – Math
Tina Burgess – English Language Arts
Mary Beth Jones – English Language Arts
Josh Van Kirk – Social Studies
Jesse Gelbaum – Social Studies
Karen Turner – Science
Dennis De Gracia - Science
Dov Brenner - Spanish

High School Special Ed
Shusheela Turaga
Lynae McMurray
Xavier Glenn
Patrick Reich
Angela Bautista
Christina Tschari

Specialists
Brenda Figueroa – Art
Matt Miller – Music
Ashley Anderson– Health and Physical Education
Mannie Rivers – Drama
Romil Patel – Technology
Ana Rodriguez – ESOL Teacher

Support Staff
Dejone Miles – Middle School Counselor
Katoya Bledsoe – High School Counselor
Samantha Hebenstreit – Autism Specialist
Anne Benevento – Librarian
Kyle Temple – Inclusion Facilitator
Jamie Prince – Inclusion Facilitator
Teona Ducre – Internship Coordinator

Administration
Matthew Tyson – Principal
Trinica Venters – Vice Principal
Christy Gonzalez – Special Education Coordinator

ParaEducators
Morgan Armstrong
Tayler Avary
Erica Baker
Avis Delane
Angelia Merriweather
Sheena Paris
Vanesha Robinson
Nova Vasquez

Office Staff
Mel Brown – Administrative Assistant
Colleen Kelly - Registrar
Robin Aldrich – Office Manager
TBD – Nurse
Kantrice Rose – Director of Development
Kiwana Johnston – Human Resources Officer
Paris Jackson – IT Direct

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, smuff, 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.

<u>Complaint and Grievance Process</u>

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 188 days. 180 instructional days, 4 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 need. Part-Time staff will follow the 194-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 Kiwana Johnston.

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 Mel Brown 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.

Tapestry Public Charter
Indicators of Effective Instruction
TKES Performance Standards 1-8

TKES	Indicators of Effective Planning
1,2,8	Lesson plans/unit maps contain standards, learning target, Universal Design for Learning, small group instruction, Specially Designed Instruction
1,2,8	Instruction shows alignment to standard and learning target
1,2,5,6	Instruction is data driven
1	Classroom environment has visual supports (agenda, help boxes, charts)

TKES	Indicator	Indicators of Effective Instruction - Opening
1,3,7	1	Teacher orients students to the learning (reviews agenda, learning target, tasks, expectations for proficient work)
1,3	2	Instruction begins with an activator that helps students think critically about prior or new knowledge

TKES	Indicator	Indicators of Effective Instruction – Main Part of Lesson
1,3,7,8	3	Teacher facilitates learning by appropriately pacing the delivery of instruction to ensure all students are engaged

1,3,4,7,8	4	Students demonstrate their learning through tasks that are differentiated by content, process, or product.
1,3,8	5	Teacher uses questioning to intentionally support students in moving to higher levels of thinking
1,3,7	6	Teacher engages students through independence, initiation, and emotional engagement (SEE-KS)
1,3,4,5,6	7	Teacher checks for understanding through a variety of means that are aligned and appropriate for the content and student population (formative assessment)
1,3,5,6	8	Students are aware of their own learning – and what they need to do to get to the next step of learning (ties to learning target)
1,3,4,8	9	Students are engaged in individual, small group, and whole group learning
1,3,4	10	Special Education teacher teaches a specially designed instruction lesson

TKES	Indicator	Indicators of Effective Instruction – Closure
1,2,3,5,6	11	Teacher checks for understanding of learning target
1,3,5,6,8	12	Teacher provides opportunities for students to reflect on their learning
1,3	13	Teacher provides next steps (tomorrow's learning, homework, etc.)

TAPESTRY PUBLIC CHARTER
OBSERVATION RUBRIC

TKES		Indicator	Beginning	Developing	Proficient	Distinguished
1,3,7	1	**Teacher orients students to the learning (reviews agenda, learning target, tasks, expectations for proficient work)**	Lesson begins without an opening	Teacher reviews a few but not all of items required for the students to be successful in lesson	Teacher reviews agenda, learning target and expectations in a fluid and systematic manner. Students participate in the review	Students take ownership of the opening of the lesson by reviewing agenda, discussing learning target and expectations. Students share where they are in their learning through the learning target or standards.
1,3	2	**Instruction begins with an activator that helps students think critically about prior or new knowledge**	No activator present in the lesson	Students are engaged in activity that is not connected to past or future knowledge. Limited student engagements some students are disengaged from activity.	Students are engaged in an activity that connects to prior or future knowledge. Most students remain focused and on task during the activator	Students are engaged in an activity that helps them think critically about the new learning thereby generating curiosity about topic. All students remain on task and take ownership of learning new concepts.
1,3,7, 8	3	**Teacher facilitates learning by appropriately pacing the delivery of instruction to ensure all students are engaged**	Pacing of the lesson is too slow or too fast. Little or no student participation. Teacher does not adjust pace of lesson to meet the needs of students. Students have a lot of "down time."	Pacing is too slow, too fast or uneven. Teacher makes some adjustments to the pacing in the lesson. Students have some "down time" during the lesson.	Teacher adjusts the pacing throughout the lesson based on the needs of the students. Teacher and students use of the entire class period for the learning.	Teacher adjusts the pacing throughout the lesson. The pacing is differentiated for different groups of students. Teachers and students use the entire class period for the learning. The learning is extended beyond the classroom.
1,3,4, 7,8	4	**Students demonstrate their learning through tasks that are differentiated by**	Teacher delivers whole group lesson	Teacher includes small group instruction as the	Students are partnered or grouped and receive some opportunities for	Students are strategically partnered or grouped based on data. Lesson content, process, and/or product is

		content, process, or product.	the entire class period.	only differentiation. Tasks, product, or process may be all the same.	differentiated learning based on adjusting content, process, and/or product	clearly differentiated to support varying and specific student needs
1,3,8	5	**Teacher uses questioning to intentionally support students in moving to higher levels of thinking**	Teacher rarely asks questions of students to assist with comprehension of content	Students respond to questions that focus on recall/retell and demonstrate minimal comprehension of content	Students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking include questions that require analysis, synthesis and evaluation of information. Teacher uses questions to guide students toward independence in grappling with task.	All students are inspired to engage in high-level questioning to connect content learned to their lives and real world application. Students ask questions to challenge the thinking of their peers.
1,3,7	6	**Teacher engages students through independence, initiation, and emotional engagement (SEE-KS)**	Students are intermittently responsive to teachers or peers; show no initiation, and are reliant on following teacher or peer directions to engage with targeted materials. Students do not share positive emotion about the learning.	Students are predominately responsive to teacher or peers' bids for interaction. Students follow teacher or peer directions to engage in tasks and only seldom share positive emotion.	Students are spontaneously initiating interaction with teacher and peers somewhat frequently. Students demonstrate some independence in engaging with tasks, and they are mostly emotionally invested.	Students are spontaneously initiating interactions with peers and teachers at a high frequency. Students demonstrate independence in engaging with the task and are highly emotionally invested as evidenced by frequent expression of shared positive emotion.
1,3,4, 5,6	7	**Teacher checks for understanding through a variety of means that are aligned and appropriate for the content and student population (formative assessment)**	Lesson progresses step by step without any check for understanding at any point of the lesson.	Teacher provides a check for understanding at the end of the lesson. Teacher does not collect data on this assessment.	Teacher provides multiple opportunities to check for understanding throughout the lesson. Teacher uses the information to make adjustments in the lesson	Teacher provides multiple opportunities to check for understanding throughout the lesson. Teacher uses the information to make adjustments in the lesson Students are aware of when they don't understand and spontaneously ask for clarification.

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TKES		**Indicator**	**Beginning**	**Developing**	**Proficient**	**Distinguished**
1,3,5, 6	8	**Students are aware of their own learning – and what they need to do to get to the next step of learning (ties to learning target)**	Students complete tasks but are unaware of how the task fits into their learning of topic.	Students can identify what they are learning.	Students can identify what they are learning and how today's task fits into the big picture	Students can identify what they are learning and what they need to do next in order to acquire the skills and knowledge in the unit of study.
1,3,4, 8	9	**Students are engaged in individual, small group, and whole group learning**	Lesson is taught in a whole-group format the entire class period.	Lesson is mostly taught in whole group. Content and/or special education teacher works with a small group to reinforce the learning.	Students work in whole group, small group, and individually. Content and Specially Education teacher work with a variety of configurations of student groups depending on need.	Students work in whole group, small group, and individually. Content and Specially Education teacher work with a variety of configurations of student groups depending on need. Special Education teaches a Specially Designed Instruction lesson.
1,3,4	10	**Special Education teacher teaches a specially designed instruction lesson**	Special Education works as an assistant helping individual students throughout the lesson.	Special Education Teacher pulls a small group of students (mostly those with IEPs) to reinforce the learning or teach the	Using what he/she knows about the students' IEP goals, Special Education teacher provides specially designed	Special Education teacher provides specially designed instruction to small groups and whole group.

				learning in a different way.	instruction to a small group of students.	
1,2,3, 5,6	11	**Teacher checks for understanding of learning target**	No learning target posted.	Learning target posted but there is no evidence that the students are aware of target.	Teacher provides a means to determine if the students learned what they were supposed to learn.	Students spontaneously reflect on their level of understanding of the learning target using an established procedure.
1,3,5, 6,8	12	**Teacher provides opportunities for students to reflect on their learning**	Lesson ends without self-reflection.	Teachers ask students if they understood the lesson.	Teacher engages students in a form of self reflection that is tied to the learning target.	Students independently reflect on their level of understanding of the learning target using an established procedure.
1,3	13	**Teacher provides next steps (tomorrow's learning, homework, etc.)**	Lesson ends when the bell rings	Teacher quickly identifies the homework before the students leave the room.	Teacher identifies how today's learning fits into the big picture and ensures that the students understand what to do for homework	Students share information on how today's learning fits in with the big picture. Students provide each other with the requirements for the homework.

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 $250.00 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 $250 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 Geo

Leaves and Attendance

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 7:45am and leave no earlier than 4:00pm unless alternative arrangements have been made with the principal. Paraprofessional hours are 7:45 - 3:45. 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 Kiwana Johnston.

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 obtaining their own substitute and will identify the name of the substitute in writing via email to the Human Resources Officer and the Office Manager unless otherwise discussed. If you are having difficulty locating a substitute, please see the Office Manager.

Teachers are responsible for ensuring that sub plans are available for each day of absence. Failure to provide a current subfolder may result in disciplinary action. ***Please make sure you have a current subfolder in the special education office.***

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 Kiwana Johnston by **6:30am**.

- Kiwana Johnston –740-720-3748

Employees who are arriving to work late, must send a text to Kiwana by **7:30am.**

Within 24 hours of an employee returning to work, a Leave Request must be submitted via Paychex.

Following this process will allow the employee the option of choosing time from 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 Robin 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.

FMLA Leave Expansion and Emergency Paid Sick Leave Policy (Coronavirus)

Purpose

To comply with the Families First Coronavirus Response Act and to assist employees affected by the COVID-19 outbreak with job-protected leave and pay, where applicable. This policy will be in effect from April 1, 2020, until December 31, 2020. Our existing FMLA leave policy still applies to all other FMLA-qualifying reasons for leave outside of this policy.

Expanded FMLA Leave

Employee Eligibility

All current employees who have been employed with Tapestry for at least 30 days and are actively scheduled for work are eligible for leave under this policy.

Employees laid off or otherwise terminated on or after March 1, 2020, who are rehired on or before December 31, 2020, are eligible for leave upon reinstatement if they had previously been employed with Tapestry for 30 or more of the 60 calendar days prior to their layoff or termination.

Reason for Leave

Eligible employees who are unable to work (or telework) due to a need to care for their child when a school or place of care has been closed, or when the regular child care provider is unavailable due to a public health emergency with respect to COVID-19.

"Child" means a biological, adopted or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is:

- Under 18 years of age.
- 18 or older and incapable of self-care because of a mental or physical disability.

"Child care provider" means a provider who receives compensation for providing child care services on a regular basis, including:

- A center-based child care provider.
- A group home child care provider.
- A family child care provider (one individual who provides child care services for fewer than 24 hours per day, as the sole caregiver, and in a private residence).
- Other licensed provider of childcare services for compensation.
- A childcare provider that is 18 years of age or older who provides child care services to children who are either the grandchild, great grandchild, sibling (if such provider lives in a separate residence), niece or nephew of such provider, at the direction of the parent.

"School" means an elementary or secondary school.

Duration of Leave

Employees will have up to 12 weeks of leave to use from April 1, 2020, through December 31, 2020, for the purposes stated above. This time is included in and not in addition to the total FMLA leave entitlement of 12 weeks in a 12-month period.

For example, if an employee has already taken 6 weeks of FMLA leave, that employee would be eligible for another 6 weeks of FMLA leave under this policy.

Increments & Intermittent Use of Leave

Employees may take expanded FMLA leave intermittently and in any increment agreed to with their manager. For example, an employee may only need 4 hours per day of leave to care for his or her child or may only need to do so on Tuesdays and Thursdays. Managers and employees are expected to be flexible in scheduling wherever possible.

Pay During Leave

Leave will be unpaid for the first 10 days of leave; however, employees may use accrued paid vacation or personal leave during this time. The employee may also elect to use the paid leave provided under the Emergency Paid Sick Leave Act, as further explained below.

After the first 10 days, employees will be required to use any accrued vacation or personal paid leave for the number of hours the employee would otherwise be scheduled to work. Should an employee's accrued company paid leave exhaust, any additional leave taken will be paid at two-thirds of an employee's regular rate of pay. Pay will not exceed $200 per day and $10,000 in total, or $12,000 in total if using emergency paid sick leave for the first two weeks. Any unused portion of this pay will not carry over to the next year.
For employees with varying hours, one of two methods for computing the number of hours paid will be used:

- If the employee has worked 6 months or more, the average number of hours that the employee was scheduled per day over the 6-month period ending on the date on which the employee takes leave, including hours for which the employee took leave of any type.

- If the employee has worked less than 6 months, the expected number of hours to be scheduled per day at the time of hire.

Employee Status and Benefits During Leave

While an employee is on leave, the company will continue the employee's health benefits during the leave period at the same level and under the same conditions as if the employee had continued to work. While on paid leave, the employer will continue to make payroll deductions to collect the employee's share of

the premium. During any unpaid portions of leave, the employee must continue to make this payment per instructions from the HR department.

If the employee contributes to a life insurance or disability plan, the employer will continue making payroll deductions while the employee is on paid leave. During any portion of unpaid leave, the employee may request continuation of such benefits and pay his or her portion of the premiums, or the employer may elect to maintain such benefits during the leave and pay the employee's share of the premium payments. If the employee does not continue these payments, the employer may discontinue coverage during the leave. If the employer maintains coverage, the employer may recover the costs incurred for paying the employee's share of any premiums, whether or not the employee returns to work.

Procedure for Requesting Leave

All employees requesting FMLA leave must provide written notice of the need for leave to the HR manager as soon as practicable. Verbal notice will otherwise be accepted until written notice can be provided.

Notice of the need for leave must include:

· The name and age of the child or children being care for.

· The name of the school, place of care, or child care provider that closed or became unavailable due to COVID-19 reasons.

· A statement representing that no other suitable person is available to care for the child or children during the period of requested leave. For children over the age of 14, a statement indicating the special circumstances that require the employee to provide care during daylight hours.

On a basis that does not discriminate against employees on FMLA leave, the company may require an employee on FMLA leave to report periodically on the employee's status and intent to return to work.

Employee Status After Leave

Generally, an employee who takes FMLA leave will be able to return to the same position or a position with equivalent status, pay, benefits and other employment terms. The company may choose to exempt certain key employees from this requirement and not return them to the same or similar position when doing so will cause substantial and grievous economic injury to business operations. Key employees will be given written notice at the time FMLA leave is requested of their status as a key employee.

Please contact the HR department with any questions.

Emergency Paid Sick Leave

Eligibility

All current full- and part-time employees scheduled but unable to work (or telework) due to one of the following reasons for leave:

1. The employee is subject to a federal, state or local quarantine or isolation order related to COVID–19.
2. The employee has been advised by a health care provider to self-quarantine due to concerns related to COVID–19.
3. The employee is experiencing symptoms of COVID–19 and seeking a medical diagnosis.
4. The employee is caring for an individual who is subject to either number 1 or 2 above.
5. The employee is caring for his or her child if the school or place of care of the child has been closed, or the child care provider of such child is unavailable, due to COVID–19 precautions.
6. The employee is experiencing any other substantially similar condition specified by the secretary of health and human services in consultation with the secretary of the treasury and the secretary of labor.

"Child" means a biological, adopted or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is:

· Under 18 years of age.

· 18 or older and incapable of self-care because of a mental or physical disability.

"Individual" means an immediate family member, roommate or similar person with whom the employee has a relationship that creates an expectation that the employee would care for the person if he or she self-quarantined or was quarantined. Additionally, the individual being cared for must: a) be subject to a federal, state or local quarantine or isolation order as described above; or b) have been advised by a health care provider to self-quarantine based on a belief that he or she has COVID-19, may have COVID-19 or is particularly vulnerable to COVID-19.

Furloughed employees are not eligible as there is no work available from which to take leave.

Amount of Paid Sick Leave

All eligible full-time employees will have up to 80 hours of paid sick leave available to use for the qualifying reasons above. Eligible part-time employees are entitled to the number of hours worked, on average, over a two-week period.

For employees with varying hours, one of two methods for computing the number of hours paid will be used:

- If the employee has worked 6 months or more, the average number of hours that the employee was scheduled per day over the 6-month period ending on the date on which the employee takes leave, including hours for which the employee took leave of any type.
- If the employee has worked less than 6 months, the expected number of hours to be scheduled per day at the time of hire.

Increments and Intermittent Use of Leave

When working from home, employees may take emergency paid sick leave intermittently and in any increment agreed to with their manager. As in the example for FMLA leave, an employee may only need 4

hours per day of leave to care for his or her child or may only need to do so on Tuesdays and Thursdays. Managers and employees are expected to be flexible in scheduling wherever possible.

For those not teleworking and currently working onsite, an employee may only take intermittent leave for reason 5 above, to care for his or her child when the school or place of care is closed, or the caregiver is unavailable due to COVID-19-related reasons. Per the regulations, as all other reasons for emergency paid sick leave could potentially expose an employee or others in the workplace to the virus, employees must either use the full amount of paid sick leave or use it in full-day increments until the reason for leave is over and it is safe for the employee to return to work.

Rate of Pay

Emergency sick leave will be paid at the employee's regular rate of pay, or minimum wage, whichever is greater, for leave taken for reasons 1-3 above. Employees taking leave for reasons 4-6 will be compensated at two-thirds their regular rate of pay, or minimum wage, whichever is greater. Pay will not exceed:

- $511 per day and $5,110 in total for leave taken for reasons 1-3 above.
- $200 per day and $2,000 in total for leave taken for reasons 4-6 above.

Interaction with Other Paid Leave

The employee may use emergency paid sick leave under this policy before using any other accrued paid time off for the qualifying reasons stated above.

Employees on expanded FMLA leave under this policy may use emergency paid sick leave concurrently with that leave. Emergency paid sick leave may also be used when an employee is on leave under traditional FMLA for his or her own COVID-19-related serious health condition or to care for a qualified family member with such a condition.

Procedure for Requesting Emergency Paid Sick Leave

Employees must notify their manager or the HR manager of the need and specific reason for leave under this policy. A form will be provided to employees in a manner accessible to all. Verbal notification will be accepted until practicable to provide written notice.

Documentation supporting the need for leave must be included with the leave request form, such as:

- A copy of the federal, state or local quarantine or isolation order related to COVID-19 applicable to the employee or the name of the government entity that issued the order.
- Written documentation by a health care provider advising the employee to self-quarantine due to concerns related to COVID-19 or the name of the provider who advised the employee.
- The name and relation of the individual the employee is taking leave to care for who is subject to a quarantine or isolation order or is advised to self-quarantine.
- The name and age of the child or children being cared for; the name of the school, place of care, or child care provider that closed or became unavailable; and a statement that no other suitable person is available to care for the child during the period of requested leave.

    - For children over age 14, a statement indicating the special circumstances that require the employee to provide care during daylight hours.
- Once emergency paid sick leave has begun, the employee and his or her manager must determine reasonable procedures for the employee to report periodically on the employee's status and intent to continue to receive paid sick time.

Carryover

Paid emergency sick leave under this policy will not be provided beyond December 31, 2020. Any unused paid sick leave will not carry over to the next year or be paid out to employees.

Job Protections

No employee who appropriately utilizes emergency paid sick leave under this policy will be discharged, disciplined or discriminated against for work time missed due to this leave.

Please contact the HR department with any questions.

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 two days before and one day after 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

Facilities

Built in 1955, our building started as 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. Last summer 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 you 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 Mel Brown 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 turn it into Mel Brown

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
Anyone wanting to post flyers in the front lobby area, please see Robin or Mel first. We want to keep the professional look of the lobby.
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 provides 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.

Additional Information

Field Trips
Teachers must schedule field trips as far in advance as possible. We use DeKalb busses and they require three weeks advance notice. The sooner we can schedule the busses, the better.

Please see Robin 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 the rest of the teachers the staff at least two weeks in advance identifying all students attending the field trip. Robin 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 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 Robin for the forms that 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 see Robin for the appropriate Fundraising form 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 Robin's office. Fill out the purchase order, attach any accompanying documents, and submit to Robin. Administration will consider each PO request and either approve or deny the request. Staff must complete a Purchase Order if they want to be reimbursed for any item. Administration must approve of the purchase before any money is spent.

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.

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. Kiwana Johnston 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 Mrs. Benevento's desk or remove anything from it.
- Be quiet and respectful.
- Clean up all 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 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 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.

During Class Time

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.

During Transitions

Adults need to be in the hallway during transitions to help facilitate moving in the hallways.

Counselor Procedure

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.

Gym Entrance/Exit

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.

Cafeteria Procedures

All students will eat in the cafeteria or garden.

High school students will be allowed to use the library for lunch. Students must remain quiet.

Chromebooks are not allowed in the cafeteria.

High School students may be on cell phones during lunchtime , middle school students may not.

Student Breaks

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 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 it 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.

The below table lists some of the possible Tapestry interventions and consequences for each level of behavior. The list is not exhaustive and can be adapted to individual needs of students.

Level 1 and 2 Behaviors are those that Adversely Affect a Student's Academic Progress.

Sample of Behaviors	Offense	Response	Person Responsible
Talking Back Not Turning in Homework Teasing another Student Horseplay Dishonesty Dress Code Violation Excessive Noise* Failure to Complete Work* Hall Pass Violation Inappropriate Language Violation of REAL Disrupting class* Verbal teasing and hurtful language with peers Inappropriate physical contact (not of a sexual nature)* * May have a neurological component	First	**Provide Intervention** • Review IEP/BIP/504 and make adjustments • Visual Supports • 1:1 Direct Support • Review of expectations/consequences/Set clear boundaries • Model expected behaviors/peer mentor • Verbal Warning • Provide choice (first/then) • Provide break or opportunity to calm down • Redirect behavior/change topic • Provide access to reward/preferred activity • Disengage with student/provide wait time • Empathize/Acknowledge student • Positively reinforce desired behavior • Redirect behavior • Reteach appropriate behaviors • Meet with grade level team, Case Manager, Autism Specialist, Student Support Specialist and/or Administration	Teacher
	Second	**Provide Intervention (from above)** • Teacher may decide to adapt or choose new intervention • Review/monitor interventions and make adjustments **Provide Consequence** • Loss of privilege *or* • Lunch detention (supervised by teacher) *or* • Before or after school detention (with parent notification) • Possible Community service to classroom • Contact parent via phone or email and document contact in Infinite Campus	Teacher
	Third	**Write Referral** **Provide Intervention** • Include all interventions from above • Student Conference • Observation by Autism Specialist, Case Manager, administration **Provide Consequence** • Administrator may decide to stay at the intervention stage • Lunch detention with administrator • Community Service to school • Before or after school detention with administrator (with parent notification) • Parent conference with Behavior Contract. • Document contact in Infinite Campus	Teacher writes referral Administration provides Intervention and Consequence
	Fourth	**Write Referral** **Review Interventions** • Review/monitor interventions and make adjustments **Provide Consequence** • In School Suspension • Community Service to school • Parent conference with student, teacher, and admin to create Behavior Contract • Document contact in Infinite Campus	Teacher writes referral Administration provides Intervention and Consequence

	Fifth	**Write Referral** **Review Interventions** • Review/monitor interventions and make adjustments **Provide Consequence** • Out of School Suspension • Community Service to school • Parent conference with student, teacher, and admin to revise and update Behavior Contract, warn of DeKalb disciplinary process, and look at next steps (IEP, BIP)	Teacher writes referral Administration provides Intervention and Consequence

Sample of Behaviors	Offense	Response	Person Responsible
Cell Phone and ear buds in ears but not Connected to chromebook	First	**Provide Intervention** • Remind student to put technology away • Remind student of the cell phone policy	Teacher
	Second	**Provide Intervention** • Student conference regarding cell phone policy **Provide Consequence** • Ask student to place phone in shoe sorter • Return cell phone to student at the end of the period	Teacher
	Third	**Provide Intervention** • Student conference regarding cell phone policy **Provide Consequence** • Ask student to place phone in shoe sorter • Return cell phone to student at the end of the school day • Contact parents via email or phone and document contact in Infinite Campus	Teacher
	Fourth	**Write Referral** **Interventions** • Student conference regarding cell phone policy • Observation by LTSE/Student Support/Administration **Provide Consequence** • Parent conference. Document conference in Infinite Campus • Turn in the phone daily to the front office	Teacher writes referral Administration provides Intervention and Consequence
	Fifth	**Write Referral** **Review Interventions** • Student conference regarding cell phone policy **Provide Consequence** • Parent conference • No cell phone allowed at school	Teacher writes referral Administration provides Intervention and Consequence

Level 3 and 4 Behaviors are those that Impact the Student and the Learning of Others.

Sample of Behaviors	Offense	Response	Person Responsible
Disrespect Insubordination* (refusal to comply with a staff direction) Leaving class without permission*	First	**Provide Intervention** • Teacher responds by giving students a choice to follow direction, change behavior or receive a consequence. Teacher can give the option to take a break. • Observation by Admin, case manager, Autism Support Specialist • Teacher reviews IEP/BIP • Teacher consults with Student Support Specialist, counselor, case manager, autism specialist • If student leaves classroom, contact Mel	Teacher

Profanity*
 	
Obscene Gesture*
 	
* May have a neurological component
		Provide Consequence
		• If student refuses to comply, teacher provides a consequence which can include:
		  ○ Lunch detention (with teacher)
		  ○ Before or after school detention (with teacher upon approval of parent
		• Teacher contacts parents and logs information on IC	

	Second	**Provide Intervention (from above)**
		
		Provide Consequence
		• If student refuses to comply, teacher provides a consequence which can include:
		  ○ Lunch detention (with teacher)
		  ○ Before or after school detention (with teacher upon approval of parent
		• Teacher contacts parents and logs information on IC
			Teacher

	Third	**Write Referral** **Provide Interventions in Conjunction with Consequence** • Review/monitor interventions and make adjustments **Provide Consequence** • Student apology or other restorative strategy • Lunch detention with administrator • Or before or after school detention with administrator (with parent notification) • Parent conference with Behavior Contract • Administrator reviews IEP/BIP • Administrator consults with Student Support Specialist, counselor, case manager, autism specialist • Community Service to school	Teacher writes referral Administration provides Intervention and Consequence
	Fourth	**Write Referral** **Provide Interventions in Conjunction with Consequence** • Review/monitor interventions and make adjustments **Provide Consequence** • One day ISS • Student apology or other restorative strategy • Meeting with parents, students, admin, counselor, teacher to develop behavior contract	Teacher writes referral Administration provides Intervention and Consequence
	Fifth	**Write Referral** **Provide Interventions in Conjunction with Consequence** • Review/monitor interventions and make adjustments **Provide Consequence** • One day OSS • Student apology or other restorative strategy • Meeting with parents, students, admin, counselor, and teacher to determine next steps (IEP, BIP, etc.)	Teacher writes referral Administration provides Intervention and Consequence

Level 5 - 7 Behaviors are those that involve the Immediate Safety of the Student or Others

Sample of Behaviors	Offense	Response	Person Responsible

Fighting Violence (intentional or unintentional) against peers Throwing Objects* Vandalizing Stealing Threats of Violence *may have neurological component	First	**Remove student from class and teacher follows up with referral** **Provide Interventions in Conjunction with Consequence** • Review IEP, BIP • Consult with counselor, case manager, autism specialist • Support from counselor (Anger Management Training) • Support from Autism Specialist (if appropriate) • Observation by admin, Autism Support Specialist, case manager **Provide Consequence** • 1 Day OSS • Meet with parents to develop behavior contract and document meeting in Infinite Campus	Teacher writes referral Administration provides interventions and consequence
	Second	**Remove student from class and teacher follows up with referral** **Provide Interventions in Conjunction with Consequence** • Review and adjust interventions from above **Provide Consequence** • Multiple Days OSS • Support from counselor (Anger Management Training) • Meet with student, parents, teacher, case manager, counselor to develop behavior contract. • Document meeting in Infinite Campus	Teacher writes referral Administration provides interventions and consequence
	Third	**Remove student from class and teacher follows up with referral** **Provide Interventions in Conjunction with Consequence** • Review and adjust interventions from above **Provide Consequence** • Multiple Days OSS • Meet with parents to adjust behavior contract, warn of DeKalb disciplinary process, and review next steps (IEP/BIP, placement?) • Document meeting in Infinite Campus	Teacher writes referral Administration provides Intervention and Consequence
	Fourth	**Remove student from class and teacher follows up with referral** **Provide Interventions in Conjunction with Consequence** • Review and adjust interventions from above **Provide Consequence** • Multiple Days OSS • Start procedures with DeKalb for disciplinary action	Teacher writes referral Administration provides Intervention and Consequence

Sample of Behaviors	Offense	Response	Person Responsible
Inappropriate Contact of a Sexual Nature	First	**Remove student from class and teacher follow up with referral** **Provide Interventions** • Counselor support • Review IEP/BIP • Consult with counselor case manager, autism specialist **Provide Consequence** • Meet with parents, student, teacher, counselor to develop behavior contract • Document meeting in Infinite Campus	Teacher writes referral Administration provides intervention and consequence
	Second	**Remove student from class and teacher follow up with referral** **Review Interventions**	Teacher writes referral

		• Review/monitor interventions and make adjustments • Counselor Support **Provide Consequence** • ISS • Consult with counselor, case manager, autism specialist • Meet with parents, student, teacher, and counselor to revise behavior contract and disciplinary procedures • Document meeting in Infinite Campus	Administration provides intervention and consequence
	Third	**Remove student from class and teacher follows up with referral** **Review Interventions** • Review/monitor interventions and make adjustments • Counselor support **Provide Consequence** • OSS • Meet with parents, student, teacher, and counselor to revise behavior contract, warn of DeKalb disciplinary process and determine next steps (IEP, BIP, placement?) • Document meeting in Infinite Campus	Teacher writes referral Administration provides Intervention and Consequence
	Fourth	**Remove student from class and teacher follow up with referral** **Review Interventions** • Review/monitor interventions and make adjustments • Counselor support **Provide Consequence** • Multiple days of OSS • Meet with parents, student, teacher, and counselor to revise behavior contract, warn of DeKalb disciplinary process and determine next steps (IEP, BIP, placement?) • Document meeting in Infinite Campus • Begin disciplinary process	Teacher writes referral Administration provides Intervention and Consequence

Sample of Behaviors	Offense	Response	Person Responsible
Leaving School Grounds* May have a neurological component	First	**Teacher notifies front office and follows up with referral** **Intervention** • Two staff members follow the student and communicates with administration what is happening • Administration calls SRO and parents when the student gets off the property (end of driveway or bottom of the steps) • Staff stays with student until SRO arrives and student returns • Review IEP/BIP • **Provide Consequence** • Meeting with parent and student • Possible Saturday School • Possible OSS	Teacher writes referral Administration provides consequence
	Second	**Teacher notifies front office and follows up with referral** **Intervention** • Two staff members follow the student and communicates with administration what is happening • Administration calls SRO and parents when the student gets off the property (end of driveway or bottom of the steps) • Staff stays with student until SRO arrives and student returns • Review IEP/BIP • **Provide Consequence** • Meeting with parent and student and provides warning about risking multiple days of suspension	Teacher writes referral Administration provides consequence

		• Possible Saturday School – are we doing this? • Multiple OSS	

Sample of Behaviors	Offense	Response	Person Responsible
Direct Confrontation to a Teacher	First	**Remove student from class and teacher follows up with referral** **Provide Intervention in Conjunction with Consequence** • Review IEP/BIP • Consultation with teacher, Autism Specialist, Counselor, case manager • Possible retraining (if neurological) **Provide Consequence** • ISS or OSS • Meet with parent, teacher, student, and admin to develop behavior contract • Document meeting in Infinite Campus	Teacher writes referral Administration provides consequence
	Second	**Remove student from class and teacher follows up with referral** **Review Interventions in Conjunction with consequence** • Review/monitor interventions and make adjustments **Provide Consequence** • OSS • Meeting with teacher, student, and admin review/adjust behavior contract and review next steps (IEP/BIP, placement?)	Teacher writes referral Administration provides consequence
	Third	**Remove student from class and teacher follows up with referral** **Review Interventions in Conjunction with consequence** • Review/monitor interventions and make adjustments **Provide Consequence** • Multiple Days OSS • Meet with parents, student, teacher, and counselor to revise behavior contract, warn of DeKalb disciplinary process and determine next steps (IEP, BIP, placement?)	Teacher writes referral Administration provides consequence
	Fourth	**Remove student from class and teacher follows up with referral** **Review Interventions in Conjunction with consequence** • Review/monitor interventions and make adjustments **Provide Consequence** • Multiple Days OSS • Meet with parents, student, teacher, and counselor to revise behavior contract and determine next steps (IEP, BIP, placement?) • Start DeKalb disciplinary process	

Sample of Behaviors	Offense	Response	Person Responsible
Striking a Teacher (hitting, kicking, etc)	First	**Remove student from class and teacher follows up with referral** **Provide Intervention in Conjunction with Consequence** • Observation by counselor, Autism Support, Admin team • Counselor support (anger management) **Provide Consequence** • OSS • Student Apology or other restorative strategy	Teacher writes referral Administration provides consequence

		• Meeting with parent teacher, student, and admin to develop behavior contract	
	Second	**Remove student from class and teacher follows up with referral** **Review Interventions** • Review/monitor interventions and make adjustments **Provide Consequence** • Multiple days OSS • Student apology or other restorative strategy • Meeting with teacher, student, and admin review/adjust behavior contract, warn of DeKalb disciplinary process, and review next steps (IEP/BIP, placement?)	Teacher writes referral Administration provides consequence
	Third	**Remove student from class and teacher follows up with referral** **Review Interventions** • Review/monitor interventions and make adjustments **Provide Consequence** • Multiple days OSS • Start procedure with DeKalb for disciplinary action	

Sample of Behaviors	Offense	Response	Person Responsible
Hate Speech	First	**Write referral** **Provide Intervention in Conjunction with Consequence** • Observation by counselor, Autism Support, Admin team • Counselor support (anger management) **Provide Consequence** • Student Apology or other restorative strategy • Meeting with parent teacher, student, and admin to develop behavior contract	Teacher writes referral Administration provides consequence
	Second	**Write referral** **Review Interventions** • Review/monitor interventions and make adjustments **Provide Consequence** • OSS • Student apology or other restorative strategy • Meeting with teacher, student, and admin review/adjust behavior contract, warn of DeKalb disciplinary process, and review next steps (IEP/BIP, placement?)	Teacher writes referral Administration provides consequence
	Third	**Write referral** **Review Interventions** • Review/monitor interventions and make adjustments **Provide Consequence** • Multiple days OSS • Start procedure with DeKalb for disciplinary action	

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 decision 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 students 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 member must give Mel 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
Kyle Temple
Matt Tyson
Christy Gonzalez

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 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.

	APPROPRIATE	NOT PERMITTED
Shoes	Tennis shoes Dress shoes Sandals (closed or open toe)	Bare feet while at school or at school-sponsored activities Shoes with skates Bedroom slippers Flip flops
Tops	Tops that only allow the neck, head, and arms below the shoulder to be shown. Tops should be long enough to be tucked in Tank top straps must be at least 2 inches thick and not show any bra straps	Exposed midriffs, halters, backless, strapless, tube top, or spaghetti strap shirts Low-cut blouses Any cleavage or see-through clothing Men's sleeveless undershirts
Bottoms	Pants must be worn at the waist Short, skirts, and dresses must reach below the end of the fingers when student's arms are extended at the student's side	Sagging pants or underwear showing Short, short skirts
Accessories	Headgear worn for religious purposes Headgear, including hats, caps, nets, head scarves, bandanas, etc.	Spiked belts, collars, cuffs, or chains Hats/caps worn in the classroom, hallways, or other buildings except as required for health or safety purposes

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

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 is to use Declarative Communication rather than Imperative Communication.

Declarative Communication is language that offers 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 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 is make student X feel?" or "Is using those words being your best self?"

PROFESSIONAL STANDARDS

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 record always. 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 student 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.

GADoE Code of Ethics

Effective January 1, 2018

505- 6 -.01 THE CODE OF ETHICS FOR EDUCATORS

(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 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 Georgia Professional Standards Commission.

(b) "Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.

(c) "Child endangerment" occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.

(d) "Educator" is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission 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.

(e) "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 year of graduation.

(f) "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 Professional Standards Commission 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.

(g) "Revocation" is the invalidation of any certificate held by the educator.

(h) "Denial" is the refusal to grant initial certification to an applicant for a certificate.

(i) "Suspension" is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.

(j) "Reprimand" admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.

(k) "Warning" warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

(l) "Monitoring" is the quarterly appraisal of the educator's conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

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(m) "No Probable Cause" is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

(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 Students - 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 that would violate a state or federal law;
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).
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(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:
505-6-.01 Page 4
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 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 all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;
2. failure to make a required report of a 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 violation of state or federal law 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.
(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 Georgia Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.).
505-6-.01 Page 5
(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.
(5) Disciplinary Action
(a) The Georgia Professional Standards Commission 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 holder of a certificate:
1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-11 -10 (GaPSC Rule 505-6-.01);
2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-11 -10 (GaPSC Rule 505-6-.01);
3. order from a court of competent jurisdiction or a request from the Department of Human Resources 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. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);

5. suspension or revocation of any professional license or certificate
6. violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and
7. 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. 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.

Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5

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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- B. Responding to Suspected Abuse by an Adult (Other Than Staff or Volunteer)
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3. **Supervisor and Administrator Response**
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D. **Response to a Report of Suspicious or Inappropriate Behavior by a Staff Member or Adult Toward a Student**
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E. **Response to Student-on-Student Bullying and Harassment**
1. **Staff and Volunteer Response**
2. **Supervisor and Administrator Response**

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

Verbal Interaction

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:

a. Staff and volunteers must have supervisor approval for any tutoring or private coaching sessions.

b. Staff and volunteers will provide administration with a schedule of tutoring and coaching sessions that includes times, students involved, and location of sessions.

c. Tutoring and coaching sessions with Tapestry Public Charter School students may not occur outside of the school.

d. 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.

C. 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

D. 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

E. 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 trainings 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

1. 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.

2. Staff may not allow entry into the building for anyone except current staff without the individual first checking in at the front office.

3. 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.

1. 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.

2. 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.

3. All staff should wear name tags so that the student can easily recognize them as staff.

D. Monitoring High-Risk Activities

3. 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 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.

4. Locker Room Activities

The locker room procedures include:

a. Responsible staff should stand within earshot of the locker room when in use by students.

b. Responsible staff should routinely check inside the locker room so students know the locker room is monitored.

c. Locker room horseplay such as towel snapping is prohibited

d. 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:

a. Staff shall require students to remain in line of sight of staff at all times.

b. Staff shall specify narrow geographic boundaries in the program areas.

c. Staff shall remain in assigned specific areas to supervise students. No students should be in an area unsupervised.

d. 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:

a. The driver must be 23 years of age and have a valid, unrestricted Georgia Driver's License.

b. A copy of the driver's license and a certificate of insurance for the vehicle being used must be provided.

c. 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.

d. There must be at least 2 adults in the vehicle.

e. 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.

f. Drivers who have been convicted of a misdemeanor or felony driving under the influence will not be authorized to drive students.

g. 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.

h. Drivers with more than one moving violation within the past two years will not be authorized to drive students.

i. Drivers are expected to go directly from the point of departure to the point of destination.

j. Vehicles for transporting students must be in a safe and operable condition.

k. There must be a permission slip on file for each student traveling in a personally owned vehicle.

l. No mileage will be paid to drivers.

8. Off-Site Activities

The off-site procedures include: field trips, athletic events, and performances.

a. Principal approval is required for all off-site activities.

b. Parent/guardian approval is required for student attendance at off-site activities.

c. There must always be at least 2 staff members at all school-sponsored off-site activities.

d. 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.

e. 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:

a. All overnight activities must be documented and approved in writing by the principal or assistant principal.

b. Administrators are expected to regularly and randomly observe overnight activities on a scheduled and periodic basis.

c. 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.

d. 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.

e. There will be at least 2 staff members at all overnight activities.

f. 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:

a. Physical boundaries within the school buildings and grounds must be clearly defined and explained to the students.

b. 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.

c. A designated staff member will be assigned to check places such as the bathrooms, entrances and exits, hallways, etc. at regular intervals.

d. 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.

e. When performing room checks, staff should always go in pairs.

f. 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:

a. 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.

c. 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.

d. 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).

e. 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.

f. 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 to 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:

a. Review the need for additional supervision.

b. Review the need for revised policies or procedures.

c. Review the need for additional training.

d. 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 reoccurrence, such as:

a. Review the need for additional supervision.

b. Review the need for revised policies or procedures.

c. Review the need for additional training.

d. Alert others in the organization.

D. 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.

1. 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.

2. 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.

E. 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 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 parent/guardian of the accused and victim no later than 3 days after the investigation.
- Victim may request information regarding the sanction imposed on other 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**

Curriculum and Instruction

Standards
All middle and high school courses follow the Georgia Standards for Excellence. Teachers are responsible for ensuring that instruction meets the rigor of the standards for their grade level.

Unit Maps and Lesson Plans
Unit Maps (middle school) and Lesson Plans (high school) must be uploaded to Google docs at least two weeks prior to the beginning of the lessons being taught. One week prior to the teaching of the lessons, both co-teachers review the lesson plans and make changes based on student needs. These changes can include small group instruction, accommodations, and changes in the instructional strategies.

Assessments
Assessments are to be uploaded into GoogleDocs prior to teaching a unit. Teachers and administrators will review the results of these assessments in order to ensure students meet the rigor of the standards.

Universal Design for Learning (UDL)
Universal Design for Learning (UDL) is a framework that addresses the inflexible "one-size-fits-all" curriculum, which is the primary barrier to fostering expert learners within instructional environments. It is the inflexible curricula that raise unintentional barriers to learning. Learners who are "in the margins", such as learners who are gifted and talented or have disabilities, are particularly vulnerable. However, even learners who are identified as "average" may not have their learning needs met due to poor curricular design.

UDL helps address learner variability by suggesting flexible goals, methods, materials, and assessments that empower educators to meet these varied needs. Curricula that is created using UDL is designed from the outset to meet the needs of all learners, making costly, time-consuming, and after-the-fact changes unnecessary. The UDL framework encourages creating flexible designs from the start that have customizable options, which allow all learners to progress from where they are and not where we would have imagined them to be. The options for accomplishing this are varied and robust enough to provide effective instruction to all learners.

Lesson Plans (high school) and Unit Maps (middle school) are expected to have UDL strategies incorporated in one or all of the three areas:

- Provide Multiple Means of Representation
- Provide Multiple Means of Action and Expression
- Provide Multiple Means of Engagement

SEE-KS
Tapestry is in its fifth year of participating in the Social Emotional Engagement – Knowledge and Skills (SEE-KS) framework. Staff develops lessons that engage students by ensuring that they are emotionally invested, can be independent in any task, and have means to initiate engagement.

SEE-KS framework works hand in hand with Universal Design for Learning. Both frameworks are to be at the forefront of any instructional planning.

GRADING POLICY

Tapestry reports progress in 4.5 week intervals each semester. The purpose of the grade reporting is to communicate the student's current level of performance and progress on assignments based upon the four components of the grading protocol. Student's grades are expected to reflect an appropriate amount of assessments. There should be a balance of grades in each category based on the units of study. Students should be encouraged to complete work through a variety of school-wide and classroom interventions. For grades and grading practices to be effective, they should be accurate, consistent and meaningful. The Grading Protocol reflects formative and summative assessments.

Tapestry Grading Protocol			
Four Components with Sub-Categories			
Formative Assessments Prior to Learning and Assessments of Learning	**Assessments During Learning**	**Guided, Independent, or Group Practice**	**Summative Assessments *Assessments of Learning***
0%	***25%***	***45%***	***30%***

NOTE: If the course requires an End-of-Course assessment (EOC), the EOC will weigh 20% of the student's final grade. The remaining 80% of the student's grade is determined by the final average in the course.

PRE-ASSESSMENTS PRIOR to LEARNING - 0%

ARTS (VISUAL & PERFORMING)	**ENGLISH/ LANGUAGE ARTS**	**MATH**	**MUSIC**
• Oral & Written Quizzes • Quick Sketches • Visual/Verbal Journals • Classroom Discourse • Performance/Participation	• Pre-lesson Discussion • Visual Representations • 3-2-1 Assessment • Misconception Check • K-W-L • Writer's Workshop • Practice & Review • Quick Writes	• Formative Assessment Lessons from ALEKS • Pre-Test • Interactive Student Notebooks • Journal Prompts/Responses • Classroom Discourse • Thumbs Up/Down • Ticket out the Door • Student Portfolio • Rituals & Routines	• Daily work • Performance / Participation • Homework
PHYSICAL EDUCATION/ HEALTH	**SCIENCE**	**SOCIAL STUDIES**	**WORLD LANGUAGES**
• Oral/Written Quizzes	• Formal or Informal • Pre-Assessments	• Pre-Tests • Quizzes	• Oral Participation • Oral Questioning

		• Tests	• Debates/Discussions • Journal/Tmed Writing • Group/Partner Activities • Current Events • Authentic Listening
CTAE			
•Pre-Tests •Exit Tickets	•Interactive Notebooks •Journal Writing		•Pre-lesson discussion

ASSESSMENT DURING LEARNING - 25%

ARTS (VISUAL & PERFORMING)	ENGLISH/ LANGUAGE ARTS	MATH	MUSIC
• Oral & Written Quizzes • Quick Sketches • Visual/Verbal Journals Portfolios • Classroom Discourse • Performance/Participation	• Journaling • Guided Reading • Independent Reading • Compositions • Extemporaneous Speaking • Paired Activities • Listing, Charting, Webbing Free Writing • Classroom Discourse Pre-Reading	• Tasks from ALEKS • Quiz • Classroom Discourse • Mathematical Task • Journal Prompts/ Responses	• Daily work • Performance / Participation • Homework
PHYSICAL EDUCATION/ HEALTH	**SCIENCE**	**SOCIAL STUDIES**	**WORLD LANGUAGES**
PHYSICAL EDUCATION • Personal Management • Skills Assessment **HEALTH** • Personal Management • Oral/written Quizzes	• Skills Assessments • Quiz • Projects	• Journal Entries • Checklists • PopQuizzes •Concept Mapping •Classwork • Brain Pop • Interactive Notebook • Graphic Organizers • Study Guide • Q&A/questioning	• Extemporaneous Speaking • Oral Interviews • Storyboards • Journaling/Compositions • Portfolios • Independent/Guided Reading • Listening Comprehension Activities • Linguafolio
CTAE			
• Bell Ringer • Quizzes	• Projects		• Work Ethic Performance

GUIDED, INDEPENDENT, or GROUP PRACTICE - 45%

ARTS (VISUAL & PERFORMING)	ENGLISH/ LANGUAGE ARTS	MATH	MUSIC

•Sketches • Visual/Verbal Journals • Classwork • Daily Work • Homework •Projects •Portfolios •Performance/Participation	• Debates • Journaling • Think-Pair-Share • Socratic Seminar • Reflective questioning • Four Corners • Content Reading • Jigsaw •Research •Advanced organizers	• Tasks from ALEKS • Classwork • Interactive Student Notebook •Online Digital Resources • Journal Prompts/Responses • Mathematical Task • Graphic Organizers • Projects	•Classwork •Daily work •Performance / Participation •Homework
PHYSICAL EDUCATION/ HEALTH	**SCIENCE**	**SOCIAL STUDIES**	**WORLD LANGUAGES**
PHYSICAL EDUCATION • Participation • Classwork •Project **HEALTH** • Participation • Classwork •Homework •Project	• Classwork • Project or Performance •Homework	• Projects • Collaborative Work • Debates Concept Mapping • Graphic Organizers • Classwork	• Extemporaneous Speaking • Questioning/Responses • Debates/Discussions • Storyboards • Journals/Portfolios • Guided & Independent Reading • Composition/Essays • Listening Comprehension Activities • Guided Writing • Story Mapping • Linguafolio
CTAE			
• Classwork • Performance/Participation	• Projects • Labs		• Homework

SUMMATIVE ASSESSMENTS or ASSESSMENT of LEARNING - 30%

ARTS (VISUAL & PERFORMING)	**ENGLISH/ LANGUAGE ARTS**	**MATH**	**MUSIC**
Oral & Written Quizzes •Sketches/Portfolios • Visual/Verbal Journals • Culminating Project • Self-Assessments • Performance-based Exam •Final or Culminating Exam	• Portfolios • Compositions • Self-Assessments • Double Entry Journals • Culminating Project or Performance • Final or Culminating Exam	• Tests from ALEKS • Online Digital Resource • Test • Project • Mathematical Task • Final or Culminating Exam	• Tests • Quizzes • Performance-based Exam • Final or Culminating Exam
PHYSICAL EDUCATION/ HEALTH	**SCIENCE**	**SOCIAL STUDIES**	**WORLD LANGUAGES**
• Unit Tests	• Formal Post-Assessment	• Unit Tests	• Story Boards

• Quizzes • Culminating Project • Self-Assessments • Performance-based Exam • Final or Culminating Exam	Test • Culminating Project or Performance • Final or Culminating Exam	• Major Tests • Common Assessments • Formal Interviews • Final or Culminating	• Journals • Portfolios/Discussions • Listening Comprehension Activities • Independent Writing • Performance-based Listening, Reading, Viewing Assessments • Performance-based Exam • Self Assessments •Story Mapping •Linguafolio
CTAE			
• Unit Tests • Culminating Projects	• Portfolios • Performance Task Assessments		• Final or Culminating Exam

Types of Assessments

Formative Assessment is an ongoing assessment that provides information to guide instruction. Formative assessments can either be formal or informal. Formative assessment:

- Provides students with timely feedback
- Provides information to teachers in order to differentiate instruction
- Provides information about students' strengths and weaknesses
- Provides curricular information as students move toward meeting the expectations of the learning targets and success criteria

Summative Assessment is a culminating result using assessment information based upon meeting established learning targets. A summative assessment is typically used to arrive at a conclusion of what a student knows and can do. Summative assessment:

- Designed to provide students with an opportunity to be reassessed if they were not proficient on their first attempt
- Designed with clear and descriptive success criteria
- Administered after students have been exposed to feedback from formative assessments during the teaching and learning process
- Administered after opportunities to learn the content and skills have occurred with support from the teacher(s)
- Administered at the end of the learning unit

Grading Scale

Tapestry uses the DeKalb County school district's grading scale. The state of Georgia has set 70 as the minimum passing grade.

A = 90 - 100
B = 80 - 89
C = 71 – 79
D = 70
F = 69 or below
W = Withdrawal/pass or fail
NG = No Grade (for students enrolled fewer than 20 school days with no transfer grades)
INC = Incomplete (with approval of the principal)

Frequency of Grades

Teachers will submit at least two grades into Infinite Campus every week. Grades will be inputted by Monday morning. Teachers will give at least one Summative Assessment per unit. Projects may be counted as an additional summative assessment.

Progress Reporting

Student Progress Reports and IEP Progress on Goals will be issued at four and a half, nine, and thirteen and a half weeks into each semester. Student progress will be monitored through grades on Infinite Campus, which include end-of-unit assessments. Teachers are responsible for reporting deficiencies to parents along with a plan for intervention and support.

Homework

Homework assignments should be meaningful and should be an application, adaptation, or preview of a classroom experience. Homework shall be considered the possession of the student and should be collected, evaluated and returned to the students.

Academic Integrity

Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password.

Missed Work

If a student has an excused absence s/he has as many days to make up all work missed. (Ex: 2 days absent = 2 day to submit makeup work). Absences are excused with a note from a parent or guardian. Missed work due to unexcused absences will be given a 0%. **Individual student accommodations regarding making up missed work will be implemented according to a student's IEP or 504.*

Late Work

Students shall be permitted to turn in late work 1 week prior to the end of the quarter (4.5 weeks) for full credit as the purpose of the assignment is to reflect student learning. If the work is not submitted by that time the assignment is recorded as a 0 in the grade book. This policy is meant to stress the importance of turning in work in a timely manner while simultaneously providing students the opportunity to learn at a different rate. **Individual student accommodations regarding turning in late work will be implemented according to a student's IEP or 504.*

Reassessment Policy
Students shall be permitted to re-assess or revise any assessment in which he/she scored lower than a 75%. Students shall have until the next Unit test to complete their re-assessment. Students shall earn back a half credit for each point lost on the original assessment.**Individual student accommodations regarding retesting will be implemented according to a student's IEP or 504.*

Grading Students When Absent From School
1. Students must be enrolled at least 20 days during the semester to receive numerical grades on a report card for the current semester.

2. A student is permitted and encouraged to make up work missed because of excused absences. Upon returning to school following an absence, it is the student's responsibility to contact the teachers to request make-up work. The student will receive the actual grade on the make-up work if the absence was excused.

Grade Reporting
Grading, promotion, and retention are the responsibilities of the individual teacher and are subject to approval and review by the principal. Careful evaluation by the teacher and principal will ensure that all grades issued and recommendations made will be in the best interest of the student.

Staff will communicate with parents if there are concerns related to a student's failing a class prior to issuing a progress report that reflects a failing grade. If parents have other concerns related to their child's progress they will schedule a parent conference.

Promotion/Retention of Students
Students must have a passing grade in each core subject by earning an average of 70 or above when averaging the combination of two nine-week grades during the semester. Any student who receives an average for both semesters of 69 or below shall fail the subject for the year. Students who do not pass all core subjects may be retained in the same grade, based on the recommendations of the teachers, principal, and the academic goals for the student. The Individual Educational Plan (IEP) team shall determine promotion or retention of students receiving special education services.

Eighth grade students who do not perform at grade level on the math and reading portions of the Georgia Milestones may be retained in the 8th grade.

Student Attendance Policy

Regular attendance is essential to the learning process. Students who are absent from school are deprived of a variety of educational experiences granted to their peers. In addition to the loss of education for their children, parents are held to state laws regarding Compulsory Attendance. State law indicates that any parent/guardian who does not comply with compulsory attendance mandates (O.C.G.A. 20-2-690) shall be guilty of a misdemeanor.

Absences from school are identified as "excused" or "unexcused." **An excused absence** is: personal illness, serious illness, death in the immediate family, recognized religious holiday observed by the individual's faith, court mandate, other conditions rendering school attendance impossible or hazardous to a student's health or safety, and school day missed as a result of out-of-school suspension.

Some pre-arranged absences can qualify as "excused." These absences include scholarship interviews/college visitations, travel opportunity with educational benefits, graduation or wedding of an immediate family member, specialized education experience, or circumstances mutually agreed to by the parent and principal. Any pre-arranged absences must be approved with the principal or designee before the absence occurs and cannot exceed 4 days per year.

An **unexcused absence** is an absence from school or class for any reason other than those listed above.

Documentation of Attendance

Whenever a student is absent for any reason, a note from the parent must be sent to the administrative office within three days stating the child's name, date of absence, reason for absence, and parent's signature. An email from the parent's home email will be accepted. Once the school receives the information, an administrator or designee will make the decision as to whether the absence qualifies as "excused" or "unexcused."

Sample of Behaviors	Offense	Response	Person Responsible
Unexcused Absence	First	**Provide Intervention** • Meet with students to discuss reasons for absences and strategies to ensure that they come to class • Consult with autism specialist, case manager, student support specialist **Provide Consequence** • Contact parent via email or telephone • Document contact in Infinite Campus	Teacher
	Second	**Provide Intervention** • Meet with students to discuss reasons for absences and strategies to ensure that they come to class • Consult with autism specialist, case manager, student support specialist **Provide Consequence** • Contact parent via email or telephone	Teacher

		• Document contact in Infinite Campus	
	Third	**Teacher notifies counselor (if counselor is unaware)** **Provide Intervention** • Counselor meets with student to discuss options and strategies for attending class **Provide Consequence** • Send out a "3-day" notice and document the letter in Infinite Campus	Teacher Counselor provides interventions and consequences
	Fourth	**Teacher notifies counselor (if counselor is unaware)** **Provide Intervention** • Counselor meets with student to discuss options and strategies for attending class **Provide Consequence** • Counselor contacts parents to set up meeting with parents, student and admin to complete the Attendance Intervention Summary Form •Counselor documents meeting in Infinite Campus	Teacher Counselor provides interventions and consequences
	Fifth	**Teacher notifies counselor (if counselor is unaware)** **Provide Intervention** • Counselor meets with student to discuss options and strategies for attending class **Provide Consequence** • Counselor contacts parents to set up meeting with parents, student and admin to complete the Attendance Intervention Summary Form •Counselor documents meeting in Infinite Campus	Teacher Counselor

Excessive Excused Absences

Some of our students have many excused absences due to medical conditions. Some of these conditions include diabetes, Sickle Cell Disease, and anxiety.

In the 2019-2020 school year, we are implementing a multi-tiered system of support for excessive excused absences. We will have the support of View Point Health to work with our students and families on strategies to keep students in school. The Student Support Specialist and Counseling Department will be monitoring student absences and assist View Point Health staff, and families to develop plans of action for increased attendance.

Tardies

Excessive tardies will be addressed by the school's counselor, Student Support Specialist and the administration. Interventions will be put in place to assist students and families in ensuring timely arrival to school.

Sample of Behaviors	Offense	Response	Person Responsible
Tardies	First	**Provide Intervention** • Meet with students to discuss reasons for tardies and strategies to ensure that they come to class on time • Provide a verbal warning **Provide Consequence** • Mark attendance with a "T" • Mark how many minutes the student was tardy in the "notes" section of the attendance form in Infinite Campus	Teacher
	Second	**Provide Intervention** • Meet with students to discuss reasons for tardies and strategies to ensure that they come to class on time • Consult with autism specialist, case manager, student support specialist • Warn student of further consequences **Provide Consequence** • Mark attendance with a "T" • Mark how many minutes the student was tardy in the "notes" section of the attendance form in Infinite Campus •Notify parent via email or telephone and document contact in Infinite Campus	Teacher
	Third	**Provide Intervention** • Meet with students to discuss reasons for tardies and strategies to ensure that they come to class on time • Consult with autism specialist, case manager, student support specialist • Warn student of further consequences **Provide Consequence** • Mark attendance with a "T" • Mark how many minutes the student was tardy in the "notes" section of the attendance form in Infinite Campus • Lunch detention with teacher • Notify parent of lunch detention via email or telephone and document contact in Infinite	Teacher

		Campus	
	Fourth	**Write referral** **Provide Intervention** • Review and adjust interventions • Observation by case manager, Autism Specialist, admin **Provide Consequence** • Meeting with parent, student,teacher to develop attendance contract • Additional consequences can be Saturday School, after school, etc. • Document meeting in Infinite Campus	Teacher writes referral Administration provides interventions and consequences

Skipping Class

If a student is absent from class without permission for more than 50% of the class, that absence is considered "unexcused."

Sample of Behaviors	Offense	Response	Person Responsible
Skipping Class (being out of class for more than 50% of the class period)	First	**Provide Intervention** • Meet with students to discuss reasons for skipping class and how to alleviate the problem • Give a verbal warning • Consult with autism specialist, case manager, student support specialist, counselor • Observations by support staff **Provide Consequence** • Mark the student absent in Infinite Campus • Contact the parents via email or telephone and document contact in Infinite Campus	Teacher
	Second	**Write referral and document absence in Infinite Campus** **Provide Intervention** • Meet with student to discuss reasons for skipping class and how to alleviate the problem **Provide Consequence** • Parent meeting with student and set up behavior contract and establish guidelines for attending class • Possible Saturday School • Possible OSS	Teacher writes referral and documents absence in Infinite Campus Administration provides Intervention and Consequence

	Third	**Write referral and document absence in Infinite Campus** **Review Interventions** • Student conference regarding attendance policy **Provide Consequence** • Parent meeting with student and review behavior contract and establish guidelines for attending class • Possible Saturday School • Possible OSS	Teacher writes referral and documents absence in Infinite Campus Administration provides Intervention and Consequence
	Fourth	**Write referral and document absence in Infinite Campus** **Provide Intervention** • Student conference regarding attendance policy **Provide Consequence** • Parent meeting with student and review behavior contract and establish guidelines for attending class • Possible Saturday School • Possible OSS • Meeting with teacher, student, and admin review/adjust behavior contract, warn of Dekalb disciplinary process, and review next steps (IEP/BIP, placement?)	Teacher writes referral and documents absence in Infinite Campus Administration provides Intervention and Consequence

Instructional Programming

Middle School

The 2019-2020 Middle School Schedule is as follows:

	Per.	Peck Berger	Patel Espinosa	Chuboff Clement	Ellison Outar	Holcombe Miller	Bernardo Thomas	PE	Electives
8:30-9:00	Houses								
9:00-9:50	1	ELA 6 Blue	Math 6 Red	SS 7 Blue	Math 8 Red	Sci 7 Red	ELA 8 Blue		
9:50-10:40	2	SS 6 Blue	Sci 6 Red	ELA 7 Blue	Math 7 Red	WIN 8	WIN 8		
10:40-11:30	3	ELA 6 Red	Sci 6 Blue	SS 7 Red	Math 8 Blue	Sci 7 Blue	ELA 8 Red		
11:30-12:00	Lunch								
12:00-12:50	4	SS 6 Red	Math 6 Blue	ELA 7 Red	Math 7 Blue	Sci 8 Blue	SS 8 Red		
12:50-1:40	5	Planning	Planning	WIN 7	WIN 7	Sci 8 Red	SS 8 Blue	PE 6	
1:40-2:30	6	Planning	Planning	Planning	Planning	Planning	Planning	PE 8	6/7 Electives
2:30-3:20	7	WIN 6	WIN 6	Planning	Planning	Planning	Planning	PE 7	8th Electives

Houses
For 30 minutes a day, middle school students are grouped into Houses based on interest. These houses are composed of students in grades six through eight:

- Life Science
- Art
- Theater
- Robotics
- MakerShop
- Computer Science
- Literature

The purpose of the houses is to create a sense of community among staff and students while working on community based problems. At the beginning of the year, students will investigate problems or issues throughout the community and will create solutions through their work in houses.

WIN
Middle school students spend approximately 45 minutes a day on "What I Need" or WIN. Students who qualify as Gifted receive qualitatively different curriculum and instruction, students who require Tier II support receive intervention services, and students whose IEP goals are not met during the regular class

time will have an opportunity to work on them during this time. The WIN time is flexible and groups change based on the needs of students.

Unit Maps

Middle school curriculum is based on individualized learning. Each unit of study for the four content areas (English Language Arts, Social Studies, Science, and Math) will be organized into "Unit Maps." These unit maps contain individual and small group tasks based on the tasks' Depth of Knowledge with DOK 4 task being more cognitively complex than DOK 1 tasks.

At the beginning of each unit students will take a pre-test and, based on the item analysis of the answers will receive an individualized learning plan. Throughout the unit students will follow their own plan and complete an end of unit assessment to determine growth.

Teachers will provide small group instruction throughout the unit to push students to access more complex curriculum or provide additional scaffolding.

Milestones

All middle school students will take the Milestones End-of-Grade assessment at the end of the year. Grade 8 students must pass both the ELA and Math portions of the Milestones in order to be promoted to the ninth grade. Eighth grade students who fail either or both portions of the assessment will have an opportunity to retake the test in the summer.

High School

High School instructional time is based on a block schedule:

Block	Time
Advisory	8:30-9:00
1	9:00-10:30
2	10:30-12:00
Lunch	12:00-12:30
3	12:30-2:00
4	2:00-3:40

Each period is 90-minutes long. A year's worth of curriculum is covered in one semester. Students will earn one Carnegie unit a semester for each class in which the following is achieved:

- 135 hours of seat time
- Passing grade of at least a 70%
- Participation in Milestones End-of-Course Assessments
    - Not all high school courses have an End-of-Course Assessment. In these classes, students will take a final exam.
    - Milestones End-of-Course Assessment will count for 20% of the final grade.

Diplomas
Tapestry offers high school diplomas to all students who complete the required courses. See information on following page

Standards
All high school courses follow the Georgia Standards for Excellence. Teachers are to ensure that instruction meets the rigor of the standards for their grade level.

Curriculum Maps and Course Syllabus.
Teachers must submit a curriculum map and course syllabus to administration one week prior to the first day of class.

Curriculum Maps will follow the Georgia Standards for Excellence Curriculum Maps. However, a teacher may create their own curriculum map and submit it to administration for approval.

Every course will have a syllabus using a prescribed format. Teachers may not arbitrarily change guidelines without writing and issuing another syllabus to reflect the major changes. When in doubt about an issue, consult with administration.

Lesson Plans and Unit Maps
Lesson Plans and Unit Maps are to be uploaded into the Google platform at least two weeks in advance of the lesson. Lesson plans must include the information on the template.

Assessments
Assessments are to be written and uploaded into Google Doc prior to the first day of said unit. Teachers will analyze end-of-unit assessments and will meet with administration to discuss supports for students.

TAPESTRY PUBLIC CHARTER SCHOOL DIPLOMA WITHOUT DIPLOMA SEAL

Student's Last Name: _____ **Student's First Name:** _____ **Student #**_____

Counselor's Name: K. Bledsoe/D.Miles **Counselor's Signature:** _____ **Date:** _____

General Education Diploma 1. Complete 23 units including required courses 2. 135 hours of seat time per unit 3. Complete Milestones End of Course (EOC) assessments (20% of grade)	
Units	Subject
4	English Language Arts • *Ninth Grade Literature and Composition required (EOC)* • *World Literature and Composition required* • *American Literature and Composition required (EOC)* • Additional ELA course
4	Mathematics • *Coordinate Algebra required (EOC)* • *Analytic Geometry required (EOC)* • *Advanced Algebra required* • Additional Mathematics course (IEP team may determine that a student has to take an additional math class)
4	Science • *Biology required (EOC)* • *Physical Science or Physics required (EOC)* • *Chemistry, Earth Systems, Environmental Science or AP Course required* • Fourth science or approved CTAE class
3	Social Studies • *World History required* • *US History required (EOC)* • *Am Gov./Economics required (EOC for Economics)*
1	Health/Physical Education • *Health/Personal Fitness required*
3 (Any combination of classes from these subjects)	World Language • 2 units in the same Foreign Language are needed for most college admissions • Spanish I, II and III offered at Tapestry
	Career, Technical, and Agricultural Education • Various technology classes offered at Tapestry
	Fine Arts • Visual Arts (Comprehensive Art/Painting/Sculpting) • Music (Band/Chorus/Introduction to Jazz/Music Technology/Guitar) • Drama
4	Electives • Can choose classes from Foreign Language/CTAE/Fine Arts • General Humanities electives • Internship

Total Units Required for Graduation: 23

Parent's/Guardian's Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____

Special Education

Tapestry Public Charter School is committed to ensuring that all students with disabilities receive a quality education within a general education classroom setting. We offer a curriculum that meets Georgia Professional Standards at both the middle and high school level.

Special Education Settings

As part of Dekalb County Schools, Tapestry provides a continuum of services for students with IEPs. Our general education classes are small (16-18 students). The core content classes (English language arts, mathematics, science, and social studies) are co-taught by a teacher certified in the content area and a Special Education teacher. Given this supportive environment, we find that many students who previously required a more restrictive special education setting often flourish in our full-inclusion model.

All students have access to the general education curriculum with opportunities to receive differentiated instruction. Students who require more support will receive scaffolded, intensive small group instruction that supports their attainment of grade level standards.

Accommodations and Modifications

Our charter requires us to provide all students the opportunity to obtain a general education diploma upon high school graduation. To that end, we will ensure that students with an IEP have access to grade level curriculum with all necessary accommodations. An accommodation is a change in instruction that enables children to demonstrate their abilities in the classroom or assessment setting. Accommodations can include alterations to presentation, response, scheduling, or settings. When used appropriately, accommodations reduce or even eliminate the effects of a child's disability; but do not reduce or lower the standards or expectations for content.

If accommodations of presentation, response, or setting do not prove successful, an IEP team may decide that a student requires modified curriculum. Modifications are alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency. A middle school student who receives modified curriculum may not be adequately prepared to complete the rigorous demands required of a high school diploma. The decision to modify curriculum is an IEP decision and will be determined using input from all members of the team.

Home School Communication

Parents
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 staff 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.

Up-to-date Information
Frequent and constant communication to parents and students provides a calming influence on the school as a whole. It is better to communicate a lot rather than a little.

Parents need to have all information regarding their child and the school readily available. This information can be obtained from our weekly newsletters (responsibility of the administration), website (responsibility of administration/office staff), Infinite Campus (responsibility of teacher), and Google Classroom (responsibility of teacher). The information contained in these documents must be up to date.

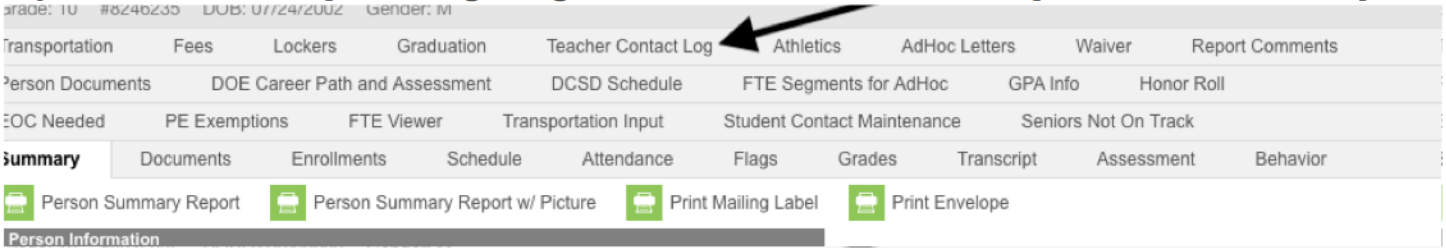
Communication
Parents are seen as a member of a team whose sole purpose is to support the child to achieve social, emotional, and academic growth. Email is a vehicle that we use to communicate with parents.

If staff is contacting parents due to a behavioral issue, the email must have a collaborative tone rather than an accusatory tone. State the facts of the incident in a non-emotional manner and ask for their support. Also, include next steps that we are taking to work with the student to support more appropriate behavior.

Collaborative tones must also be used when contacting parents regarding tardies, absences, or lack of academic progress.

Get advice from another colleague or administration if you have any questions regarding an email.

Any notification sent to parents regarding academics or behavior must be inputted into Infinite Campus.



Note: All emails to parents and between staff are public records. Do not say anything in an email that you would not want shared publicly.

<u>Email Parameters</u>

- Provide truthful, factual information
- Do not blame the child or apply a label (i.e. child is "lazy")
- Offer solutions
- Use a collaborative tone

Independence and Self-Advocacy
Tapestry encourages independence and self-advocacy for its middle and high school students. When a parent communicates an issue to a staff member, the staff member will decide whether the issue or concern can be handled at the student level or needs to remain a conversation between adults. If the issue is one that the student can discuss directly with his/her teacher (homework, missing assignments, and grades), we will work with the parent to support the child in bringing up the issue or concern directly to that teacher. Some issues such as bullying, harassment, social norms, and academic expectations will be handled at the adult level and may involve administration support.

Main Point of Contact
Parents will communicate any questions/concerns about academics or behavior to the specific teacher.

For students with IEPs, the Special Education Case Manager should be the first point of contact, however parents are welcome to include the specific content teacher in all communication.

If the office staff receives complaint/issue/concern they will refer the parent to the teacher. If the administration is aware of a concern, teachers will be included in conversations and solutions.

Email and Voice Mail
Staff will respond to non-emergency email and voice mail within twenty-four hours. If there is an urgent problem related to the health or safety of a student please notify administration immediately.

Newsletter
Tapestry sends out a weekly newsletter via email. Please review this document, as there is a wealth of information within it.

Web Presence
Tapestry has its own website we use to post information for the general public (www.tapestrycharter.org).

Parent-Teacher Conferences
A teacher or parent may request a conference at any time during the school year. All conferences are to be arranged in advance via a parent call or written request. Parents are to check in at the office before going to the classrooms for a conference.

Formal Parent-Teacher Conferences will be held the following dates and times:
Thursday, Oct. 24th, 4-8 pm, High School
Tuesday, Oct. 29th, 4-8 pm, Middle School
Tuesday, March 31st, 4-8 pm, Middle School
Thursday, April 2nd, 4-8 pm, High School

Classroom Visits
Tapestry values the concept of parents as partners in education. Parent and community support and assistance are vital in all facets of the school program. Parent and community members are especially welcome to observe students in the academic setting through special activities and events taking place in

the schools. Parents/Community members interested in observing a class, must provide a 24-hour notice of observation.

FORMS

- FIELD TRIP
- EXTRACURRICULAR ACTIVITY APPLICATION
- EXTRACURRICULAR PERMISSION FORM
- PURCHASE ORDER

- REFERRAL
- HALL PASS
- BULLYING REPORT AND FLOW CHART
- INCIDENT REPORT

- EVENT FORM
- FUNDRAISING FORM

Tapestry Public Charter
Staff Handbook
2019-2020

I have read the information contained in the 2019-2020 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 _____

Date _____

EXHIBIT 16

PROOF OF INSURANCE

Tapestry Public Charter School

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 04/01/2021

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	CONTACT NAME: Avery Clark	
Sterling Seacrest Partners, Inc	PHONE (A/C, No, Ext): (678) 424-6500	FAX (A/C, No): (678) 424-6527
P O Box 724137	E-MAIL ADDRESS: aclark@sspins.com	
Atlanta GA 31139	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A : Selective Way Insurance Co	26301
INSURED	INSURER B : Selective Ins Co of South Carolina	19259
Tapestry School, Inc., DBA: Tapestry Public Charter School	INSURER C : Selective Ins Co of America	12572
3130 Raymond DR	INSURER D :	
	INSURER E :	
Atlanta GA 30340	INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** 21-22 Master Liab. **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:	Y		S2096362	04/01/2021	04/01/2022	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG Employee Benefits Retro	$ 1,000,000 $ 1,000,000 $ 20,000 $ 1,000,000 $ 2,000,000 $ 2,000,000 $ 1,000,000
A	AUTOMOBILE LIABILITY [ ] ANY AUTO [ ] OWNED AUTOS ONLY [ ] SCHEDULED AUTOS [X] HIRED AUTOS ONLY [X] NON-OWNED AUTOS ONLY	Y		S2096362	04/01/2021	04/01/2022	~~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			S2096362	04/01/2021	04/01/2022	EACH OCCURRENCE AGGREGATE	$ 3,000,000 $ 3,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N [ ] (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		WC7997930	04/01/2021	04/01/2022	[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
C	Crime - Employee Theft Blanket			B6052524	04/01/2021	04/01/2022	Excess Limit:	250,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

DeKalb County Board of Commissioners is included as an Additional Insured by virture of a written or oral contract or by the issuance of a permit but only with respect to operations by or on behalf of the insured, or to facilities of, or facilities used by the insured.

CERTIFICATE HOLDER

DeKalb County Board of Commissioners
75 Langley Drive
Lawrenceville GA 30046

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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ADDITIONAL COVERAGES

Ref #	Description	Coverage Code	Form No.	Edition Date
	Abuse or Molestation Retro 3-1-2014			

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
1,000,000			0		

Ref #	Description	Coverage Code	Form No.	Edition Date
	School Board Legal Liab Aggregate			

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
2,000,000			5,000		

Ref #	Description	Coverage Code	Form No.	Edition Date
	School Board Legal Liab Retro 3-1-2014			

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
1,000,000	2,000,000		5,000		

Ref #	Description	Coverage Code	Form No.	Edition Date
	Experience Mod Factor 1	EXP01		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

OFADTLCV

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Tapestry Public Charter School

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 04/01/2021

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.

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PRODUCER	CONTACT NAME: Avery Clark	
Sterling Seacrest Partners, Inc	PHONE (A/C, No, Ext): (678) 424-6500	FAX (A/C, No): (678) 424-6527
P O Box 724137	E-MAIL ADDRESS: aclark@sspins.com	
Atlanta GA 31139	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A : Selective Way Insurance Co	26301
INSURED	INSURER B : Selective Ins Co of South Carolina	19259
Tapestry School, Inc., DBA: Tapestry Public Charter School	INSURER C : Selective Ins Co of America	12572
3130 Raymond DR	INSURER D :	
	INSURER E :	
Atlanta GA 30340	INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** 21-22 Master Liab. **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:			S2096362	04/01/2021	04/01/2022	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG Employee Benefits Retro	$ 1,000,000 $ 1,000,000 $ 20,000 $ 1,000,000 $ 2,000,000 $ 2,000,000 $ 1,000,000
A	AUTOMOBILE LIABILITY [ ] ANY AUTO [ ] OWNED AUTOS ONLY [ ] SCHEDULED AUTOS [X] HIRED AUTOS ONLY [X] NON-OWNED AUTOS ONLY			S2096362	04/01/2021	04/01/2022	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			S2096362	04/01/2021	04/01/2022	EACH OCCURRENCE AGGREGATE	$ 3,000,000 $ 3,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N [ ] (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		WC7997930	04/01/2021	04/01/2022	[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
C	Crime - Employee Theft Blanket			B6052524	04/01/2021	04/01/2022	Excess Limit:	250,000

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

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AUTHORIZED REPRESENTATIVE

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ADDITIONAL COVERAGES

Ref #	Description	Coverage Code	Form No.	Edition Date
	Abuse or Molestation Retro 3-1-2014			

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
1,000,000			0		

Ref #	Description	Coverage Code	Form No.	Edition Date
	School Board Legal Liab Aggregate			

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
2,000,000			5,000		

Ref #	Description	Coverage Code	Form No.	Edition Date
	School Board Legal Liab Retro 3-1-2014			

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
1,000,000	2,000,000		5,000		

Ref #	Description	Coverage Code	Form No.	Edition Date
	Experience Mod Factor 1	EXP01		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

OFADTLCV

Copyright 2001, AMS Services, Inc.

Previous Policy Number	Policy Number:
S 2096362 Tapestry Public Charter School	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 PARTNERS, 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: 04-01-2021
To: 04-01-2022

12:01 A.M. Standard Time At {your} Mailing Address Above.

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: $2,985 **Minimum Premium:** $1,000

Item 8.
Endorsements Attached to this Coverage:

Refer to **{Commercial Policy Forms and Endorsement Schedule}**

COUNTERSIGNED BY: _____ **DATE:** _____
(Authorized Representative)

INSURED'S COPY

EXHIBIT 17

NOT APPLICABLE
TAPESTRY DOES NOT USE AN EDUCATION MANAGEMENT ORGANIZATION

EXHIBIT 18

ASSURANCES AND REQUIRED STATEMENTS

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 Tapestry Public Charter School located in DeKalb 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 the charter 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 Language 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 a for-profit entity for education and/or management services;
16. Shall notify the state of any changes in for-profit 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 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, 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 this state;
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 all criteria used to calculate QBE funding may not be 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 19th day of July , 202_.

Governing Board Chair, Charter School

July 19, 2021
Date

This Charter School Application, Assurance Form, and attached Exhibits were approved by the DeKalb Board of Education on the day of , 202_.

Chair, DeKalb Board of Education

Date

Superintendent, DeKalb 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

Chair, DeKalb Board of Education

Date

Superintendent, DeKalb Board of Education

Date

EXHIBIT 19

PARTNERSHIPS

Alliance Theatre

institute

Thursday, November 5, 2020

To Whom It May Concern:

On behalf of the Alliance Theatre, I am writing to wholeheartedly recommend that Tapestry Public Charter School receive their charter renewal.

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

Mannie Rivers, theater teacher at Tapestry, serves on the Alliance Theatre Institute Advisory Committee, offering his insights 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
Manager of Education Services
Alliance Theatre

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MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (the "MOU") is entered into and effective as of the 15 day of July, 2019 ("Effective Date") and is among (1) Tapestry School, Inc. (hereinafter "Tapestry"), having an address at 3130 Raymond Dr., Doraville, GA 30340, (2) Children's Healthcare of Atlanta, Inc., a Georgia nonprofit corporation having an address at 1677 Tullie Circle NE, Atlanta, GA 30329 (hereinafter "Children's"), (3) Marcus Autism Center, Inc., a Georgia nonprofit corporation having an address at 1920 Briarcliff Rd NE, Atlanta, GA 30329 (hereinafter "MAC") and (4) Emory University, a Georgia nonprofit corporation having an address at 1599 Clifton Road NE, 4th Floor, Atlanta, Georgia 30322. The parties may each be referred to individually as a "Party", and collectively as "Parties."

1. Purpose.

The purpose of this MOU is to set forth the Parties' understanding as to the terms and conditions under which they shall collaborate on research to develop, evaluate and refine community-viable educational initiatives for children with autism from preschool through high school (the "Collaboration"). The Collaboration will encompass both research and practice to develop organizational and professional development initiatives and tools to improve and evaluate children with autism through the performance of various research projects (each a "Project"). The Collaboration is based on trust, dedication to common goals, and an understanding of each other's expectations, requirements and values.

The broad range of possible research questions that may be studied includes, but is not limited to:

- How do we balance student self-determination and parent involvement to pave the road to independence?
- How do we adequately define and measure student success in our diverse student body?
- How do we promote a culture of social acceptance and inclusion?
- How do we continue to attract, recruit, and develop teaching staff that carries Tapestry's vision forward?
- How do we continue to promote our students' social-emotional and mental health?

Defining, measuring, and validating essential school components will create effective organizational and professional development initiatives and make educational innovations accessible to middle and high schools across the country. It will also increase Tapestry's capacity for gaining charter renewal and evaluating school performance.

2. Collaboration Objectives.

The Parties agree on the following objectives:

a. They will develop and refine operational definitions for practices that reflect inclusive, individualized school models for both neurotypical students and those on the autism spectrum.

b. They will create and implement practical strategies for assessing these practices.

c. They will evaluate whether these practices impact classroom interactions and student learning as intended.

3. Steering Group.

a. The Steering Group will be comprised of partners from the Parties, contributing diverse professional experiences and roles. The Steering Group shall be comprised of:

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i. the Tapestry Board Chair (or designee)
ii. the Tapestry Principal
iii. the co-Directors of the Educational Science Research Core at Marcus Autism Center ("ESRC")
iv. members of the research committee and team
v. members of the Tapestry teaching staff

The Tapestry Board Chair (or designee), the Tapestry Principal, and the co-Directors of the ESRC shall co-lead the Steering Group.

b. The Steering Group will collaborate with advisors, including champions of particular issues (e.g., community partners), stakeholders that may directly benefit from this Collaboration (e.g., parents and students), and other individuals that can provide valuable feedback on specific ideas, products, and tools (e.g., teachers, staff members).

c. The Steering Group shall meet once monthly to develop research questions to be answered.

d. The Steering Group will report regularly to individuals designated by each of the Parties, such as Tapestry's Board.

e. The Steering Group will share decision-making and control, and will formalize an operational structure for the Collaboration, outlining:

i. Leadership roles and responsibilities,
ii. Strategies for communicating with parents and teachers (including how the Collaboration should be announced to parents and teachers),
iii. Project workload and management, and
iv. Decision-making and conflict resolution process.

4. Obligations of the Parties.

a. The conduct of MAC and Emory's research efforts under this Collaboration will be under the direction of the co-Directors of the ESRC.

b. The conduct of Tapestry's research efforts under this Collaboration will be under the direction of the Tapestry Board Chair.

c. In addition to participation in the Steering Group, the Parties shall jointly, based on guidance from the Steering Group:

i. Select core components for detailed investigation.
ii. Develop measures to evaluate: (1) perceptions, feelings, and attitudes about the core component (i.e., stages of concern), (2) self-report measures evaluating use of the core components (i.e., levels of use), (3) observational measures to evaluate effective implementation (i.e., fidelity of implementation), and/or (4) observational measures of classroom interactions and/or student behavior to determine if the core component operates as intended (i.e., proximal outcomes).
iii. Implement Plan-Do-Study Act (PDSA) cycles where the Parties (1) operationalize core components and develop measures, (2) collect data to capture effective implementation and proximal outcomes, and (3) change the operationalization of the core component and/or make recommendations to school administration about organizational changes and/or professional development needs.
iv. Develop protocols that will set forth details (such as projected budget and effort) for the Projects to answer selected questions.

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v. Develop a research agenda that will be revisited annually.

d. Any Project that requires approval from an Institutional Review Board ("IRB") may not begin unless and until approval for such Project is received from the appropriate IRB of record and approved by the Board. Emory will work with its IRB to protect the rights and welfare of any research participants and ensure that all aspects of a Project are in compliance with the Georgia Student Data Privacy, Accessibility, and Transparency Act (O.C.G.A. §20-2-660 et al.) and the Family Educational Rights and Privacy Act ("FERPA").

e. Tapestry teachers and staff members who contribute time and effort to this Collaboration do so voluntarily, and with approval from Tapestry.

f. Tapestry shall provide office space at Tapestry's facilities throughout the school year for Emory and MAC as reasonably necessary for the Collaboration. Any Emory, Children's, or MAC personnel that uses such space will have completed required criminal background checks, as per their respective institutional policies and procedures.

g. Once appropriate approvals and consents are in place, Tapestry will assist in recruiting students as participants for approved studies and will also provide access to its students for such studies.

h. The ESRC team, consisting of Emory and MAC and/or Children's employees, will: (1) prepare briefing materials and reports for the Steering Group meetings, (2) develop reports and related products for each Project, and (3) prepare progress reports for the Parties, as reasonably necessary.

5. Relationship of the Parties.

The Parties confirm that the Collaboration is not a partnership, independent contractor, joint venture or other legal entity, and that this MOU shall not constitute or create such a relationship. Each Party is a separate legal entity. No Party will represent itself as an employee, agent, or representative of any of the other Parties. No Party may incur any obligations for the other Party not specifically authorized in this MOU. The Parties' separate and joint responsibilities for purposes of the Collaboration are set forth herein and in the respective Projects.

6. Public Announcements.

The Parties will not issue any public announcement, press release or other public disclosure regarding this MOU or its subject matter without the other Parties' prior written consent, such consent not to be unreasonably withheld, delayed or conditioned.

7. Publications.

Each Party recognizes that, the results of each Project must be publishable and agrees that each Party engaged in the Project shall be permitted to catalog Projects and present at symposiums national or regional professional meetings, and to publish in libraries, journals, theses, dissertations, or otherwise, results of the Project; provided, however that the non-publishing Parties shall have been furnished copies of any proposed publication or presentation at least thirty (30) days in advance of the proposed initial submission of such publication or presentation for review, comment, and/or identification of subject matter in need of patent protection. For purposes of this Section, each Party may each be referred to as a publishing and/or a non-publishing Party. When appropriate, generally accepted authorship guidelines such as those outlined by the ICMJE or the Council of Science Editors will be followed and, where appropriate, all contributors to the Project shall be included as co-authors. In no event shall any such publication or presentation disclose a non-publishing Party's proprietary information. Any non-publishing Party shall respond within thirty (30) days, otherwise the

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publishing Party may assume that the non-publishing Party has no comments. In the event the non-publishing Party reasonably identifies subject matter which needs protection and notifies the publishing Party, the publishing Party agrees to delay publication/presentation, up to an additional sixty (60) days, and cooperate to allow the non-publishing Party to file patent applications on any patentable subject matter contained in the proposed publication/presentation to which it has a claim of right, title or interest. Courtesy copies of unpublished presentations, posters, or communications regarding Projects shall be forwarded to any non-presenting Party as soon as practicable after the presentation.

8. Term and Termination.

   a. The term of this MOU shall commence on the Effective Date and continue for a period of three (3) years (the "Term") unless terminated earlier as provided hereunder. The Term may be extended by mutual written agreement of the Parties.

   b. Each Party may terminate this MOU upon thirty (30) days written notice to the other Parties.

   c. Notwithstanding anything to the contrary, Sections 5, 6, 7, 8(c), 9, 10, 11, 14, 15, 17 and 18 shall survive and continue in full force and effect after termination of this MOU.

9. Trademarks.

   Each Party retains all ownership rights in its trademarks. No Party will use the name, trademark, logo, symbol or other image of any other Party or its Affiliates without the prior written consent of such Party. A Party will not assert any claim to any marks of any other Party. Each Party shall use the trademarks of any other in accordance with the MOU and written instructions and guidelines from time to time designated by the owning Party.

10. Title and Ownership/Proprietary Rights.

   a. Pre-existing Intellectual Property. It is recognized and understood that ownership of copyrights, patents, inventions, discoveries, know-how, trade secrets and other technological developments ("Intellectual Property") existing prior to the Effective Date of this Agreement ("Background Intellectual Property"), are the separate property of each respective Party and are not affected by this Agreement, and Tapestry, Emory, Children's and MAC shall not acquire any right, title or interest in any Background Intellectual property of another Party or of a third party as a result of the performance of this MOU or the Collaboration.

   b. Ownership and title to any Intellectual Property arising through performance of this Collaboration, or a Project hereunder, shall be the joint property of Emory and Children's ("Collaboration IP"). Collaboration IP shall not include any Intellectual Property created by Tapestry during the term of this MOU that is unrelated to the performance of this Collaboration.

   c. Emory and Children's hereby grant to Tapestry and its current or future Affiliates a perpetual, non-exclusive, non-transferable, paid-up license, without the right to sublicense, to use the Collaboration IP and to use the Background Intellectual Property to the extent necessary to use any of the Collaboration IP, subject to the confidentiality obligations set forth herein, for internal, non-commercial research and education purposes.

   d. Emory and Children's hereby grant to Tapestry and its current or future Affiliates non-exclusive, non-transferable, paid-up license, without the right to sublicense, to use the Background Intellectual Property, subject to the confidentiality obligations set forth herein, to perform its obligations as part of the Collaboration during the Term of the Collaboration.

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11. Nondisclosure of Confidential Information and Personally Identifiable Information.

    a. Upon execution of this MOU and subject to the terms of the MOU, the Parties will share Confidential Information, as defined below, including non-privileged information and business know-how with respect to the Collaboration and the development of the respective Projects.

    b. The term "Confidential Information" includes all non-public information of a Party, including, but not limited to, business affairs, finances, methods of operation, plans and/or other data proprietary to the owning Party and other data contained within files, databases, networks and computer systems of a Party ("Systems") or gathered by a technology vendor on behalf of a Party. Each Party agrees, on behalf of itself, its officers, directors, employees, subcontractors and agents, that it will not, at any time during or after the term of this MOU, use Confidential Information for purposes not authorized in writing by the other Party, or disclose or allow to be disclosed any Confidential Information to any third party whatsoever, or permit any third party to examine and/or make copies of any reports, documents, data, or non-public information prepared by it or that comes into its possession or under its control by reason of this MOU. If a Party or any of its personnel becomes legally compelled (by deposition, interrogatory, request for documents, subpoena, civil or criminal investigative demand or similar process) to disclose any Confidential Information, then that Party being legally compelled shall provide the other Party with prompt prior notice so that Party may seek a protective order or other appropriate remedy.

    c. During the Term and for three (3) years thereafter, the Parties shall not disclose or use any Confidential Information or trade secrets disclosed by the other Parties, including without limitation, software technical information, source code, marketing plans, price lists and customer lists, except for use as expressly permitted herein; provided, that Confidential Information shall not include information known to the public, information disclosed to the recipient by another without violating an obligation, or information developed independently by employees of the recipient who have not had any contact or knowledge of the confidential information disclosed by the other Party.

12. Representations and Warranties.

    a. Each Party represents and warrants that it has full right, corporate power, legal capacity and authority to (i) enter into this MOU to carry out the terms hereof, (ii) to grant the rights, licenses, funding and privileges granted in this MOU; (iii) entering into and fully performing its obligations under this MOU does not and will not violate any agreement or obligation existing between a Party and any third party.

    b. Each Party covenants with the other Party that, in its performance of its obligations and exercise of its rights under this MOU, it shall comply with applicable local, state and federal laws and any governmental rule, regulation or ordinance of a material nature, if any, as applicable, including, but not limited to: (i) requirements of the Health Insurance Portability and Accountability Act of 1996, as amended ("HIPAA"), (ii) privacy and data protection (including but not limited to making all necessary disclosures and obtaining necessary consents related to the collection, processing, storing, and transmittal of data if contemplated under this MOU. If applicable, each Party agrees to enter separate agreements, including without limitation, a business associate agreement, required to ensure HIPAA compliance.

13. Insurance.

    Each Party shall obtain and maintain during the term of the MOU, liability insurance policies, extending coverage solely to such respective Party and its employees, with a minimum coverage as follows:

    - Commercial General Liability $1 million each occurrence/$2 million aggregate

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- Umbrella Limit $5 million
- Automobile Liability $1 million each occurrence
- Worker's Compensation (If more than 5 employees) Statutory Limits
- Employers Liability $1 million each occurrence
- Professional Liability $1 million each occurrence/$ 3 million aggregate

14. Indemnity.

a. Each Party shall indemnify, and defend (the "Indemnifying Party") each of the other Parties and such Parties' Affiliates, and their respective trustees, directors, officers, employees, agents, partners, successors, assigns (the "Indemnified Party") from and against third party suits, proceedings, actions, demands, claims, losses, liability, damages or expenses, including reasonable attorneys' fees and legal costs, asserted by third parties, both government and non-government (collectively, "Third Party Claims"), resulting from or arising out of the Indemnifying Party's or its employee's: (i) negligent performance under this Agreement (ii) willful misconduct, or (iii) breach of its representations, warranties and obligations contained in this Agreement; provided, however, that the Indemnifying Party shall not have any indemnification obligation to the extent such Third Party Claim arises from third party or the Indemnified Party's: (x) negligent performance under this Agreement; (y) willful misconduct; or, (z) breach of its representations, warranties or obligations contained in this Agreement. For purposes of this Agreement, "Affiliate" shall mean any person or entity directly or indirectly controlling, controlled by, or under common control with a Party to this Agreement, and for this purpose, "control," "controlling" and "controlled by" shall mean the ownership and control of more than fifty percent (50%) of the outstanding voting securities or interest in capital or profits of any person or entity, or the right to direct or control the management or affairs of any person or entity by contract or similar arrangement.

b. The Indemnified Party hereunder shall give written notice to the Indemnifying Party promptly upon the Indemnified Party's knowledge of or receipt of written notice of the potential Claim. The Indemnified Party shall permit the Indemnifying Party to assume the reasonable defense and or disposition of any such claim or related litigation. The Indemnified Party shall cooperate with the Indemnifying Party.

15. Data Security and Privacy.

If any Party gathers or stores (the "Receiving Party") the personal information of individuals ("Personal Information") from another Party (the "Disclosing Party") in connection with this MOU, such Receiving Party agrees to gather, store and hold in confidence such information in a manner that complies with applicable law, industry standards and the receiving Party's policies, and to obtain all relevant and necessary consents for use and disclosure of the Personal Information in conformity with applicable law and the Receiving Party's policies. The Receiving Party agrees to notify the Disclosing Party promptly of any material breach of the Receiving Party's Systems that might result in the disclosure of the Disclosing Party's Personal Information to third parties not authorized to receive or use such information. The Receiving Party will promptly take appropriate action to correct any deficiency in its security Systems in order to prevent further disclosure of Personal Information. If mutually agreed upon, the Receiving Party will cooperate with the Disclosing Party in sending notices if Personal Information may have been improperly disclosed and will pay all reasonable costs associated with sending such notices or other remedial action that may be needed.

16. Compliance.

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a. No Conflict of Interest: Each Party warrants and represents that to the best of its knowledge such Party is free from conflict of interest to carry out its obligations under this MOU, in accordance with such Party's conflict of interest policies.

b. Each Party shall perform all research under this Collaboration in compliance with all applicable U.S. federal, state and local laws and regulations, including, but not limited to the Georgia Student Data Privacy, Accessibility, and Transparency Act (O.C.G.A. §20-2-660) and FERPA.

c. To the extent applicable, the Parties shall abide by the requirements of 41 CFR §§ 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, national origin, protected veteran status or disability. *In addition, the parties agree that, in fulfilling their respective obligations and duties under this MOU, they shall not discriminate against any individual or group on the basis of race, religion, age, sex, national origin, citizenship, disability, sexual orientation, genetic information, or veterans/national guard/military reserve status.*

17. Governing Law; Submission to Jurisdiction.

This MOU is governed by and construed in accordance with the internal laws of the State of Georgia without giving effect to any choice or conflict of law provision or rule that would require or permit the application of the laws of any jurisdiction other than those of the State of Georgia. Any legal suit, action or proceeding arising out of or related to this MOU or the licenses granted hereunder shall be instituted in the federal courts of the United States or the courts of the State of Georgia in each case located in the city of Atlanta, and each Party irrevocably submits to the exclusive jurisdiction of such courts in any such suit, action or proceeding. Service of process, summons, notice or other document by mail to such Party's address set forth herein shall be effective service of process for any suit, action or other proceeding brought in any such court.

18. Notices.

Except as otherwise expressly set forth in this MOU, all notices, requests, consents, claims, demands, waivers and other communications under this MOU have binding legal effect only if in writing and addressed to a Party as follows (or to such other address or such other person that such Party may designate from time to time in accordance with this Section.

If to Tapestry: Devon Christopher, Board Chair
3130 Raymond Dr,
Doraville, GA, 30340

With a copy to: Barbara Boone, Principal
3130 Raymond Dr,
Doraville, GA, 30340

If to Children's: Children's Healthcare of Atlanta, Inc.
Sarah Marie Huban, Director of Research Administration
1687 Tullie Circle NE
Atlanta, GA 30329

DocuSign Envelope ID: C7FA671E-DA32-4C09-8828-9459E37D2C62

With a copy to: Children's Healthcare of Atlanta, Inc.
Office of General Counsel
1711 Tullie Circle NE
Atlanta, GA 30329

If to MAC: Lynn Perez
Marcus Autism Center, Inc.
1920 Briarcliff Road NE
Atlanta, GA 30329

If to Emory: Executive Director
Office of Technology Transfer
Emory University
1599 Clifton Road NE, 4th Floor
Atlanta, GA 30322

With a copy to: Dr. Lindee Morgan & Dr. Michael Siller
Marcus Autism Center
1920 Briarcliff Road NE
Atlanta, GA 30329

19. Assignment.

This MOU may not be assigned or transferred by any Party without the prior written consent of the other Parties.

20. Entire Agreement.

This MOU and any subsequent written amendments signed by the Parties shall constitute the entire agreement among the Parties hereto in respect of the Collaboration subject matter of this MOU. The Parties may be required to enter separate agreements to implement the Collaboration.

21. Counterparts.

This MOU may be executed in counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument.

******Signatures on the following page******

DocuSign Envelope ID: C7FA671E-DA32-4C09-8828-9459E37D2C62

IN WITNESS THEREOF, the Parties have executed this MOU by their duly authorized representatives.

TAPESTRY SCHOOL, INC.

By: DocuSigned by: Devon Christopher C0F62B2E22A04E4...

Name: Devon Christopher

Title: Board Chair

Date:

EMORY UNIVERSITY

By: DocuSigned by: J. Cale Lennon, III 3C30C4D4CD4D4F6...

Name: J Cale Lennon, III

Title: Director, Licensing

Date: August 2, 2019

READ AND ACKNOWLEDGED

By: DocuSigned by: Michael Siller 4BF73CA288A34CF...

Name: Michael Siller

Date:

By: DocuSigned by: Lindee Morgan 19AEFA8E6E44444...

Name: Lindee J. Morgan

Date: 8/3/2019

CHILDREN'S HEALTHCARE OF ATLANTA, INC.

By: DocuSigned by: 530C7CECC0234F8...

Name: Melinda Mathis

Title: VP Research & Academic Administration

Date:

MARCUS AUTISM CENTER, INC.

By: DocuSigned by: 0E5C7890257E41D...

Name: Lynn Perez

Title: VP Brain Health Center

Date:

EMORY UNIVERSITY SCHOOL OF MEDICINE | Emory Autism Center

January 20, 2021

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 learn 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 more recently have played a small role in that growth. I am pleased to learn that Tapestry is being considered for renewal of their charter, and I write this letter in strong support of that renewal. 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

Tapestry Public Charter School

FERNBANK LINKS

15 February 2021

To Whom It May Concern:

On behalf of Fernbank LINKS Robotics, I am writing in support of Tapestry Public Charter School renewing their charter.

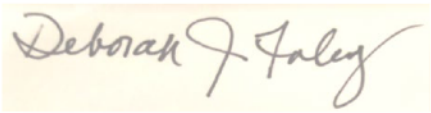
Tapestry partnered with Fernbank LINKS this year to help promote Science, Technology, Engineering, Art, and Mathematics to youth in the community. LINKS is a World Championship robotics team that started as an outreach of Fernbank Science Center, part of the DeKalb County School System in 2002. As a Fernbank Instructor, I responded to a group of high school students who wanted to offer outreach opportunities to younger students that would inspire them to pursue STEAM through informal academic opportunities. Upon my retirement from teaching, LINKS became a community team. One member of LINKS is a student at Tapestry and suggested that we could reach out to help the Technology Class with their robotics program. Tapestry offered LINKS previously unused space in the building.

Though in person opportunities have not been available due to COVID-19, LINKS has been able to mentor and offer virtual training to FIRST LEGO League Robotics teams. We are able to compete in the FIRST Robotics Challenge as well, having access to workspace that enables the team to follow safe COVID-19 guidelines. The team is also able to offer a virtual edition of Science Night Out, the team's signature outreach program for students between the ages of eight and twelve years.

The teams is looking forward to being able to offer these programs in person next year. Partnering with Tapestry will enable us to reach students in the immediate area and to help the technology students at Tapestry, as well as to attract Tapestry students who are serious about competing in robotics to work with Fernbank LINKS.

Our relationship with Tapestry offers exciting opportunities for promoting and supporting STEAM for years to come. We are excited to share in this future as partners.

Sincerely,



Dr. Debi Foley
Fernbank LINKS Advisor

HIGH MUSEUM OF ART ATLANTA

October 22, 2020

To Whom it May Concern:

During these unprecedented times, it is a joy to recommend that Tapestry Public Charter School receive their charter renewal. The High Museum began working with Tapestry very closely in 2015 through a contract with the Kennedy Center VSA in Washington, D.C. The contract was to expand the High Museum's programming around working with students with cognitive disabilities. We identified Tapestry as a partner based on the incredible work they've done with students with disabilities as well as students who are neurotypical.

Since this 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. 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 and sharing a space with a separate school to growing in student population, hiring highly qualified educators, and growing the school footprint has been a wonderful process to watch. We are also incredibly impressed by their inclusion of community partners in all of 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 receive their charter renewal. If I can provide additional information, please don't hesitate to reach out at any time!

Most sincerely,

Kate McLeod | Head of School and Teacher Services
HIGH MUSEUM OF ART, ATLANTA | 1280 Peachtree Street, N.E. | Atlanta, GA 30309
404-733-5339 | kate.mcleod@high.org

March 1, 2021

To Whom It May Concern:

Horizon Theatre Company is proud to be associated with Tapestry Charter Public School and highly recommend that its charter be renewed.

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. We have absolutely no hesitation in recommending Tapestry to have their charter renewed. Please let me know if I or any of my staff may provide additional information.

Sincerely,

Lisa Adler

Lisa Adler, Co-Artistic/Producing Director, Horizon Theatre Company

November 17, 2020

To Whom It May Concern:

Marcus
AUTISM CENTER
1920 Briarcliff Road NE
Atlanta, GA 30329-4010
404-785-9344

Michael.siller@emory.edu

EMORY
UNIVERSITY
SCHOOL OF
MEDICINE

Michael Siller, Ph.D.
Co-Director, Educational Science
Research Core
Marcus Autism Center
Children's Healthcare of Atlanta

Associate Professor
Department of Pediatrics
Emory School of Medicine

We are pleased to submit this letter in support of Tapestry Public Charter School's charter renewal petition. A grassroots effort founded by a coalition of parents, educators, and community stakeholders, Tapestry has emerged as a national model of an inclusive school environment for grades 6 through 12 in which children with autism and other learning differences are fully integrated with typically developing students (50%-50%). Since 2015, clinicians and researchers from Marcus Autism Center (MAC) have worked closely with Tapestry's board members, principal, teachers, and families to (1) help deploy a state-of-the-art social emotional learning curriculum, and (2) establish a sustainable Research-Practice Partnership to help manualize, test, and implement the educational innovations that comprise Tapestry's school model.

Since 2015, MAC's Educational Outreach Program collaborated with Tapestry to implement Social Emotional Engagement – Knowledge and Skills (SEE-KS), a community viable professional development model that aims to increase opportunities for active engagement in the classroom, draws upon developmental/educational research on social emotional competencies, applies principles/practices of Universal Design for Learning (UDL), and uses adult learning models on coaching and peer mentorship. Under Ms. Emily Rubin's guidance, Tapestry formed three school teams (middle school, high school, and SPED). Each team started with 3 – 5 teachers and related service providers who learned about using UDL strategies to support student engagement, as well as a coaching model that encourages and teaches effective teacher-to-teacher mentorship. During recent years, core teams have grown to include the entire teaching staff, and the use of peer mentorship to increase student engagement has been firmly established as a central component of Tapestry's school model and culture.

In addition, since 2016, MAC's Education Sciences Research Core (ESRC, directed by Lindee Morgan and Michael Siller) has worked closely with Tapestry to establish a sustainable Research-Practice Partnership (RPP) that aims to specify core values, principles, and components that are considered to be essential for student success at Tapestry. This includes (1) developing and refining operational definitions for practices that reflect the program's values, principles, and core components, (2) creating and implementing practical strategies for assessing these practices, and (3) evaluating whether these practices impact classroom interactions and student learning as intended. A Memorandum of Understanding (MoU) that describes the partnership, as well as each parties' roles and responsibilities was executed in August 2019. We have an active planning committee that meets monthly to coordinate research projects and deliverables. Allow us to highlight just a few of our ongoing research projects and collaborations:

During Spring 2018 and Spring 2019, we collected peer nomination data (e.g., "Who do you like to hang out with?") from ~100 students attending Tapestry, including ~30 students with ASD. The aim of this research is to map the social networks at Tapestry, and examine the extent to which students with autism are socially included in peer networks with their typically developing peers. Results of the Year 1 data indicate that students at Tapestry do not self-segregate into peer networks based on the presence or absence of an autism

diagnosis. Additionally, although students with autism are nominated as friends less often than those without autism, this metric was unrelated to depression symptomatology or self-efficacy. Instead, students with autism nominate as many friends as do students without autism on average, and in students with autism, the number of friendship nominations is positively associated with self-efficacy, and negatively associated with depression symptoms. Given the relationships between numbers of friends, self-efficacy and depression symptoms in students with autism, this research emphasizes the importance of strong peer networks for promoting positive mental health outcomes in secondary school students with autism. A poster based on findings from this research was presented at the 2019 meeting of the International Society for Autism Research, and a manuscript is being prepared for submission in late 2020.

Further, during Spring 2018, Georgia's Department of Education provided us with longitudinal data for all middle and high school students with ASD who attended public schools in Georgia during the 2016/17 school year (excluding students attending Tapestry). The provided dataset includes statewide assessment results for 6,738 students with autism, going back to 5th grade (before entering middle school). We recently requested and received a similar data set for the 2018/19 school year, and are currently extracting a matching data set for students enrolled at Tapestry. The goal of this research is to develop a statistical model to compare the academic outcomes of students with autism at Tapestry with matched students attending other public schools across the state.

Finally, over the years, we participated in two important workgroups at Tapestry: (1) With funding from Georgia's Department of Education, Tapestry founded a Dissemination Workgroup, which met bi-monthly during 2018/19 to describe and 'package' key components of the school model (e.g., processes for student assessment and progress monitoring). (2) Also, in 2018/19, Tapestry founded a Transition Consortium that brought together local leaders for bi-monthly meetings to create a model for school-based transition planning.

The Marcus Autism Center is honored to collaborate with Tapestry Public Charter School in order to define, measure, test, and implement essential school components. These efforts will continue to increase Tapestry's capacity for evaluating school performance, creating effective organizational and professional development initiatives, and making educational innovations accessible to middle and high schools across the country. Please consider this a full endorsement of Tapestry's charter renewal.

Sincerely,

Michael Siller, Ph.D

Michael Siller, Ph.D.

Lindee Morgan, Ph.D., CCC-SLP

Tapestry Public Charter School

VIEW POINT Health

Jennifer S. Hibbard, Chief Executive Officer

October 27, 2020

To Whom It May Concern,

I hope you are well in these trying times. I'm writing to offer support for Tapestry Charter School and recommend that they receive their charter. We have thoroughly enjoyed working together over these past two years - as we collaboratively help students thrive in the classroom.

During our partnership, my team has been quite impressed with the 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.

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
Director for Community Services
View Point Health

EXHIBIT 20

FACILITY AGREEMENTS

BILL OF SALE AND GENERAL ASSIGNMENT

THIS BILL OF SALE AND ASSIGNMENT is made as of the 11th day of June, 2015, by **ATLANTA JEWISH ACADEMY, INC.** (collectively, "Assignor"), to **TAPESTRY SCHOOL INCORPORATED** ("Assignee").

W I T N E S S E T H:

WHEREAS, contemporaneously with the execution and delivery of this Assignment, Assignor has sold, conveyed and assigned to Assignee all of its right, title and interest in and to the real property described in Exhibit A attached hereto and by this reference made a part hereof, together with all improvements thereon (the "Improvements") and all rights, easements and appurtenances thereto (hereinafter collectively referred to as the "Property"); and

WHEREAS, Assignor has agreed to assign to Assignee all of Assignor's right, title and interest in and to all assignable guaranties and warranties in connection with the Improvements and to certain personal property, contract rights and other matters more fully described below subject to the terms and conditions hereinafter set forth.

NOW, THEREFORE, for and in consideration of the sum of Ten and No/100 Dollars ($10.00) and other good and valuable consideration, in hand paid, the receipt and sufficiency of which are hereby acknowledged, Assignor, subject to the terms hereof, hereby assigns, transfers, and sells to Assignee, without recourse, the following:

(1) All of Assignor's right, title, and interest in and to all personal property and fixtures used exclusively in connection with the Improvements, including, without limitation, all fixtures and equipment related to the plumbing, electrical and heating/air-conditioning systems for the Improvements;

(2) All of Assignor's right, title, and interest in and to all transferable architectural, mechanical, engineering, and other plans and specifications and contracts, including site plans, floor plans, drawings, schematics, and surveys, relating to the Property, and all warranties with respect thereto; and

(3) To the extent assignable, all certificates, permissions, consents, authorizations, variances, waivers, licenses, approvals, and other permits from any governmental authority in respect of the Property and all other governmental entitlements (including, but not limited to, all variances, approvals, dedications, subdivision maps, environmental impact reports, negative declarations, map approvals, conditional use permits, building permits and certificates of occupancy for the Improvements), permissions, environmental clearances, authority to subdivide the Land, rights, licenses and permits which relate to all or any of the Property.

IN WITNESS WHEREOF, Assignor has duly executed this Assignment the day and year first above written.

ASSIGNOR:

ATLANTA JEWISH ACADEMY, INC.

By: _____
Ian Rather, Chairman of the Board of Trustees

EXHIBIT A TO GENERAL ASSIGNMENT

All that tract or parcel of land lying and being in Land Lot 296 of the 18th District of DeKalb County, Georgia and being more particularly described as follows:

Beginning at a rebar found at the intersection formed by the southern right of way of Raymond Drive (60' R/W) and the eastern right of way line of Fairlane Drive (60'R/W); Thence continuing along said right of way line of Raymond Drive South 89 Degrees 57 Minutes 55 Seconds East for a distance of 1,058.97 feet to a concrete monument found; Thence leaving said right of way line and running South 00 Degrees 03 Minutes 07 Seconds West for a distance of 370.03 feet to a concrete monument found on the common line of Land Lots 282 and 296; Thence continuing along said Land Lot line and running North 89 Degrees 56 Minutes 50 Seconds West for a distance of 141.09 feet to a rebar found; Thence North 89 Degrees 56 Minutes 50 Seconds West for a distance of 5.55 feet to a rebar found; Thence North 89 Degrees 56 Minutes 50 Seconds West for a distance of 718.26 to a rebar found; Thence leaving said Land Lot line and running North 00 Degrees 04 Minutes 33 Seconds East for a distance of 149.72 feet to a rebar found; Thence North 89 Degrees 52 Minutes 26 Seconds West for a distance of 193.76 feet to a rebar found on the eastern right of way line of Fairlane Drive (60'R/W); Thence continuing along said right of way line of Fairlane Drive and running North 00 Degrees 02 Minutes 42 Seconds West for a distance of 219.73 feet to a rebar found on the southern right of way line of Raymond Drive and the Point of Beginning.

Said tract of land being improved property containing 8.323+/- acres of 362,549+/- square feet shown by that certain ALTA/ACSM AS-BUILT SURVEY For Tapestry School Incorporated and Commonwealth Land Title Insurance Corporation, prepared by McClung surveying services Inc., bearing the seal and certification of Michael R. Noles, Georgia Registered Land Surveyor #2646 dated May 7, 2015.

PT-61 (Rev. 11/04) To be filed in **DEKALB COUNTY** PT-61 044-2015-011811

SECTION A – SELLER'S INFORMATION (Do not use agent's information)		SECTION C – TAX COMPUTATION	
SELLER'S BUSINESS / ORGANIZATION / OTHER NAME Atlanta Jewish Academy, Inc.		Exempt Code If no exempt code enter NONE	Deed Confirming Title Already Vested
MAILING ADDRESS (STREET & NUMBER) 5200 Northland Drive		1. Actual Value of consideration received by seller Complete Line 1A if actual value unknown	$3,207,000.00
CITY, STATE / PROVINCE / REGION, ZIP CODE, COUNTRY Atlanta, GA 30342 USA	DATE OF SALE 6/11/2015	1A. Estimated fair market value of Real and Personal property	$0.00
SECTION B – BUYER'S INFORMATION (Do not use agent's information)		2. Fair market value of Personal Property only	$0.00
BUYERS'S BUSINESS / ORGANIZATION / OTHER NAME Tapestry School Incorporated		3. Amount of liens and encumbrances not removed by transfer	$0.00
MAILING ADDRESS (Must use buyer's address for tax billing & notice purposes) 4046 Chamblee Tucker Road		4. Net Taxable Value (Line 1 or 1A less Lines 2 and 3)	$0.00
CITY, STATE / PROVINCE / REGION, ZIP CODE, COUNTRY Atlanta, GA 30340 USA	Check Buyers Intended Use ( ) Residential ( ) Commercial ( ) Agricultural ( ) Industrial	5. TAX DUE at .10 per $100 or fraction thereof (Minimum $1.00)	$0.00

SECTION D – PROPERTY INFORMATION (Location of Property (Street, Route, Hwy, etc))					
HOUSE NUMBER & EXTENSION (ex 265A)	PRE-DIRECTION, STREET NAME AND TYPE, POST DIRECTION				SUITE NUMBER
COUNTY DEKALB	CITY (IF APPLICABLE) Doraville		MAP & PARCEL NUMBER 18-296-06-008		ACCOUNT NUMBER
TAX DISTRICT	GMD	LAND DISTRICT	ACRES	LAND LOT	SUB LOT & BLOCK

SECTION E – RECORDING INFORMATION (Official Use Only)				
DATE	DEED BOOK	DEED PAGE	PLAT BOOK	PLAT PAGE

ADDITIONAL BUYERS
None

After recording return to:

Michael R. Davis, Esquire
Alston & Bird LLP
One Atlantic Center
1201 West Peachtree Street
Atlanta, Georgia 30309-3424

QUITCLAIM DEED

STATE OF GEORGIA

COUNTY OF FULTON

THIS INDENTURE, made as of the 11th day of June, 2015, between **ATLANTA JEWISH ACADEMY, INC.**, a Georgia non-profit corporation (hereinafter called "Grantor"), and **TAPESTRY SCHOOL INCORPORATED**, a Georgia non-profit corporation (hereinafter called "Grantee") (the words "Grantor" and "Grantee" to include their respective heirs, successors, executors, administrators, legal representatives and assigns where the context requires or permits).

WITNESSETH that: Grantor, for and in consideration of TEN AND NO/100 DOLLARS ($10.00) and other valuable consideration, the receipt and sufficiency of which is hereby acknowledged, by these presents, does hereby remise, release, convey and forever QUITCLAIM unto Grantee all right, title and interest of Grantor in and to all that tract or parcel of land described on Exhibit A attached hereto and made a part hereof by this reference.

TO HAVE AND TO HOLD the said described premises to Grantee, so that neither Grantor nor any person or persons claiming under grantor shall at any time, by any means or ways, have, claim or demand any right or title to said premises or appurtenances, or any rights thereof.

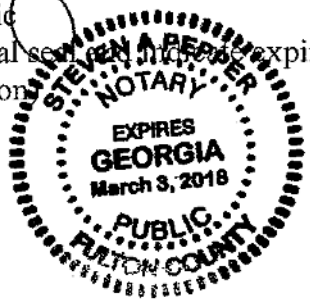
[END OF DEED – SIGNATURE APPEARS ON FOLLOWING PAGE]

IN WITNESS WHEREOF, Grantor has signed and sealed this deed, the day and year first above written.

Signed, sealed and delivered in the presence of:

Unofficial Witness

Notary Public
(Affix official seal and indicate expiration of commission)



ATLANTA JEWISH ACADEMY, INC., a Georgia non-profit corporation

By: _____
Ian Ratner
Chairman of the Board of Trustees

EXHIBIT A

LEGAL DESCRIPTION

All that tract or parcel of land lying and being in Land Lot 296 of the 18th District of DeKalb County, Georgia and being more particularly described as follows:

Beginning at a rebar found at the intersection formed by the southern right of way of Raymond Drive (60' R/W) and the eastern right of way line of Fairlane Drive (60'R/W); Thence continuing along said right of way line of Raymond Drive South 89 Degrees 57 Minutes 55 Seconds East for a distance of 1,058.97 feet to a concrete monument found; Thence leaving said right of way line and running South 00 Degrees 03 Minutes 07 Seconds West for a distance of 370.03 feet to a concrete monument found on the common line of Land Lots 282 and 296; Thence continuing along said Land Lot line and running North 89 Degrees 56 Minutes 50 Seconds West for a distance of 141.09 feet to a rebar found; Thence North 89 Degrees 56 Minutes 50 Seconds West for a distance of 5.55 feet to a rebar found; Thence North 89 Degrees 56 Minutes 50 Seconds West for a distance of 718.26 to a rebar found; Thence leaving said Land Lot line and running North 00 Degrees 04 Minutes 33 Seconds East for a distance of 149.72 feet to a rebar found; Thence North 89 Degrees 52 Minutes 26 Seconds West for a distance of 193.76 feet to a rebar found on the eastern right of way line of Fairlane Drive (60'R/W); Thence continuing along said right of way line of Fairlane Drive and running North 00 Degrees 02 Minutes 42 Seconds West for a distance of 219.73 feet to a rebar found on the southern right of way line of Raymond Drive and the Point of Beginning.

Said tract of land being improved property containing 8.323+/- acres of 362,549+/- square feet shown by that certain ALTA/ACSM AS-BUILT SURVEY For Tapestry School Incorporated and Commonwealth Land Title Insurance Corporation, prepared by McClung surveying services Inc., bearing the seal and certification of Michael R. Noles, Georgia Registered Land Surveyor #2646 dated May 7, 2015.

SELLER'S AFFIDAVIT REGARDING BROKERS

STATE OF GEORGIA

COUNTY OF FULTON

The undersigned deponent, Ian Ratner (the "Deponent"), having personally appeared before the undersigned notary public and first having been duly sworn according to law, deposes and says under oath as follows:

1. The Deponent is the Chairman of the Board of Trustees of **ATLANTA JEWISH ACADEMY, INC.** (the "Company"), which is the owner of the real property described on Exhibit A attached to this Affidavit and made a part hereof (the "Property"). The Property is today being sold by the Company to **TAPESTRY SCHOOL INCORPORATED** ("Purchaser").

2. In connection with the sale of the Property to Purchaser, the Company has not entered into any written agreement with, or otherwise engaged the services of, any commercial real estate broker for the payment of a real estate commission or fee relating to the purchase, sale, management, leasing or other licensed services pertaining to Commercial Real Estate (as defined in O.C.G.A. § 44-14-601(3)), and the Company has received no notice of any lien for any such services. This Affidavit is given to induce a title insurance company to permit a policy or policies of title insurance to be issued without exception for any possible lien arising from the Commercial Real Estate Broker Lien Act (O.C.G.A. § 44-14-600 *et seq.*).

3. This affidavit is made to induce Purchaser to purchase the Property; to induce the title insurance company to issue its owner's policy insuring Purchaser in the amount of the purchase price; and to induce the attorney certifying title so to certify.

Certified, sworn to and subscribed before me this 10th day of June, 2015.

Ian Ratner

Notary Public

My Commission Expires:

(NOTARIAL SEAL)

STEVEN A PEPPER NOTARY PUBLIC FULTON COUNTY GEORGIA EXPIRES March 3, 2018

EXHIBIT A

REAL PROPERTY

All that tract or parcel of land lying and being in Land Lot 296 of the 18th District of DeKalb County, Georgia and being more particularly described as follows:

Beginning at a rebar found at the intersection formed by the southern right of way of Raymond Drive (60' R/W) and the eastern right of way line of Fairlane Drive (60'R/W); Thence continuing along said right of way line of Raymond Drive South 89 Degrees 57 Minutes 55 Seconds East for a distance of 1,058.97 feet to a concrete monument found; Thence leaving said right of way line and running South 00 Degrees 03 Minutes 07 Seconds West for a distance of 370.03 feet to a concrete monument found on the common line of Land Lots 282 and 296; Thence continuing along said Land Lot line and running North 89 Degrees 56 Minutes 50 Seconds West for a distance of 141.09 feet to a rebar found; Thence North 89 Degrees 56 Minutes 50 Seconds West for a distance of 5.55 feet to a rebar found; Thence North 89 Degrees 56 Minutes 50 Seconds West for a distance of 718.26 to a rebar found; Thence leaving said Land Lot line and running North 00 Degrees 04 Minutes 33 Seconds East for a distance of 149.72 feet to a rebar found; Thence North 89 Degrees 52 Minutes 26 Seconds West for a distance of 193.76 feet to a rebar found on the eastern right of way line of Fairlane Drive (60'R/W); Thence continuing along said right of way line of Fairlane Drive and running North 00 Degrees 02 Minutes 42 Seconds West for a distance of 219.73 feet to a rebar found on the southern right of way line of Raymond Drive and the Point of Beginning.

Said tract of land being improved property containing 8.323+/- acres of 362,549+/- square feet shown by that certain ALTA/ACSM AS-BUILT SURVEY For Tapestry School Incorporated and Commonwealth Land Title Insurance Corporation, prepared by McClung surveying services Inc., bearing the seal and certification of Michael R. Noles, Georgia Registered Land Surveyor #2646 dated May 7, 2015.

EXHIBIT 21

CERTIFICATE OF OCCUPANCY

THE CITY OF Doraville℠

3725 Park Avenue, Doraville, GA 30340

770/451-8745

Certificate of Completion

This Certificate of Completion is issued pursuant to inspection of the following structure, or phase of construction which, to the best of my knowledge, on this date, is in compliance with the requirements of the Building Code, Zoning Ordinances, and other applicable codes, ordinances, and regulations of the City of Doraville in place at the time of permit issuance.

Site Address: 3130 Raymond Dr.

Structure/Phase/Portion of Structure Certified: Interior renovations - partitions, plumbing, and electrical

Permit Number: 150368

Use: Tapestry Public Charter School

Occupancy Type: E **Type of Construction:** IIB **Occupant Load:** _____

Automatic Sprinkler System Required: _____ **Provided:** _____

Applicant Name: John O'Connell

Owner's Name: Yeshiva High School Inc.

Owner's Address: 3130 Raymond Dr., Doraville, GA 30340

Parcel Number: 18 296 06 008 **Zoning:** R-1

Special Stipulations/Conditions: _____

By: Kerry Barber
Chief Building Official

7-16-15
Date

EXHIBIT 22

EMERGENCY SAFETY PLAN

SAFE SCHOOL PLAN
Tapestry Public Charter School
School Year 2020-2021

SAFE SCHOOL STUDENT & FACULTY POPULATION

Student(s) Population: 266

Faculty/Staff Population: 57

Transportation: 2 (Buses Needed to Evacuate)

Exceptional Ed Student(s) Population: 133

Exceptional Ed Student(s) Transportation:3 (Buses Needed to Evacuate)

Primary Relocation Site: Northwoods United Methodist Ch

Secondary Relocation Site: Brook Park

SAFE SCHOOL PLAN
School Year 2020-2021

SAFE SCHOOL EMERGENCY PLANNING COMMITTEE

Principal	: Matthew Tyson	Phone No.: 607-621-9209
Asst. Principal	: Christy Gonzalez	Phone No.: 630-853-6107
Asst. Principal	: N/A	Phone No.: N/A
Other Staff	: Robin Aldrich	Phone No.: 678-699-0112
Other Staff	: Mel Brown	Phone No.: 404-513-6930
Counselor	: Katoya Bledsoe	Phone No.: 770-722-2703
Teacher	: Lauren Sullivan	Phone No.: 908-461-1573
Teacher	: Sarah Chuboff	Phone No.: 706-201-7842
Custodian	: N/A	Phone No.: N/A
Student	: Robert Christopher	
Parent	: Kevin Christopher	
Law Enforcement	: N/A	
Fire Department	: N/A	
Community Leader	:Pritul Patel	
Other	: N/A	
Other	: N/A	
Other	: N/A	
Other	: N/A	

Tapestry Public Charter School

SAFE SCHOOL PLAN
School Year 2020-2021

SCHEDULE OF EMERGENCY DRILLS

Primary and secondary reunification sites have been identified and posted: Yes

Each classroom has primary and secondary evacuation routes posted: Yes

Primary and secondary relocation sites within the building have been posted: Yes

Fire/Evacuation Drill Dates:
State law requires 2 drills within first 10 days of school and at least one drill for each subsequent month.

August(1):	08/17/2020	August(2):	08/24/2020	September:	09/01/2020
October :	10/01/2020	November :	11/02/2020	December :	12/01/2020
January :	01/01/2021	February :	02/01/2021	March :	03/01/2021
April :		May :	05/03/2021		

Identify primary and secondary relocation sites if evacuation from the campus is necessary:

Primary:	Northwoods United Methodist	Grades:	6-12
Primary:	n/a	Grades:	n/a
Secondary:	Brook Park	Grades:	6-12
Secondary:	n/a	Grades:	n/a

Tornado Drill(s):

First Semester Date: 08/20/2020

Second Semester Date:
Second Semester Drill is the Statewide Drill in February of Each Year.

Intruder (Lockdown) Drills:

First Semester Date: 08/18/2020

Type of Lockdown: LEVEL 1

Safe Schools Audit Score: n/a

Second Semester Date: 01/04/2021

Type of Lockdown: LEVEL 2

Safe Schools Audit Score: n/a

Tapestry Public Charter School

SAFE SCHOOL PLAN
School Year 2020-2021

STAFF EMERGENCY ASSIGNMENTS

Designated staff to prepare and maintain the Emergency Kits:
Robin Aldrich

Designated staff to contact Regional Superintendent:
Matthew Tyson

Designated staff to identify missing/absent students and staff:
Mel Brown

Designated staff to locate and identify the injured/sick:
Colleen Kelly

Designated staff to accompany injured/sick to medical facilities:
Kantrice Rose

Identifed staff trained in First Aid and CPR:
Mel Brown

Designated staff to handle telephone calls:
Mel Brown

Designated staff to receive parents/quardians at reunification site(s):
NOTE: All students must be signed out by a parent or guardian. Please keep sign-out logs.
Robin Aldrich

Designated staff to show emergency personnel utility and ventilation shutoffs:
Robin Aldrich

Designated staff to assist with pedestrian traffic and on-campus vehicle traffic:
Christy Gonzalez

Designated staff to make temporary ID badges for staff and emergency personnel:
Robin Aldrich

Name(s) of person(s) to contact after hours for after-school/extra curricular activities and programs:
Mel Brown

Tapestry Public Charter School

SAFE SCHOOL PLAN
School Year 2020-2021

EMERGENCY KITS CHECKLIST	ANSWER
A copy of the DCSD Emergency Response Procedures and Protocols Manual	Yes
A copy of the Safe School/Crisis Management Plan	Yes
Current call rosters of all students including pertinent medical information, phone number(s), release information and contact(s) information	Yes
Current list of all staff members including phone numbers and contact information	Yes
Copy of school or district personnel directory with phone numbers and contact information	Yes
10 writing tablets and pens/pencils	Yes
10 working magic makers	Yes
Signage for Staging Area	Yes
500 plain white peel-off name tag stickers (used to identify students, staff or Crisis Team)	Yes
Student release/sign-out sheets	Yes
Staff sign-in/sign-out sheets	Yes
List of students on off-campus trips	Yes
Five sets of safety gloves	Yes
Floor/Site Plan of the grounds and surrounding areas (Faculty floor plan with utility shut offs and detailed instruction on disablement)	Yes
Copies of photographs of the building(interior and exterior)	Yes
Copies of student and staff emergency contact/release information	Yes
Emergency Medical Information for the students & staff (Info. regarding students & staff with medical problems that may be impacted by evacuation/emergency)	Yes
Most recent yearbook	Yes
Flashlight and extra batteries	Yes
Bullhorn and extra batteries	Yes
Cell phone and/or walkie-talkie	Yes

Tapestry Public Charter School

SAFE SCHOOL PLAN
School Year 2020-2021

EMERGENCY KITS CHECKLIST	ANSWER
Basic First-Aid Kit	Yes
Emergency phone numbers of assistance agencies	Yes
Set of master keys	Yes
Bus routes and driver contact information	Yes

SAFE SCHOOL PLAN
Tapestry Public Charter School
School Year 2020-2021

ATTENDANCE AND DISCIPLINE	ANSWER
Student and parents are informed of student behavioral expectations and school discipline procedures.	Yes
All students and parents receive and sign for a copy of the current Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.	Yes
All students are taught the contents of the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.	Yes
Grade-appropriate Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook tests are administered to all students.	Yes
All absent or new students receive and are taught the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.	Yes
Weapons, Drugs, Safe School Zone, and Bullying Signs are posted.	Yes
The state-sponsored Weapons and Drugs reporting number 1-877-SAY-STOP is posted.	Yes
A daily record of student absences is maintained and parents are contacted.	Yes
Students may be checked out of school ONLY by a parent or guardian.	Yes
The county-sponsored Alert Line reporting number 1-888-475-0482 is posted.	Yes

SAFE SCHOOL PLAN
Tapestry Public Charter School
School Year 2020-2021

REPORTING/TRAINING CHECKLIST	ANSWER
Violations of state and federal laws that occur on school property or at school events are reported to a law enforcement agency.	Yes
A record is kept of disruptive, dangerous incidents on school property or at school events.	Yes
Administrators are designated to complete and file accident and incident reports.	Yes
All staff members are aware of child abuse/neglect reporting requirements.	Yes
All staff members are told to report unsafe and potentially unsafe situations and/or conditions to the administrative staff.	Yes
All staff members are told to report incidents of bullying and any other types of harassment.	Yes
At least one hour of personal safety instruction is scheduled for the staff.	Yes
Each teacher receives a copy of the Emergency Response Procedures and Protocols manual.	Yes
All staff members have or will receive information on the policy relative to student restraint.	Yes
The District will facilitate training of all school-based and support staff on violence prevention. Staff has been informed and are expected to participate in training.	Yes

SAFE SCHOOL PLAN Tapestry Public Charter School
School Year 2020-2021

SAFETY AND SECURITY CHECKLIST	ANSWER
All windows are in good repair with no broken or missing windows.	Yes
Surveillance cameras and monitors are in good working order.	Yes
Staff members are trained on the proper use and maintenance of surveillance cameras.	Yes
All cameras are operable and the monitors are placed where staff can see them.	Yes
Glass in entrance doors is safety glass.	Yes
Door-locking hardware is in proper working order.	Yes
Door panic bars are operable and in good working condition.	Yes
Handrails and non-slip steps are provided in stairways.	Yes
Access to electrical panels in all areas is restricted.	Yes
All portals/hatches are secured with hasps and padlocks.	Yes
Mobile classrooms, outbuildings, and storage sheds are secured and locked. Response: Not Applicable	No
Building access control is assigned to an administrator.	Yes
Keys and duplicates are kept in a locked key cabinet.	Yes
Master keys are kept to a minimum and the control access system is monitored.	Yes
Keys and employee IDs are collected from employees who no longer work in the office.	Yes
All keys are checked in and accounted for at the end of the school year.	Yes
Areas around the building and mobile classrooms are lighted.	Yes
Chemical storage areas are locked and inventoried on a regular basis.	Yes
Science lab equipment and chemicals are secured and inventoried on a regular basis.	Yes
Access to bus loading areas is restricted during arrival and dismissal. Response: Not Applicable	No
Staff members are assigned to student parking areas at arrival and dismissal.	Yes

SAFE SCHOOL PLAN
Tapestry Public Charter School
School Year 2020-2021

SAFETY AND SECURITY CHECKLIST	ANSWER
Parking areas are supervised during the school day or can be seen from the school.	Yes
An area is designated as the pick-up/drop-off area for car riders.	Yes
Exterior and interior walls are free from graffiti.	Yes
Graffiti is reported to the school police immediately and not cleaned until cleared by police.	Yes
School personnel know locations of shutoffs for water, gas, HVAC vents.	Yes
Hallways are clear of travel impediments during the school day and during night activities.	Yes
Vehicle access to playground/athletic areas is restricted.	Yes
All playground/athletic areas are fenced and are supervised when students are present.	Yes
Playground and athletic equipment is in good repair and is inspected frequently.	Yes
Visitor policy signs and trespassing signs are displayed in plain view and are in good repair.	Yes
All visitors, including parents, are required to sign in at the front office and wear an ID badge.	Yes
All visitors check out upon leaving the building and turn in their ID badge.	Yes
Visitor parking is clearly marked.	Yes
All employees wear ID badges at all times during work/school hours.	Yes
All commercial deliveries are made at one designated entrance.	Yes
All commercial deliveries are inventoried by an employee.	Yes
Delivery persons are accompanied by an employee.	Yes
All food deliveries are inspected and inventoried by food service personnel.	Yes
Students are issued parking permits for school parking only upon proof of a valid driver's license.	Yes
Student access to parking areas during the school day is restricted.	Yes

SAFE SCHOOL PLAN
Tapestry Public Charter School
School Year 2020-2021

SAFETY AND SECURITY CHECKLIST	ANSWER
Student drivers are aware that vehicles are subject to search when on school property.	Yes
Employees are aware of their responsibility for items in their vehicle while on DCSD property.	Yes
Students are restricted from entering or remaining in vacant classrooms.	Yes
At the end of the work/school day, all exterior doors and restrooms are checked.	Yes
Classroom-to-office communications is operable and routinely tested.	Yes
Walkie-talkies are strategically located throughout the building and are in fair working condition.	Yes
All school equipment has been labeled and inventoried.	Yes
An updated equipment inventory is maintained throughout the school year.	Yes
All fundraising money or checks are given to the bookkeeper daily.	Yes
All fundraising money or checks are placed in the school vault daily.	Yes
Building vault has controlled access and can be opened from the inside.	Yes
School cafeteria daily receipts are transported with an escort to the office/vault area.	Yes
Cafeteria is arranged so tables and chairs do not block access to doors.	Yes
Fire extinguisher, First Aid Kit, and Choking Posters are in the break-area/cafeteria.	Yes
Student medicine procedures are available to student and parents.	Yes
Student medicine is identified by name, doctor, dispensing instructions, and is dated.	Yes
Student medicine is secured (locked) with controlled access at all times.	Yes
Students sign and date each time they take their medication.	Yes
Students take their medication in the office area. Students may keep asthma medication or Epi-Pen with them if they have a doctors note.	Yes

SAFE SCHOOL PLAN
Tapestry Public Charter School
School Year 2020-2021

SAFETY AND SECURITY CHECKLIST	ANSWER
All student medication is picked up by parent at the end of the school year.	Yes
School staff is aware of proper response to blood and other body fluid spills.	Yes
Students/staff use lab/science safety equipment at all times during experiments and lessons.	Yes
Science/lab safety procedures are posted, reviewed, and practiced.	Yes
Fire extinguishers are located throughout the building and are routinely inspected.	Yes
The locations of fire extinguishers are clearly marked and fire extinguishers are accessible.	Yes
Staff members have been trained on proper use of fire extinguishers.	Yes
Mechanical rooms and other hazardous material storage areas are locked.	Yes
Area at and near the dumpster is clean and free of flammables.	Yes
All vehicles are kept out of all fire lanes at all times.	Yes
Boiler room is clean, free of debris, and is NOT used for storage.	Yes
Access to boiler room is restricted and the boiler room is routinely inspected.	Yes
Restrooms are clean and are inspected on a regularly basis throughout the day.	Yes
Procedures are in place to evacuate disabled students and staff/visitors.	Yes
Copies of the Emergency Response Procedures and Protocols manual are distributed to all staff members.	Yes
New and temporary staff members are informed of emergency and safety procedures.	Yes
The staff is trained in Intruder Alert Procedures, including the alert and clear signals.	Yes
School bus safety rules are distributed to all students.	No
Response: Not Applicable	

SAFE SCHOOL PLAN
Tapestry Public Charter School
School Year 2020-2021

SAFETY AND SECURITY CHECKLIST	ANSWER
All students participate in school bus emergency evacuations drills twice per year. Response: Not Applicable	No
For every field trip, a complete manifest of students and staff is on each school bus and a copy is left at the school.	Yes
The intrusion alarm system and fire alarm system are operational and are periodically inspected and tested.	Yes
A list is maintained of staff members who are trained and authorized to activate and deactivate the alarm system.	Yes
The Midland Digital Weather/Hazard Alert Monitor is operational and located where staff can hear the alarm. NOTE: Contact Student Relations if the monitor is not operational. Response: Not Applicable	No
All students and staff members are brought into the building from mobile classrooms during storm warnings. Response: Not Applicable	No
Emergency early dismissal procedures are in place and practiced.	Yes
Staff members are designated to secure the building after school hours.	Yes
A list is maintained of after-school/extra-curricular activities and programs.	Yes
On teacher work days and other non-student days, including summer days, staff work schedules are arranged for the safety of the staff and security of the building.	Yes
The Front Office Area is arranged with security in mind: surveillance camera, desks facing the doorway, clear check-in and check-out procedures, walkie-talkie available at all times.	Yes
The school has inplemented an anti-bullying and anti-harassment program/strategy.	Yes
A procedure has been established to track reports made by students and staff of bullying and harassment incidents.	Yes
A procedure has been established to investigate reports made by victims of bullying or reports made by their parents.	Yes
The school has a committee charged with developing a plan for the analysis of discipline, attendance, other student surveys/data and staff surveys in order to develop prevention activities and strategies.	Yes

Tapestry Public Charter School

SAFE SCHOOL PLAN
School Year 2020-2021

SAFETY AND SECURITY CHECKLIST	ANSWER
Elementary Schools: The school has implemented or has plans to implement the DeKalb County Fire Departments Risk Watch Program.	No
Response: Not Applicable	
Procedures have been developed for two-way communication with portable classrooms/modules.	No
Response: Not Applicable	
Portable classrooms are locked when unoccupied.	No
Response: Not Applicable	
Portable classroom doors are locked when class is in session.	No
Response: Not Applicable	

EXHIBIT 23

BUDGET

The Marcus Foundation, Inc.

1266 West Paces Ferry Road,
Suite 615
Atlanta, Georgia 30327-2306
Phone (404) 240-7700
Fax (404) 240-7701

April 13, 2018

Ms. Devon Christopher
Vice Chairman
Tapestry Public Charter School
3130 Raymond Drive
Doraville, GA 30340

Dear Devon:

As per your request, The Marcus Foundation, Inc. (Foundation) would like to confirm its arrangement with Tapestry Public Charter School (Tapestry) regarding the purchase money mortgage on the property owned by the school. The mortgage was in fact made by IFMT, LLC, a wholly owned subsidiary of the Foundation. Under the terms of a grant agreement with Tapestry, the Foundation will make a grant up to the amount of $3,734,000.00 to satisfy, in full, the outstanding balance of this note. As a condition of the Foundation making this grant, Tapestry must satisfy the following two requirements:

- Tapestry must have renewed its charter from the Dekalb County Public School System for the period July 1, 2019 through June 30, 2024 on terms acceptable to the Foundation, and

- The Foundation must be satisfied with the academic and financial sustainably of the Grantee.

Please let us know if you need any additional information.

Sincerely,

Douglas DiNapoli, Director of Finance
The Marcus Foundation, Inc.

SouthState
P.O. Box 118068 • Charleston, SC 29423
SouthStateBank.com • (800) 277-2175

Statement Ending 07/30/2021

Account Number: [redacted]

TAPESTRY SCHOOL INCORPORATED
3130 RAYMOND DR
ATLANTA GA 30340-1827

Managing Your Accounts

Customer Care	(800) 277-2175
Mailing Address	P.O. Box 118068 Charleston, SC 29423
Website	SouthStateBank.com

Summary of Accounts

Account Type	Account Number	Ending Balance
BUSINESS CHECKING	[redacted]	$0.00

Tapestry Public Charter School

IMPORTANT INFORMATION ABOUT YOUR ACCOUNT

Unless we receive notice of any unauthorized or missing signature on any enclosed item or alteration of any enclosed item in this statement within 60 days, we will consider this statement and enclosures to be correct.

IN CASE OF ERRORS OR INQUIRIES ABOUT YOUR ELECTRONIC TRANSACTIONS ON YOUR PERSONAL DEPOSIT ACCOUNT ONLY

If you think your statement or receipt is wrong or if you need more information about a transfer on the statement or receipt, we must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared. Please call us at **1-800-277-2175** or write to us at: **South State Bank, N.A., Deposit Operations, P.O. Box 118068, Charleston, SC 29423.**

1. Tell us your name and account number.
2. Describe the error or the transfer you are unsure about, and explain as clearly as you can why you believe there is an error or why you need more information.
3. Tell us the dollar amount of the suspected error.

We will investigate your complaint and will correct any error promptly. If we take more than 10 days to do this, we will apply a provisional credit to your account in the amount you think you have been charged in error so you will have use of the money during the time it takes us to complete our investigation.

DOCUMENTATION AND CONFIRMATION OF TRANSFERS

If you have arranged to have direct deposits made to your account at least once every 60 days from the same person or company, you can call us at 1-800-277-2175 to find out whether or not the deposit has been made.

BILLING RIGHTS NOTICE FOR CONSUMER LINE OF CREDIT

If you think there is an error on your statement, write to us at: **South State Bank, N.A., Loan Operations, P.O. Box 118068, Charleston, SC 29423.**

In your letter, give us the following information:

1. **Account information:** Your name and account number.
2. **Dollar amount:** The dollar amount of the suspected error.
3. **Description of problem:** If you think there is an error on your bill, describe what you believe is wrong and why you believe it is a mistake.

You must contact us within 60 days after the error appeared on your statement. You must notify us of any potential errors in writing. You may call us, but if you do, we are not required to investigate any potential errors and you may have to pay the amount in question.

While we investigate whether or not there has been an error, the following are true:

1. We cannot try to collect the amount in question or report you as delinquent on that amount.
2. The charge in question may remain on your statement, and we may continue to charge you interest on that amount. But if we determine that we made a mistake, you will not have to pay the amount in question or any interest or other fees related to that amount.
3. While you do not have to pay the amount in question, you are responsible for the remainder of your balance.
4. We can apply any unpaid amount against your credit limit.

EXPLANATION OF BALANCE ON WHICH FINANCE CHARGE IS COMPUTED FOR CONSUMER LINES OF CREDIT ONLY

Daily Balance Method (including Current Transactions)

We figure the finance charge on your account by applying the periodic rate to the "daily balance" of your account for each day in the billing cycle. To get the "daily balance" we take the beginning balance of your account each day, add any new advances, and subtract any unpaid finance charges and any payments or credits. This gives us the daily balance.

LOAN PAYMENT NOTICE

All loan payments must be accompanied by the account number or payment coupon provided and must be made by a check, automatic account debit, electronic funds transfer, money order or other instrument in U.S. Dollars. Payments received by the bank at the address shown on the front of this statement by close of business will be credited to your account that same day. Payments received after close of business will be credited the following business day. We may modify these payment instructions, including changing the address for payment, by providing updated payment instructions on or with your periodic billing statement.

ACCOUNT RECONCILIATION

Month_____20_____

This form is provided to help you balance your bank statement. Match enclosed checks, charges, deposits, and withdrawals with the items in your register.

Write in your register all items that appear on this statement but have not been listed in your register. Example: Ready Reserve transactions, automatic payments, automatic transfers, interest.

CHECKS/WITHDRAWALS NOT DEDUCTED

Date		Amount
		$
Total Checks/Withdrawals not deducted		$

DEPOSITS NOT CREDITED

Date		Amount
		$
Total Deposits not credited		$

BALANCE COMPUTATION

Add the following items:	Amount
Checking balance shown on this statement	$
Savings balance shown on this statement	
Total deposits not credited	
Subtotal	$
Subtract total checks/withdrawals not deducted Total	$

This balance should agree with your records.

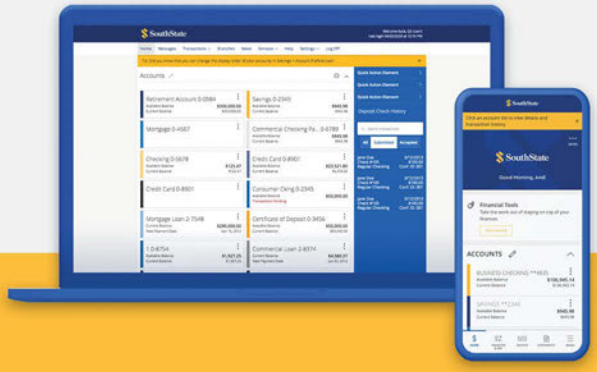
SCST (Rev 08/2019)

Access All of Your Accounts Instantly

ONLINE & MOBILE BANKING

Stay organized with our secure digital offerings.

- Manage Your Accounts
- Pay Bills Online
- Send Money to Friends
- Set Up Account Alerts
- Mobile Deposit Checks
- Instant Balance
- Face ID/Fingerprint Sign On
- Budget & Track Goals



Enroll online today at SouthStateBank.com/OnlineBanking or download our Mobile App to get started.

Internet service provider and/or message data rates may apply. Member FDIC.

BUSINESS CHECKING-[redacted]

Account Summary

Date	Description	Amount
07/01/2021	**Beginning Balance**	**$0.00**
	1 Credit(s) This Period	$235,474.10
	2 Debit(s) This Period	$235,474.10
07/30/2021	**Ending Balance**	**$0.00**

Electronic Credits

Date	Description	Amount
07/30/2021	INCOMING WIRE TRANSFER DEKALB CTY BOE-GENERAL FUND 101 49684257	$235,474.10
		1 item(s) totaling $235,474.10

Other Debits

Date	Description	Amount
07/30/2021	INCOMING WIRE TRANSFER FEE 49684257	$15.00
07/30/2021	TRANSFER TO BUSINESS INTEREST ACCOUNT 3009126	$235,459.10
		2 item(s) totaling $235,474.10

Daily Balances

Date	Amount
07/30/2021	$0.00

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SouthState
P.O. Box 118068 • Charleston, SC 29423
SouthStateBank.com • (800) 277-2175

Statement Ending 07/30/2021

Account Number: [redacted]

TAPESTRY SCHOOL INCORPORATED
3130 RAYMOND DR
ATLANTA GA 30340-1827

Managing Your Accounts

Customer Care	(800) 277-2175
Mailing Address	P.O. Box 118068 Charleston, SC 29423
Website	SouthStateBank.com

Summary of Accounts

Account Type	Account Number	Ending Balance
BUSINESS INTEREST	[redacted]	$2,298,782.23

Tapestry Public Charter School

IMPORTANT INFORMATION ABOUT YOUR ACCOUNT

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IN CASE OF ERRORS OR INQUIRIES ABOUT YOUR ELECTRONIC TRANSACTIONS ON YOUR PERSONAL DEPOSIT ACCOUNT ONLY

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1. Tell us your name and account number.
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3. Tell us the dollar amount of the suspected error.

We will investigate your complaint and will correct any error promptly. If we take more than 10 days to do this, we will apply a provisional credit to your account in the amount you think you have been charged in error so you will have use of the money during the time it takes us to complete our investigation.

DOCUMENTATION AND CONFIRMATION OF TRANSFERS

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2. **Dollar amount:** The dollar amount of the suspected error.
3. **Description of problem:** If you think there is an error on your bill, describe what you believe is wrong and why you believe it is a mistake.

You must contact us within 60 days after the error appeared on your statement. You must notify us of any potential errors in writing. You may call us, but if you do, we are not required to investigate any potential errors and you may have to pay the amount in question.

While we investigate whether or not there has been an error, the following are true:

1. We cannot try to collect the amount in question or report you as delinquent on that amount.
2. The charge in question may remain on your statement, and we may continue to charge you interest on that amount. But if we determine that we made a mistake, you will not have to pay the amount in question or any interest or other fees related to that amount.
3. While you do not have to pay the amount in question, you are responsible for the remainder of your balance.
4. We can apply any unpaid amount against your credit limit.

EXPLANATION OF BALANCE ON WHICH FINANCE CHARGE IS COMPUTED FOR CONSUMER LINES OF CREDIT ONLY

Daily Balance Method (including Current Transactions)

We figure the finance charge on your account by applying the periodic rate to the "daily balance" of your account for each day in the billing cycle. To get the "daily balance" we take the beginning balance of your account each day, add any new advances, and subtract any unpaid finance charges and any payments or credits. This gives us the daily balance.

LOAN PAYMENT NOTICE

All loan payments must be accompanied by the account number or payment coupon provided and must be made by a check, automatic account debit, electronic funds transfer, money order or other instrument in U.S. Dollars. Payments received by the bank at the address shown on the front of this statement by close of business will be credited to your account that same day. Payments received after close of business will be credited the following business day. We may modify these payment instructions, including changing the address for payment, by providing updated payment instructions on or with your periodic billing statement.

ACCOUNT RECONCILIATION

Month_____20_____

This form is provided to help you balance your bank statement. Match enclosed checks, charges, deposits, and withdrawals with the items in your register.

Write in your register all items that appear on this statement but have not been listed in your register. Example: Ready Reserve transactions, automatic payments, automatic transfers, interest.

CHECKS/WITHDRAWALS NOT DEDUCTED

Date		Amount
		$
Total Checks/Withdrawals not deducted		$

DEPOSITS NOT CREDITED

Date		Amount
		$
Total Deposits not credited		$

BALANCE COMPUTATION

Add the following items:	Amount
Checking balance shown on this statement	$
Savings balance shown on this statement	
Total deposits not credited	
Subtotal	$
Subtract total checks/withdrawals not deducted Total	$

This balance should agree with your records.

SCST (Rev 08/2019)

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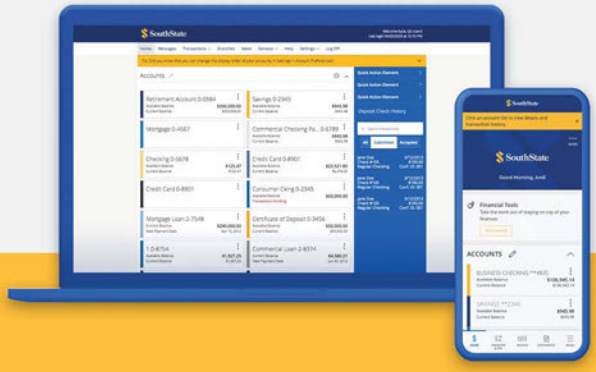
- Pay Bills Online
- Send Money to Friends
- Set Up Account Alerts
- Mobile Deposit Checks
- Instant Balance
- Face ID/Fingerprint Sign On
- Budget & Track Goals



Enroll online today at SouthStateBank.com/OnlineBanking or download our Mobile App to get started.

Internet service provider and/or message data rates may apply. Member FDIC.

BUSINESS INTEREST-[redacted]

Account Summary

Date	Description	Amount
07/01/2021	**Beginning Balance**	**$2,425,633.01**
	11 Credit(s) This Period	$245,595.95
	26 Debit(s) This Period	$372,446.73
07/30/2021	**Ending Balance**	**$2,298,782.23**

Interest Summary

Description	Amount
Annual Percentage Yield Earned	0.15%
Interest Days	30
Interest Earned	$291.15
Interest Paid This Period	$291.15
Interest Paid Year-to-Date	$2,345.16
Minimum Balance	$2,119,332.71
Average Available Balance	$2,361,556.28

Deposits

Date	Description	Amount
07/07/2021	DEPOSIT	$5,814.25
		1 item(s) totaling $5,814.25

Other Credits

Date	Description	Amount
07/06/2021	63960 BB Merchan ST-A4R0W8H3Y9A9	$2,088.23
07/07/2021	PAYCHEX-RCX PAYROLL 93198600000019X	$50.00
07/12/2021	63960 BB Merchan ST-W9E1J2A1O2Z2	$72.27
07/12/2021	MERCHANT SERVICE MERCH DEP 180374590091611	$500.00
07/27/2021	63960 BB Merchan ST-X2M2H3S2Y5E8	$24.09
07/28/2021	MERCHANT SERVICE MERCH DEP 180374590091611	$316.86
07/29/2021	i3-ISV SV9T Nutri-link	$65.00
07/29/2021	MERCHANT SERVICE MERCH DEP 180374590091611	$915.00
07/30/2021	TRANSFER FROM BUSINESS CHECKING ACCOUNT 198808073	$235,459.10
07/30/2021	INTEREST	$291.15
		10 item(s) totaling $239,781.70

Electronic Debits

Date	Description	Amount
07/02/2021	AUTHNET GATEWAY BILLING 117835457	$15.00
07/02/2021	MERCHANT SERVICE MTHLY DISC 180374590091611	$62.95
07/06/2021	Bill.com Multiple Payments Bill.com Payables 016IDEECY1UUUQ2	$18,423.29
07/07/2021	BANCORPSV WH-ADMIN AMERICA INC-99994-SETTLE PURCHASE	$293.70
07/08/2021	Bill.com Multiple Payments Bill.com Payables 016YIFODJ1UYWG0	$5,629.74
07/09/2021	BANCORPSV WH-ADMIN AMERICA INC-99994-SETTLE PURCHASE	$24.17
07/13/2021	BLACKBAUD INC BILLING 4666482	$100.00
07/14/2021	Bill.com Multiple Payments Bill.com Payables 016TOJAFO1V7X8Y	$11,515.00

Tapestry Public Charter School

BUSINESS INTEREST-[redacted] (continued)

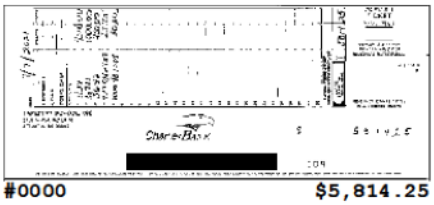
Electronic Debits (continued)

Date	Description	Amount
07/15/2021	PAYCHEX TPS TAXES 93307000002036X	$27.78
07/15/2021	PAYCHEX-RCX PAYROLL 93310600001335X	$852.02
07/16/2021	WAYK KIOSKS INC. SALE	$20.00
07/16/2021	PAYCHEX EIB INVOICE X93321000046999	$145.39
07/16/2021	PAYCHEX-HRS HRS PMT 37749977	$173.89
07/16/2021	TRSGA ECHECK 1691-676025-071	$55,078.03
07/20/2021	PAYCHEX-OAB INVOICE 93364400028031X	$463.20
07/20/2021	Bill.com Multiple Payments Bill.com Payables 016BLWROJ1VGE03	$12,150.07
07/22/2021	Bill.com Humana Insurance Company Bill.com 016KLSLKB1VKHNY Acct # 8302770	$13,435.18
07/28/2021	CARDMEMBER SERV WEB PYMT * * * * * * * * * * * 3833	$563.95
07/28/2021	Bill.com Multiple Payments Bill.com Payables 016NRCLTD1VSEE4	$3,975.02
07/29/2021	PAYCHEX CGS GARNISH COL0099122905	$355.00
07/29/2021	PAYCHEX - RCX PAYROLL 93483800001601X	$3,602.85
07/29/2021	PAYCHEX PAYROLL 93486000000420X	$189,239.77
07/30/2021	PAYCHEX EIB INVOICE X93488900045637	$76.94
07/30/2021	PAYCHEX EIB INVOICE X93488900046336	$252.02
07/30/2021	Bill.com Multiple Payments Bill.com Payables 016CQCKDO1VWGKR	$23,239.18
07/30/2021	PAYCHEX TPS TAXES 93479700015138X	$32,732.59

26 item(s) totaling $372,446.73

Daily Balances

Date	Amount	Date	Amount	Date	Amount
07/02/2021	$2,425,555.06	07/13/2021	$2,409,608.91	07/27/2021	$2,315,772.44
07/06/2021	$2,409,220.00	07/14/2021	$2,398,093.91	07/28/2021	$2,311,550.33
07/07/2021	$2,414,790.55	07/15/2021	$2,397,214.11	07/29/2021	$2,119,332.71
07/08/2021	$2,409,160.81	07/16/2021	$2,341,796.80	07/30/2021	$2,298,782.23
07/09/2021	$2,409,136.64	07/20/2021	$2,329,183.53		
07/12/2021	$2,409,708.91	07/22/2021	$2,315,748.35		



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Tapestry Public Charter School

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The Marcus Foundation, Inc.

1266 West Paces Ferry Road,
Suite 615
Atlanta, Georgia 30327-2306
Phone (404) 240-7700
Fax (404) 240-7701

Devon Christopher
Tapestry Charter School
3130 Raymond Drive
Doraville. GA 30340

May 5. 2021

Dear Devon:

This is a follow up regarding the note between Tapestry Charter School [Tapestry] and IFMT. LLC (Affiliate of The Marcus Foundation. Inc [Foundation]). As you know. this note requires monthly payments based on a 180-month amortization with interest at 5%. These payments are due as a result of DeKalb county renewing Tapestry's charter for 3 years as opposed to 5 years. as required by our grant agreement. As you are further aware. we have suspended the accrual of any interest and debt service principal through July 31. 2022. The Foundation does recognize the financial impact that monthly debt service would create to the school's budget and does not want to create undo financial stress to the school. Regarding the longer term outlook for this note. the Foundation would be open to a solution extinguishing this debt. if circumstances point to a sustainable model for Tapestry to operate as a charter school in DeKalb County on an ongoing basis.

As always. the Foundation is open to ongoing conversations in this area.

Very truly yours.

Douglas P. DiNapoli
Director of Finance
Marcus Foundation

5 YEAR BUDGET PROJECTION

School Name:	FY2022		FY2023		FY2024		FY2025		FY2026		FY2027		
	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													Notes
Number of Students	265		280		300		300		300		300		
Facility Square Footage	63,000		63,000		63,000		63,000		63,000		63,000		
Number of Full Time Employees	48		48		48		48		48		48		
Full Time Employees (eligible for benefits)	48		48		48		48		48		48		
Number of Administrators	5		5		5		5		5		5		
Number of Teachers	37		37		37		37		37		37		
Number of Other Instructional Staff	8		8		8		8		8		8		
Number of Clerical Staff	3		3		3		3		3		3		
Number of Maintenance Staff	0		0		0		0		0		0		
Number of Food Service Staff	0		0		0		0		0		0		
Student Teacher Ratio	7		8		8		8		8		8		
Revenue Per Pupil (State and/or Local)	$13,216		$13,587		$13,856		$14,131		$14,412		$14,698		
Average Teacher Salary	$51,779		$52,814		$53,871		$54,948		$56,047		$57,168		
REVENUES													
State and/or Local Revenue (Rev Per Pupil*# of students)	$3,502,337	86.2%	$3,804,274	90.4%	$4,156,892	94.0%	$4,239,394	93.6%	$4,323,546	93.3%	$4,409,381	92.8%	
3% District Administrative Fee (Explain any changes in notes)	($105,070)	-2.6%	($114,128)	-2.7%	($124,707)	-2.8%	($127,182)	-2.8%	($129,706)	-2.8%	($132,281)	-2.8%	
Meal Fees	$29,171	0.7%	$29,171	0.7%	$29,171	0.7%	$29,171	0.6%	$29,171	0.6%	$29,171	0.6%	
Grants / Donations / Benefits / Events	$424,776	10.5%	$475,000	11.3%	$348,050	7.9%	$372,855	8.2%	$400,141	8.6%	$430,155	9.1%	
Student Activity Fees	$13,289	0.3%	$13,289	0.3%	$13,289	0.3%	$13,289	0.3%	$13,289	0.3%	$13,289	0.3%	
From Reserves	$200,000	4.9%		0.0%		0.0%		0.0%		0.0%		0.0%	
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Total Revenues	**$4,064,503**		**$4,207,606**		**$4,422,695**		**$4,527,527**		**$4,636,441**		**$4,749,715**		
EXPENSES													
PERSONNEL													
Principal	$102,250	2.5%	$104,551	2.5%	$106,903	2.5%	$109,308	2.5%	$111,768	2.5%	$114,283	2.5%	
Asst Principal	$92,025	2.3%	$94,096	2.3%	$96,213	2.3%	$98,377	2.3%	$100,591	2.3%	$102,854	2.3%	
Social Services (Nurse / Internship Coord / Media Spec)	$58,270	1.4%	$59,581	1.4%	$60,922	1.4%	$62,292	1.4%	$63,694	1.4%	$65,127	1.4%	
Technology Support	$6,000	0.1%	$6,135	0.1%	$6,273	0.1%	$6,414	0.1%	$6,558	0.1%	$6,706	0.1%	
Teachers	$1,998,925	49.3%	$2,043,901	49.3%	$2,089,889	49.4%	$2,136,911	49.5%	$2,184,992	49.6%	$2,234,154	49.7%	
Athletics / Coaching	$23,100	0.6%	$23,620	0.6%	$24,151	0.6%	$24,695	0.6%	$25,250	0.6%	$25,818	0.6%	
HR Manager	$61,350	1.5%	$62,730	1.5%	$64,142	1.5%	$65,585	1.5%	$67,061	1.5%	$68,570	1.5%	
Guidance Counselors	$93,639	2.3%	$95,746	2.3%	$97,900	2.3%	$100,103	2.3%	$102,355	2.3%	$104,658	2.3%	
Special Education Teacher / Para Pros	$229,300	5.7%	$234,459	5.7%	$239,735	5.7%	$245,129	5.7%	$250,644	5.7%	$256,283	5.7%	
Office Manager	$38,376	0.9%	$39,239	0.9%	$40,122	0.9%	$41,025	0.9%	$41,948	1.0%	$42,892	1.0%	
Office Assistant	$32,411	0.8%	$33,140	0.8%	$33,886	0.8%	$34,648	0.8%	$35,428	0.8%	$36,225	0.8%	
Registrar	$32,411	0.8%	$33,140	0.8%	$33,886	0.8%	$34,648	0.8%	$35,428	0.8%	$36,225	0.8%	
Development Director / Grant Mgmt	$70,000	1.7%	$71,575	1.7%	$73,185	1.7%	$74,832	1.7%	$76,516	1.7%	$78,237	1.7%	
Retirement Benefits	$548,845	13.5%	$561,194	13.5%	$573,821	13.6%	$586,732	13.6%	$599,933	13.6%	$613,432	13.6%	
Health Benefits	$96,795	2.4%	$98,973	2.4%	$101,200	2.4%	$103,477	2.4%	$105,805	2.4%	$108,186	2.4%	
FICA	$40,173	1.0%	$41,077	1.0%	$42,001	1.0%	$42,946	1.0%	$43,912	1.0%	$44,900	1.0%	
Other Payroll Taxes	$14,647	0.4%	$14,977	0.4%	$15,314	0.4%	$15,658	0.4%	$16,010	0.4%	$16,371	0.4%	
		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 Personnel	**$3,538,516**	**87.2%**	**$3,618,133**	**87.2%**	**$3,699,541**	**87.4%**	**$3,782,780**	**87.6%**	**$3,867,893**	**87.7%**	**$3,954,921**	**87.9%**	
INSTRUCTION													
Textbooks	$2,200	0.1%	$2,244	0.1%	$2,289	0.1%	$2,335	0.1%	$2,381	0.1%	$2,429	0.1%	
Classroom Supplies	$5,000	0.1%	$5,100	0.1%	$5,202	0.1%	$5,306	0.1%	$5,412	0.1%	$5,520	0.1%	
Computers		0.0%	$9,600	0.2%	$9,792	0.2%	$9,988	0.2%	$10,188	0.2%	$10,391	0.2%	
Software	$13,276	0.3%	$13,542	0.3%	$13,812	0.3%	$14,089	0.3%	$14,370	0.3%	$14,658	0.3%	
Instructional Equipment	$5,433	0.1%	$5,542	0.1%	$5,652	0.1%	$5,766	0.1%	$5,881	0.1%	$5,998	0.1%	
Library and Media Center	$4,740	0.1%	$4,835	0.1%	$4,931	0.1%	$5,030	0.1%	$5,131	0.1%	$5,233	0.1%	
Other	$1,500	0.0%	$1,530	0.0%	$1,561	0.0%	$1,592	0.0%	$1,624	0.0%	$1,656	0.0%	

		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
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		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Total Instruction	**$32,149**	**0.8%**	**$42,392**	**1.0%**	**$43,240**	**1.0%**	**$44,105**	**1.0%**	**$44,987**	**1.0%**	**$45,886**	**1.0%**
SERVICES & SUPPLIES												
Athletic Program	$8,690	0.2%	$8,690	0.2%	$8,690	0.2%	$8,690	0.2%	$8,690	0.2%	$8,690	0.2%
Office Supplies	$1,500	0.0%	$1,530	0.0%	$1,561	0.0%	$1,592	0.0%	$1,624	0.0%	$1,656	0.0%
Office Computers & Software	$4,450	0.1%	$11,950	0.3%	$12,189	0.3%	$12,433	0.3%	$12,681	0.3%	$12,935	0.3%
Printing and Copy Services	$10,000	0.2%	$10,200	0.2%	$10,404	0.2%	$10,612	0.2%	$10,824	0.2%	$11,041	0.2%
Postage and Shipping	$2,000	0.0%	$2,000	0.0%	$2,000	0.0%	$2,000	0.0%	$2,000	0.0%	$2,000	0.0%
Audit	$84,000	2.1%	$84,000	2.0%	$84,000	2.0%	$84,000	1.9%	$84,000	1.9%	$84,000	1.9%
Payroll Services	$6,559	0.2%	$6,559	0.2%	$6,559	0.2%	$6,559	0.2%	$6,559	0.1%	$6,559	0.1%
Legal Services	$18,000	0.4%	$18,000	0.4%	$18,000	0.4%	$18,000	0.4%	$18,000	0.4%	$18,000	0.4%
Insurance	$37,613	0.9%	$38,365	0.9%	$39,133	0.9%	$39,915	0.9%	$40,714	0.9%	$41,528	0.9%
Staff Development	$34,000	0.8%	$25,000	0.6%	$25,000	0.6%	$25,000	0.6%	$25,000	0.6%	$25,000	0.6%
Staff Recruitment	$500	0.0%	$500	0.0%	$500	0.0%	$500	0.0%	$500	0.0%	$500	0.0%
Phone/Internet Service	$8,600	0.2%	$8,600	0.2%	$8,600	0.2%	$8,600	0.2%	$8,600	0.2%	$8,600	0.2%
Food Service	$38,337	0.9%	$38,337	0.9%	$38,337	0.9%	$38,337	0.9%	$38,337	0.9%	$38,337	0.9%
Pest Control	$2,810	0.1%	$2,810	0.1%	$2,810	0.1%	$2,810	0.1%	$2,810	0.1%	$2,810	0.1%
Janitorial Supplies & Services	$71,000	1.8%	$72,420	1.7%	$73,868	1.7%	$75,346	1.7%	$76,853	1.7%	$78,390	1.7%
Waste Disposal	$4,600	0.1%	$4,600	0.1%	$4,600	0.1%	$4,600	0.1%	$4,600	0.1%	$4,600	0.1%
Marketing	$9,978	0.2%	$9,978	0.2%	$9,978	0.2%	$9,978	0.2%	$9,978	0.2%	$9,978	0.2%
Other	$10,000	0.2%	$10,000	0.2%	$10,000	0.2%	$10,000	0.2%	$10,000	0.2%	$10,000	0.2%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
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		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 Services & Supplies	**$352,637**	**8.7%**	**$353,539**	**8.5%**	**$356,229**	**8.4%**	**$358,972**	**8.3%**	**$361,770**	**8.2%**	**$364,624**	**8.1%**
FACILITIES												
Rent/Lease/Mortgage	$1,750	0.0%	$1,750	0.0%	$1,750	0.0%	$1,750	0.0%	$1,750	0.0%	$1,750	0.0%
Grounds Maintenance	$7,000	0.2%	$7,140	0.2%	$7,283	0.2%	$7,428	0.2%	$7,577	0.2%	$7,729	0.2%
Maintenance & Repair	$47,300	1.2%	$47,300	1.1%	$47,300	1.1%	$47,300	1.1%	$47,300	1.1%	$47,300	1.1%
Utilities	$73,412	1.8%	$73,412	1.8%	$73,412	1.7%	$73,412	1.7%	$73,412	1.7%	$73,412	1.6%
Fire Safety and Compliance	$3,950	0.1%	$3,950	0.1%	$3,950	0.1%	$3,950	0.1%	$3,950	0.1%	$3,950	0.1%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Total Facilities	**$133,412**	**3.3%**	**$133,552**	**3.2%**	**$133,695**	**3.2%**	**$133,840**	**3.1%**	**$133,989**	**3.0%**	**$134,141**	**3.0%**
Total Expenses	**$4,056,714**		**$4,147,616**		**$4,232,704**		**$4,319,697**		**$4,408,639**		**$4,499,572**	
Contingency Fund	$4,000		$4,000		$4,000		$4,000		$4,000		$4,000	
Surplus (Deficit)	**$3,789**		**$55,990**		**$185,991**		**$203,831**		**$223,802**		**$246,142**	

Cash Balance

Beginning Cash (Renewals, conversions, or org. funding amounts)	**$2,425,633**		**$2,229,422**		**$2,285,412**		**$2,471,403**		**$2,675,233**		**$2,899,035**	
Net Surplus (Deficit)	**$3,789**		**$55,990**		**$185,991**		**$203,831**		**$223,802**		**$246,142**	
Ending Cash	**$2,229,422**		**$2,285,412**		**$2,471,403**		**$2,675,233.48**		**$2,899,035.36**		**$3,145,177.75**	

CASH FLOW PROJECTIONS-YEAR 0/Planning Year

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$2,425,633	$2,409,282	$2,392,931	$2,376,580	$2,360,229	$2,343,878	$2,327,527	$2,311,176	$2,294,826	$2,278,475	$2,262,124	$2,245,773	
Cash Receipts:													
State and/or Local Revenue (Rev Per Pupil*# of students)	$283,106	$283,106	$283,106	$283,106	$283,106	$283,106	$283,106	$283,106	$283,106	$283,106	$283,106	$283,106	$3,397,267
3% District Administrative Fee (Explain any changes in notes)	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$29,171
Meal Fees	$35,398	$35,398	$35,398	$35,398	$35,398	$35,398	$35,398	$35,398	$35,398	$35,398	$35,398	$35,398	$424,776
Grants / Donations / Benefits / Events	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$13,289
Student Activity Fees	$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
From Reserves													$0
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$338,709**	**$338,709**	**$338,709**	**$338,709**	**$338,709**	**$338,709**	**$338,709**	**$338,709**	**$338,709**	**$338,709**	**$338,709**	**$338,709**	**$4,064,503**
Cash Disbursements:													
PERSONNEL													
Principal	$8,521	$8,521	$8,521	$8,521	$8,521	$8,521	$8,521	$8,521	$8,521	$8,521	$8,521	$8,521	$102,250
Asst Principal	$7,669	$7,669	$7,669	$7,669	$7,669	$7,669	$7,669	$7,669	$7,669	$7,669	$7,669	$7,669	$92,025
Social Services (Nurse / Internship Coord / Media Spec)	$4,856	$4,856	$4,856	$4,856	$4,856	$4,856	$4,856	$4,856	$4,856	$4,856	$4,856	$4,856	$58,270
Technology Support	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$6,000
Teachers	$166,577	$166,577	$166,577	$166,577	$166,577	$166,577	$166,577	$166,577	$166,577	$166,577	$166,577	$166,577	$1,998,925
Athletics / Coaching	$1,925	$1,925	$1,925	$1,925	$1,925	$1,925	$1,925	$1,925	$1,925	$1,925	$1,925	$1,925	$23,100
HR Manager	$5,113	$5,113	$5,113	$5,113	$5,113	$5,113	$5,113	$5,113	$5,113	$5,113	$5,113	$5,113	$61,350
Guidance Counselors	$7,803	$7,803	$7,803	$7,803	$7,803	$7,803	$7,803	$7,803	$7,803	$7,803	$7,803	$7,803	$93,639
Special Education Teacher / Para Pros	$19,108	$19,108	$19,108	$19,108	$19,108	$19,108	$19,108	$19,108	$19,108	$19,108	$19,108	$19,108	$229,300
Office Manager	$3,198	$3,198	$3,198	$3,198	$3,198	$3,198	$3,198	$3,198	$3,198	$3,198	$3,198	$3,198	$38,376
Office Assistant	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$32,411
Registrar	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$32,411
Development Director / Grant Mgmt	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$70,000
Retirement Benefits	$45,737	$45,737	$45,737	$45,737	$45,737	$45,737	$45,737	$45,737	$45,737	$45,737	$45,737	$45,737	$548,845
Health Benefits	$8,066	$8,066	$8,066	$8,066	$8,066	$8,066	$8,066	$8,066	$8,066	$8,066	$8,066	$8,066	$96,795
FICA	$3,348	$3,348	$3,348	$3,348	$3,348	$3,348	$3,348	$3,348	$3,348	$3,348	$3,348	$3,348	$40,173
Other Payroll Taxes	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$14,647
													$0
													$0
Total Personnel	**$294,876**	**$294,876**	**$294,876**	**$294,876**	**$294,876**	**$294,876**	**$294,876**	**$294,876**	**$294,876**	**$294,876**	**$294,876**	**$294,876**	**$3,538,516**
INSTRUCTION													
Textbooks	$183	$183	$183	$183	$183	$183	$183	$183	$183	$183	$183	$183	$2,200
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	$1,106	$1,106	$1,106	$1,106	$1,106	$1,106	$1,106	$1,106	$1,106	$1,106	$1,106	$1,106	$13,276
Instructional Equipment	$453	$453	$453	$453	$453	$453	$453	$453	$453	$453	$453	$453	$5,433
Library and Media Center	$395	$395	$395	$395	$395	$395	$395	$395	$395	$395	$395	$395	$4,740
Other	$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
	$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 Instruction	**$2,679**	**$2,679**	**$2,679**	**$2,679**	**$2,679**	**$2,679**	**$2,679**	**$2,679**	**$2,679**	**$2,679**	**$2,679**	**$2,679**	**$32,149**
SERVICES & SUPPLIES													
Athletic Program	$724	$724	$724	$724	$724	$724	$724	$724	$724	$724	$724	$724	$8,690
Office Supplies	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$1,500
Office Computers & Software	$371	$371	$371	$371	$371	$371	$371	$371	$371	$371	$371	$371	$4,450
Printing and Copy Services	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Postage and Shipping	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$2,000
Audit	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$84,000
Payroll Services	$547	$547	$547	$547	$547	$547	$547	$547	$547	$547	$547	$547	$6,559
Legal Services	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$18,000
Insurance	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$37,613
Staff Development	$2,833	$2,833	$2,833	$2,833	$2,833	$2,833	$2,833	$2,833	$2,833	$2,833	$2,833	$2,833	$34,000
Staff Recruitment	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Phone/Internet Service	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$8,600
Food Service	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$38,337
Pest Control	$234	$234	$234	$234	$234	$234	$234	$234	$234	$234	$234	$234	$2,810
Janitorial Supplies & Services	$5,917	$5,917	$5,917	$5,917	$5,917	$5,917	$5,917	$5,917	$5,917	$5,917	$5,917	$5,917	$71,000
Waste Disposal	$383	$383	$383	$383	$383	$383	$383	$383	$383	$383	$383	$383	$4,600
Marketing	$832	$832	$832	$832	$832	$832	$832	$832	$832	$832	$832	$832	$9,978
Other	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
	$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	$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 Services & Supplies	**$29,386**	**$29,386**	**$29,386**	**$29,386**	**$29,386**	**$29,386**	**$29,386**	**$29,386**	**$29,386**	**$29,386**	**$29,386**	**$29,386**	**$352,637**
FACILITIES													
Rent/Lease/Mortgage	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$1,750
Grounds Maintenance	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$7,000
Maintenance & Repair	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$47,300
Utilities	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$73,412
Fire Safety and Compliance	$329	$329	$329	$329	$329	$329	$329	$329	$329	$329	$329	$329	$3,950
	$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 Facilities	**$11,118**	**$11,118**	**$11,118**	**$11,118**	**$11,118**	**$11,118**	**$11,118**	**$11,118**	**$11,118**	**$11,118**	**$11,118**	**$11,118**	**$133,412**
(C) TOTAL DISPURSEMENTS	**$338,060**	**$338,060**	**$338,060**	**$338,060**	**$338,060**	**$338,060**	**$338,060**	**$338,060**	**$338,060**	**$338,060**	**$338,060**	**$338,060**	**$4,056,714**
CONTINGENCY FUND	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$4,000
(D) NET REVENUE	**$316**	**$316**	**$316**	**$316**	**$316**	**$316**	**$316**	**$316**	**$316**	**$316**	**$316**	**$316**	**$3,789**
ENDING CASH (A+D)	**$2,409,282**	**$2,392,931**	**$2,376,580**	**$2,360,229**	**$2,343,878**	**$2,327,527**	**$2,311,176**	**$2,294,826**	**$2,278,475**	**$2,262,124**	**$2,245,773**	**$2,229,422**	

CASH FLOW PROJECTIONS-YEAR 1

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$2,229,422	$2,234,088	$2,238,753	$2,243,419	$2,248,085	$2,252,751	$2,257,417	$2,262,083	$2,266,748	$2,271,414	$2,276,080	$2,280,746	
Cash Receipts:													
State and/or Local Revenue (Rev Per Pupil*# of students)	$307,512	$307,512	$307,512	$307,512	$307,512	$307,512	$307,512	$307,512	$307,512	$307,512	$307,512	$307,512	$3,690,146
3% District Administrative Fee (Explain any changes in notes)	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$29,171
Meal Fees	$39,583	$39,583	$39,583	$39,583	$39,583	$39,583	$39,583	$39,583	$39,583	$39,583	$39,583	$39,583	$475,000
Grants / Donations / Benefits / Events	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$13,289
Student Activity Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
From Reserves													$0
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$350,634**	**$350,634**	**$350,634**	**$350,634**	**$350,634**	**$350,634**	**$350,634**	**$350,634**	**$350,634**	**$350,634**	**$350,634**	**$350,634**	**$4,207,606**
Cash Disbursements:													
PERSONNEL													
Principal	$8,713	$8,713	$8,713	$8,713	$8,713	$8,713	$8,713	$8,713	$8,713	$8,713	$8,713	$8,713	$104,551
Asst Principal	$7,841	$7,841	$7,841	$7,841	$7,841	$7,841	$7,841	$7,841	$7,841	$7,841	$7,841	$7,841	$94,096
Social Services (Nurse / Internship Coord / Media Spec)	$4,965	$4,965	$4,965	$4,965	$4,965	$4,965	$4,965	$4,965	$4,965	$4,965	$4,965	$4,965	$59,581
Technology Support	$511	$511	$511	$511	$511	$511	$511	$511	$511	$511	$511	$511	$6,135
Teachers	$170,325	$170,325	$170,325	$170,325	$170,325	$170,325	$170,325	$170,325	$170,325	$170,325	$170,325	$170,325	$2,043,901
Athletics / Coaching	$1,968	$1,968	$1,968	$1,968	$1,968	$1,968	$1,968	$1,968	$1,968	$1,968	$1,968	$1,968	$23,620
HR Manager	$5,228	$5,228	$5,228	$5,228	$5,228	$5,228	$5,228	$5,228	$5,228	$5,228	$5,228	$5,228	$62,730
Guidance Counselors	$7,979	$7,979	$7,979	$7,979	$7,979	$7,979	$7,979	$7,979	$7,979	$7,979	$7,979	$7,979	$95,746
Special Education Teacher / Para Pros	$19,538	$19,538	$19,538	$19,538	$19,538	$19,538	$19,538	$19,538	$19,538	$19,538	$19,538	$19,538	$234,459
Office Manager	$3,270	$3,270	$3,270	$3,270	$3,270	$3,270	$3,270	$3,270	$3,270	$3,270	$3,270	$3,270	$39,239
Office Assistant	$2,762	$2,762	$2,762	$2,762	$2,762	$2,762	$2,762	$2,762	$2,762	$2,762	$2,762	$2,762	$33,140
Registrar	$2,762	$2,762	$2,762	$2,762	$2,762	$2,762	$2,762	$2,762	$2,762	$2,762	$2,762	$2,762	$33,140
Development Director / Grant Mgmt	$5,965	$5,965	$5,965	$5,965	$5,965	$5,965	$5,965	$5,965	$5,965	$5,965	$5,965	$5,965	$71,575
Retirement Benefits	$46,766	$46,766	$46,766	$46,766	$46,766	$46,766	$46,766	$46,766	$46,766	$46,766	$46,766	$46,766	$561,194
Health Benefits	$8,248	$8,248	$8,248	$8,248	$8,248	$8,248	$8,248	$8,248	$8,248	$8,248	$8,248	$8,248	$98,973
FICA	$3,423	$3,423	$3,423	$3,423	$3,423	$3,423	$3,423	$3,423	$3,423	$3,423	$3,423	$3,423	$41,077
Other Payroll Taxes	$1,248	$1,248	$1,248	$1,248	$1,248	$1,248	$1,248	$1,248	$1,248	$1,248	$1,248	$1,248	$14,977
													$0
													$0
Total Personnel	**$301,511**	**$301,511**	**$301,511**	**$301,511**	**$301,511**	**$301,511**	**$301,511**	**$301,511**	**$301,511**	**$301,511**	**$301,511**	**$301,511**	**$3,618,133**
INSTRUCTION													
Textbooks	$187	$187	$187	$187	$187	$187	$187	$187	$187	$187	$187	$187	$2,244
Classroom Supplies	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$5,100
Computers	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$9,600
Software	$1,128	$1,128	$1,128	$1,128	$1,128	$1,128	$1,128	$1,128	$1,128	$1,128	$1,128	$1,128	$13,542
Instructional Equipment	$462	$462	$462	$462	$462	$462	$462	$462	$462	$462	$462	$462	$5,542
Library and Media Center	$403	$403	$403	$403	$403	$403	$403	$403	$403	$403	$403	$403	$4,835
Other	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$1,530
	$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 Instruction	**$3,533**	**$3,533**	**$3,533**	**$3,533**	**$3,533**	**$3,533**	**$3,533**	**$3,533**	**$3,533**	**$3,533**	**$3,533**	**$3,533**	**$42,392**
SERVICES & SUPPLIES													
Athletic Program	$724	$724	$724	$724	$724	$724	$724	$724	$724	$724	$724	$724	$8,690
Office Supplies	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$1,530
Office Computers & Software	$996	$996	$996	$996	$996	$996	$996	$996	$996	$996	$996	$996	$11,950
Printing and Copy Services	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$10,200
Postage and Shipping	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$2,000
Audit	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$84,000
Payroll Services	$547	$547	$547	$547	$547	$547	$547	$547	$547	$547	$547	$547	$6,559
Legal Services	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$18,000
Insurance	$3,197	$3,197	$3,197	$3,197	$3,197	$3,197	$3,197	$3,197	$3,197	$3,197	$3,197	$3,197	$38,365
Staff Development	$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
Staff Recruitment	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Phone/Internet Service	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$8,600
Food Service	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$38,337
Pest Control	$234	$234	$234	$234	$234	$234	$234	$234	$234	$234	$234	$234	$2,810
Janitorial Supplies & Services	$6,035	$6,035	$6,035	$6,035	$6,035	$6,035	$6,035	$6,035	$6,035	$6,035	$6,035	$6,035	$72,420
Waste Disposal	$383	$383	$383	$383	$383	$383	$383	$383	$383	$383	$383	$383	$4,600
Marketing	$832	$832	$832	$832	$832	$832	$832	$832	$832	$832	$832	$832	$9,978
Other	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
	$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	$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 Services & Supplies	**$29,462**	**$29,462**	**$29,462**	**$29,462**	**$29,462**	**$29,462**	**$29,462**	**$29,462**	**$29,462**	**$29,462**	**$29,462**	**$29,462**	**$353,539**
FACILITIES													
Rent/Lease/Mortgage	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$1,750
Grounds Maintenance	$595	$595	$595	$595	$595	$595	$595	$595	$595	$595	$595	$595	$7,140
Maintenance & Repair	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$47,300
Utilities	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$73,412
Fire Safety and Compliance	$329	$329	$329	$329	$329	$329	$329	$329	$329	$329	$329	$329	$3,950
													$0
													$0
Total Facilities	**$11,129**	**$11,129**	**$11,129**	**$11,129**	**$11,129**	**$11,129**	**$11,129**	**$11,129**	**$11,129**	**$11,129**	**$11,129**	**$11,129**	**$133,552**
(C) TOTAL DISPURSEMENTS	**$345,635**	**$345,635**	**$345,635**	**$345,635**	**$345,635**	**$345,635**	**$345,635**	**$345,635**	**$345,635**	**$345,635**	**$345,635**	**$345,635**	**$4,147,616**
CONTINGENCY FUND	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$4,000
(D) NET REVENUE	**$4,666**	**$4,666**	**$4,666**	**$4,666**	**$4,666**	**$4,666**	**$4,666**	**$4,666**	**$4,666**	**$4,666**	**$4,666**	**$4,666**	**$55,990**
ENDING CASH (A+D)	**$2,234,088**	**$2,238,753**	**$2,243,419**	**$2,248,085**	**$2,252,751**	**$2,257,417**	**$2,262,083**	**$2,266,748**	**$2,271,414**	**$2,276,080**	**$2,280,746**	**$2,285,412**	

CASH FLOW PROJECTIONS-YEAR 2

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$2,285,412	$2,300,911	$2,316,410	$2,331,910	$2,347,409	$2,362,908	$2,378,407	$2,393,907	$2,409,406	$2,424,905	$2,440,404	$2,455,904	
Cash Receipts:													
State and/or Local Revenue (Rev Per Pupil*# of students)	$336,015	$336,015	$336,015	$336,015	$336,015	$336,015	$336,015	$336,015	$336,015	$336,015	$336,015	$336,015	$4,032,185
3% District Administrative Fee (Explain any changes in notes)	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$29,171
Meal Fees	$29,004	$29,004	$29,004	$29,004	$29,004	$29,004	$29,004	$29,004	$29,004	$29,004	$29,004	$29,004	$348,050
Grants / Donations / Benefits / Events	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$13,289
Student Activity Fees													$0
From Reserves													$0
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$368,558**	**$368,558**	**$368,558**	**$368,558**	**$368,558**	**$368,558**	**$368,558**	**$368,558**	**$368,558**	**$368,558**	**$368,558**	**$368,558**	**$4,422,695**
Cash Disbursements:													
PERSONNEL													
Principal	$8,909	$8,909	$8,909	$8,909	$8,909	$8,909	$8,909	$8,909	$8,909	$8,909	$8,909	$8,909	$106,903
Asst Principal	$8,018	$8,018	$8,018	$8,018	$8,018	$8,018	$8,018	$8,018	$8,018	$8,018	$8,018	$8,018	$96,213
Social Services (Nurse / Internship Coord / Media Spec)	$5,077	$5,077	$5,077	$5,077	$5,077	$5,077	$5,077	$5,077	$5,077	$5,077	$5,077	$5,077	$60,922
Technology Support	$523	$523	$523	$523	$523	$523	$523	$523	$523	$523	$523	$523	$6,273
Teachers	$174,157	$174,157	$174,157	$174,157	$174,157	$174,157	$174,157	$174,157	$174,157	$174,157	$174,157	$174,157	$2,089,889
Athletics / Coaching	$2,013	$2,013	$2,013	$2,013	$2,013	$2,013	$2,013	$2,013	$2,013	$2,013	$2,013	$2,013	$24,151
HR Manager	$5,345	$5,345	$5,345	$5,345	$5,345	$5,345	$5,345	$5,345	$5,345	$5,345	$5,345	$5,345	$64,142
Guidance Counselors	$8,158	$8,158	$8,158	$8,158	$8,158	$8,158	$8,158	$8,158	$8,158	$8,158	$8,158	$8,158	$97,900
Special Education Teacher / Para Pros	$19,978	$19,978	$19,978	$19,978	$19,978	$19,978	$19,978	$19,978	$19,978	$19,978	$19,978	$19,978	$239,735
Office Manager	$3,344	$3,344	$3,344	$3,344	$3,344	$3,344	$3,344	$3,344	$3,344	$3,344	$3,344	$3,344	$40,122
Office Assistant	$2,824	$2,824	$2,824	$2,824	$2,824	$2,824	$2,824	$2,824	$2,824	$2,824	$2,824	$2,824	$33,886
Registrar	$2,824	$2,824	$2,824	$2,824	$2,824	$2,824	$2,824	$2,824	$2,824	$2,824	$2,824	$2,824	$33,886
Development Director / Grant Mgmt	$6,099	$6,099	$6,099	$6,099	$6,099	$6,099	$6,099	$6,099	$6,099	$6,099	$6,099	$6,099	$73,185
Retirement Benefits	$47,818	$47,818	$47,818	$47,818	$47,818	$47,818	$47,818	$47,818	$47,818	$47,818	$47,818	$47,818	$573,821
Health Benefits	$8,433	$8,433	$8,433	$8,433	$8,433	$8,433	$8,433	$8,433	$8,433	$8,433	$8,433	$8,433	$101,200
FICA	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$42,001
Other Payroll Taxes	$1,276	$1,276	$1,276	$1,276	$1,276	$1,276	$1,276	$1,276	$1,276	$1,276	$1,276	$1,276	$15,314
	$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 Personnel	**$308,295**	**$308,295**	**$308,295**	**$308,295**	**$308,295**	**$308,295**	**$308,295**	**$308,295**	**$308,295**	**$308,295**	**$308,295**	**$308,295**	**$3,699,541**
INSTRUCTION													
Textbooks	$191	$191	$191	$191	$191	$191	$191	$191	$191	$191	$191	$191	$2,289
Classroom Supplies	$434	$434	$434	$434	$434	$434	$434	$434	$434	$434	$434	$434	$5,202
Computers	$816	$816	$816	$816	$816	$816	$816	$816	$816	$816	$816	$816	$9,792
Software	$1,151	$1,151	$1,151	$1,151	$1,151	$1,151	$1,151	$1,151	$1,151	$1,151	$1,151	$1,151	$13,812
Instructional Equipment	$471	$471	$471	$471	$471	$471	$471	$471	$471	$471	$471	$471	$5,652
Library and Media Center	$411	$411	$411	$411	$411	$411	$411	$411	$411	$411	$411	$411	$4,931
Other	$130	$130	$130	$130	$130	$130	$130	$130	$130	$130	$130	$130	$1,561
	$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 Instruction	**$3,603**	**$3,603**	**$3,603**	**$3,603**	**$3,603**	**$3,603**	**$3,603**	**$3,603**	**$3,603**	**$3,603**	**$3,603**	**$3,603**	**$43,240**
SERVICES & SUPPLIES													
Athletic Program	$724	$724	$724	$724	$724	$724	$724	$724	$724	$724	$724	$724	$8,690
Office Supplies	$130	$130	$130	$130	$130	$130	$130	$130	$130	$130	$130	$130	$1,561
Office Computers & Software	$1,016	$1,016	$1,016	$1,016	$1,016	$1,016	$1,016	$1,016	$1,016	$1,016	$1,016	$1,016	$12,189
Printing and Copy Services	$867	$867	$867	$867	$867	$867	$867	$867	$867	$867	$867	$867	$10,404
Postage and Shipping	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$2,000
Audit	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$84,000
Payroll Services	$547	$547	$547	$547	$547	$547	$547	$547	$547	$547	$547	$547	$6,559
Legal Services	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$18,000
Insurance	$3,261	$3,261	$3,261	$3,261	$3,261	$3,261	$3,261	$3,261	$3,261	$3,261	$3,261	$3,261	$39,133
Staff Development	$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
Staff Recruitment	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Phone/Internet Service	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$8,600
Food Service	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$38,337
Pest Control	$234	$234	$234	$234	$234	$234	$234	$234	$234	$234	$234	$234	$2,810
Janitorial Supplies & Services	$6,156	$6,156	$6,156	$6,156	$6,156	$6,156	$6,156	$6,156	$6,156	$6,156	$6,156	$6,156	$73,868
Waste Disposal	$383	$383	$383	$383	$383	$383	$383	$383	$383	$383	$383	$383	$4,600
Marketing	$832	$832	$832	$832	$832	$832	$832	$832	$832	$832	$832	$832	$9,978
Other	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
	$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	$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 Services & Supplies	**$29,686**	**$29,686**	**$29,686**	**$29,686**	**$29,686**	**$29,686**	**$29,686**	**$29,686**	**$29,686**	**$29,686**	**$29,686**	**$29,686**	**$356,229**
FACILITIES													
Rent/Lease/Mortgage	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$1,750
Grounds Maintenance	$607	$607	$607	$607	$607	$607	$607	$607	$607	$607	$607	$607	$7,283
Maintenance & Repair	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$47,300
Utilities	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$73,412
Fire Safety and Compliance	$329	$329	$329	$329	$329	$329	$329	$329	$329	$329	$329	$329	$3,950
													$0
													$0
Total Facilities	**$11,141**	**$11,141**	**$11,141**	**$11,141**	**$11,141**	**$11,141**	**$11,141**	**$11,141**	**$11,141**	**$11,141**	**$11,141**	**$11,141**	**$133,695**
(C) TOTAL DISPURSEMENTS	**$352,725**	**$352,725**	**$352,725**	**$352,725**	**$352,725**	**$352,725**	**$352,725**	**$352,725**	**$352,725**	**$352,725**	**$352,725**	**$352,725**	**$4,232,704**
CONTINGENCY FUND	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	**$4,000**
(D) NET REVENUE	**$15,499**	**$15,499**	**$15,499**	**$15,499**	**$15,499**	**$15,499**	**$15,499**	**$15,499**	**$15,499**	**$15,499**	**$15,499**	**$15,499**	**$185,991**
ENDING CASH (A+D)	**$2,300,911**	**$2,316,410**	**$2,331,910**	**$2,347,409**	**$2,362,908**	**$2,378,407**	**$2,393,907**	**$2,409,406**	**$2,424,905**	**$2,440,404**	**$2,455,904**	**$2,471,403**	

School Name:	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Surplus (Deficit)	OK	OK	OK	OK	OK	OK
Ending Cash Balance	OK	OK	OK	OK	OK	OK
Total Facilities Costs>15% of Total Expenses	OK	OK	OK	OK	OK	OK

Cash Flow Projections: Do the Cash Flow Proj. From the 5yr Budget match yr 0-2 Cash Flow Proj.?	YES	YES	YES	

EXHIBIT 24

CFO RESUME

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 Woman Association

2005-Current: Avolon Accounting has presents in 13 states with it's 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 limit 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 need.
- 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 review their monthly operation reports such as tenant report, SD reports, monthly revenue reports, etc.
- Prepare each property's monthly financial statements by record 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 meeting and year ended audit. Provide reports and assistant to outside audit firms for these properties year ended audit and prepare adjustments accordingly.

Yui (Candy) Yu

(678) 462-1197 E-Mail: candy@avolonabs.com
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 manage their month end closing process by interact with AP, AR and Payroll department.
- Review all companies' financial statements on individual and consolidated basis. Analysis COS costs and SGA expensive monthly.
- Prepare final financial statement for controller and CFO reviews, prepare and coordinate annually audit and varies 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 varies 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.

Michael R. Taylor

2824 Jasmine Court • Atlanta, GA 30345 • 404.228.4540 (H) • 404.394.4725 (M) • MichaelRTaylor@comcast.net

PROFESSIONAL SUMMARY

- 20+ years of business consulting experience with leading organizations around the world
- Analytically driven and transformation oriented with broad expertise in strategy development, financial management, and operational impact
- A collaborative leader and an effective communicator

LEADERSHIP

MCKINSEY&COMPANY, *Global Practice Leader* 2017 - Present

Global leader of Marketing & Sales Analytics and Consumer Digital & Analytics practices. Responsible for financial management of global teams including revenue, investment, resource utilization and client impact. Collaborating with global leaders to drive innovation and growth.

NORTH HIGHLAND, *Principal* 2014 - 2016

Founding member of North Highland's Strategy practice, focusing on growth and client financial impact. Collaborated with regional leaders to deliver consulting services, managing budgets, staffing, and people development processes.

PRGX, *Vice President* 2010 - 2014

Joined leadership team under new CEO to drive company turnaround and expansion in financial recovery auditing, analytics and advisory services. Provided monthly performance and forecast reporting to CEO, CFO and Board. Improved visibility to business operations, increased accuracy of forecasting, and enhanced our go to market value proposition.

BUSINESS MANAGEMENT

PLAYMATTERS, *Treasurer* 2001-Present

PlayMatters is an Occupational Therapy Clinic specializing in serving families and children with Sensory Processing disorders. As Treasurer and business manager, I am responsible for financial, tax, legal, and human resources matters, as well as compliance and regulatory filings.

ADDITIONAL EXPERIENCE

BOSTON CONSULTING GROUP, *Project Leader* 2008 – 2010
INFOSYS CONSULTING, *Senior Principal* 2004 – 2008
ELECTRONIC DATA SYSTEMS (now Hewlett-Packard), *Director of Strategy* 2003 – 2004
A.T. KEARNEY, *Manager* 1998 – 2003
SEER TECHNOLOGIES, *Senior Consultant* 1992 – 1996

EDUCATION

Master of Business Administration, University of Texas at Austin 1998

Bachelor of Business Administration, University of Texas at Austin 1992
Triple majors in Finance, Marketing, and Information Systems, minor in Accounting

EXHIBIT 25

DEKALB ASSURANCES

Exhibit 18 - DCSD Assurances and Required Statements

Georgia law, State Board of Education Rule, and DeKalb County School District (hereinafter "DCSD") policy require your school to provide assurances that it will meet specific requirements and comply with applicable laws. This assurances form enumerates these requirements and, when you submit the signed signature sheet with this assurances form as part of your charter school application package, you are providing the legal assurance that your charter school understands and will comply with these requirements. 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 school located in DeKalb County is true to the best of my knowledge and belief.

The Charter School agrees to comply with and adhere to the Georgia Department of Education's Assurances as well as DCSD's Assurances as follows:

Governance

1. The Charter School shall be subject to the control and management of the DeKalb Board of Education, as provided in the charter and in a manner consistent with the Constitution.
2. Charter School Board members (hereinafter the "Board") will not constitute a voting majority on any other public or private school board. Board member services shall be voluntary and each board member shall be fully insured with appropriate and approved Directors & Officers Liability Coverage. The Charter School acknowledges that the potential exists for Board members to be sued in their official and/or personal capacity, which means that the financial protection for liability payments and/or defense costs will only be through the Directors & Officers Liability Coverage unless the Charter School also opts to purchase a bond for its Board members. The District recommends that the Charter School also purchase a bond in addition to providing Directors & Officers Liability Coverage to ensure that all Board Members are fully protected from financial hardship and liability and to prevent any potential gap in coverage.
3. No member of the Board shall sell, lease, or receive payment for providing textbooks, supplies, services, equipment, facilities, or land to a Charter School or other public school in DCSD. Nor will the Board members receive payment for services as Board members.
4. The recruitment of students is the responsibility of the Charter School. During the recruitment process, the Charter School will provide parents of potential students with accurate information about the programs, services and amenities available at the school. The Charter School shall make an electronic copy of the complete Charter School petition and contract available on its website.
5. The Charter School agrees to sign an updated version of this Letter of Assurances, if needed during the charter term, to ensure compliance with federal or state law or rule and/or DCSD policy, regulations, and/or guidelines.

Financial

1. DCSD shall fund the charter school pursuant to the funding formula provided by O.C.G.A. § 20-2-2068.1 and applicable State Board rules.

2. According to State Board Rule 160-4-9-.05, the per-pupil funding amounts listed in § 15(c) of the Charter represent DCSD'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. The actual amount of per-pupil funding DCSD will provide to the charter school is subject to change in a given fiscal year based on fluctuations in enrollment and state and local revenues, and shall be derived from the funding formula provided by O.C.G.A. § 20-2- 2068.1.
3. The Charter School agrees to maintain enrollment less than or equal to the maximum enrollment identified in the charter contract. Only upon annual approval from the DeKalb Board of Education and the Georgia Department of Education by April 1st of the preceding year may the Charter School exceed its maximum enrollment levels by no more than 15% of the enrollment identified in the charter contract.
4. The Charter School is subject to periodic audits by DCSD's Internal Audits Department.
5. The Charter School will be responsible for providing various financial reports to the DCSD Internal Audits Department, DCSD School Innovation Department, and DeKalb Board of Education. The reports include but are not limited to the following: Cash Flow Statement, Balance Sheet, Statement of Expenditures vs. Budget, Statement of Revenue vs. Expenditures, Quarterly Statements, and End-of-Year Statements (showing encumbrances through June 30).
6. Any qualified audit findings, or non-conformity with generally accepted governmental accounting standards, may result in termination of the charter after review by the DCSD Finance Department.
7. Any deficit occurring during or at the end of a fiscal year shall be eliminated by funds to be provided by the Charter School. The Charter School shall not request any additional funds from the DCSD to cover any deficit created by the Charter School and the DCSD shall not allocate funds for the Charter School for the next fiscal year until the deficit has been resolved satisfactorily.
8. The Charter School is solely responsible for all debts incurred by the Charter School and its governing body, and the DCSD 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, except as otherwise agreed in the charter contract.
9. If the Charter School wishes to enter into an agreement to borrow funds in which the repayment period exceeds the current fiscal year, the Charter School must notify DCSD one month prior to entering the agreement for review and consideration and provide an amended budget reflecting the loan and repayment period that has been previously approved by the Charter School governing board. To enter into a significant long-term debt, the Charter School must be in its second (or subsequent) charter term and be in good standing with DCSD and the GADOE.
10. The Charter School will provide evidence that it has obtained appropriate insurance of the governing board and administrators by August 1st of its first year of operation. In the event the Charter School ceases operation for any reason, the Charter School and its governing body shall be responsible for closing out the business affairs of the Charter School. The Charter School shall cooperate with the DCSD to the extent necessary to provide an orderly return of the students to the appropriate schools for which they are zoned. At the time a Charter School ceases operations any furniture and equipment purchased with state or local funds shall be delivered to DCSD.

11. If the Charter School plans to cease operation or is notified that the contract will not be renewed, the school will notify the DCSD Office of School Innovation within 48 hours with the name and contact information for the person responsible for the closing procedures.
12. Upon notification of termination or non-renewal of the Charter in accordance with Sections 24 or 26 of the Charter Contract, the Charter School shall allow DCSD to place a full-time DCSD employee at the Charter School to monitor all school operations and to monitor and access records of the Charter School's expenditures and proposed spending of remaining public funds. The District will designate a receivership under the DCSD's Internal Audits Department to ensure full transparency of closing procedures. Unless an emergency closure is necessary, the Charter School will ensure that a transition plan is developed, approved by DCSD, and the Charter School will close at the end of the fiscal year in which it is operating, per state law.
13. Within thirty (30) days after termination of the charter for a local Charter School, all public surplus shall be returned to DCSD. Upon termination of the charter for a local charter school, all assets of the terminated charter school purchased using state or federal grant funds, and all unencumbered state or federal grant funds awarded by the State Board of Education, shall revert to the local district and shall not be used by the school or its nonprofit governing board to satisfy liabilities.
14. The Charter School shall submit a financial audit for the final year of operation, prepared by an independent Georgia-licensed certified public accountant within thirty (30) days of ceasing operations. This audit shall include a detailed inventory of all assets. Further, should the Charter School not have sufficient funds to pay all of its bills, invoices, or other evidence of indebtedness at the time it ceases operation, DCSD shall not be responsible for any debts incurred or contracts signed by the Charter School.

Performance Evaluation

1. The Charter School will be evaluated using DCSD's performance framework. The three areas of performance covered by the framework—academic, financial, and organizational—correspond directly with the three key areas of responsibility outlined in state charter laws, charter school contracts, and are the three areas on which a charter school's performance will be evaluated.
2. The Charter School will ensure that all data required for evaluating performance is complete, accurate, and submitted in a timely manner.

Student Support Services

1. The Charter School will provide services to Students with Disabilities and English Language Learners in the same manner as traditional schools in DCSD. The Charter School shall follow DCSD's Exceptional Education Service Guidelines for DCSD Charter Schools (Including Special Education And Hospital Homebound). Additionally, the Charter School will provide supplemental education services and remediation in required cases in the same manner as traditional schools in DCSD. The Charter School will establish a Student Support Team (SST) in accordance with state guidelines and DCSD board policies manual and comply with Section 504 by providing appropriate accommodations.
2. The Charter School will notify the DCSD upon receipt of a formal complaint or due process hearing request made by a parent/guardian or student concerning the Individuals with

Disabilities in Education Act or 504 Plan, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.

3. The Charter School will use DCSD forms for Section 504, special education, counseling services, psychological services, social services, SST, and health services.
4. The Charter School will hire or contract Special Education teacher(s), a licensed school counselor, a licensed certified school psychologist or a licensed clinical psychologist, a licensed school social worker, a school nurse, and special education paraprofessionals, to provide services to eligible students in accordance with State and federal guidelines.
5. The Charter School may choose to adopt the DCSD Student Code of Conduct, may modify the DCSD Code of Conduct, or use its own Code of Student Conduct but must still comply with federal and state due process procedures. An electronic copy of the Charter School's Student Code of Conduct will be published on the Charter School's website by August 1st of each school year. The Charter School will handle all discipline issues regarding students with disabilities in accordance with federal regulations, state guidelines, and DCSD policies.

Personnel

1. The Charter School is responsible for the hiring of all personnel required to implement the contract. The Charter School's hiring decisions may not cause the District to fail to meet federal comparability standards. The District will inform the Board no later than September 1 of each year if the Charter School's staffing practices need to be adjusted to meet federal comparability. Failure to follow District guidance may result in a federal fine.
2. No administrator will be directly responsible for the hiring, supervision or evaluation of a member of his/her immediate family.
3. The Charter School shall submit the Certified Personnel Index (CPI) data to the DCSD's Human Resources Department per District established deadlines and other times upon request by Human Resources personnel.
4. The faculty, instructional staff and all other personnel necessary for the operation of the Charter School shall be employees of the Charter School. Employees will meet GAPSC requirements for working at Charter Schools.

Facilities

1. Prior to students occupying any facilities and/or the Charter School committing to any certificate of lease or ownership, the Charter School shall obtain proper approval for any sites and/or facilities from DCSD and the Georgia Department of Education's Facilities Services Division.
2. The Charter School will prepare a safety plan and submit that plan and its approval from the Georgia Emergency Management Agency to the District prior to the start of school annually.

School Nutrition & Transportation

1. If the Charter School elects to participate in the National School Breakfast and Lunch Program, the Charter School will submit its own application to the GADOE if required and will be responsible for accurately counting meals and submitting financial reimbursement claims to the GADOE for meals meeting specified nutrient standards.
2. The Charter School agrees to provide DCSD with transportation safety documentation, if any, as required by the GADOE no later than June 1 for the pending school year and adhere to DCSD's Transportation Standard Operating Procedures, if DCSD school buses are used.
3. The Charter School's transportation program will comply with applicable law and any vehicles or drivers used for transporting students will meet the same safety standards applicable to public schools in this State.
4. The Charter School will adhere to DCSD's Transportation Standard Operating Procedures, if DCSD school buses are used.

Public Safety

In accordance with DeKalb Board of Education Policy IBB-R(2), this letter of assurances serves as notification of the charter school administration's and Governing Board's intention to contact the DeKalb County School District Department of Public Safety to respond to any intruder/suspicious person(s), student disruption, bomb threat, drug issue, violence or other acts that threaten the safety of students, staff, and authorized visitors at the charter school.

Administrative

1. The Charter School's leader will be provided a District email address, identify a business email and voicemail for correspondence with the DCSD, and make good faith efforts to respond to all DCSD inquiries within one business day. Representatives from the Charter School will attend any workshop, in-services, and/or training and other meeting(s) as required by DCSD. The Charter School shall complete annual reports and surveys, as mandated by DCSD.
2. The Charter School shall report daily attendance to DCSD using the standard, approved method of data collection. Master schedules and student schedules must exist for students in grades K-12 prior to the start of the school year. All changes in the schedules shall be completed prior to the first FTE count date of the school year. Final grades for each course must be recorded after each semester. DCSD will provide the necessary software and training for the student information system application while the Charter School will provide hardware and the necessary internet service connection. The DCSD Student Information System is to be used for the collection of all data and information required by O.C.G.A. 20-2-320 for mandatory reporting to the State Department of Education (SDOE) and federal agencies (example: discipline). The method of data collection will be that which is currently in use by DCSD and may be changed from time to time based on technology currently in use. Existing periodic and end-of-year checklists provided by DCSD will be used to define when progress reports, report cards and other verifications are to be produced.
3. The Charter School shall maintain all student records in accordance with applicable federal and state laws, regulations, rules and policies. The Charter School shall maintain all student

records on behalf of the District during each student's enrollment in the Charter School. Upon a student's withdrawal or other matriculation from the Charter School, the student's educational records shall be returned within ten (10) business days to the District's student records center for retention.

4. The Charter School shall maintain and ensure the privacy and confidentiality of each student's educational record in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and shall not disclose to any unauthorized third party any personally identifiable information concerning any student enrolled in the Charter School without first obtaining prior written parental permission.
5. Subject to state and federal laws, DCSD and its agents 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. The Charter School agrees to unannounced visits and announced instructional audits conducted by DCSD's School Innovation and/or the Internal Audits Departments, as needed; provided, however, that such visits shall not interfere with the operations of the Charter School. This access, however, shall not be unreasonably withheld if prior notice is provided by DCSD.

Assurances for Charter Schools with an Education Service Provider Agreement

If the Charter School did not envision relations with an Education Service Provider (ESP) during the petition process, but elects to enter into such a contract (hereinafter "ESP Agreement") during the charter term, the District and the state shall be notified. A charter amendment must be approved prior to execution of the ESP Agreement.

1. No provision of the ESP Agreement shall interfere with the Board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the Charter School. No provision of the ESP Agreement shall prohibit the Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act. The Board of the school will solely retain authority over the budget. Representatives of the ESP will not serve on the Board.
2. The Board must ensure that, while management partners may make recommendations to the governing board, the Board will not be under any contractual obligation to accept these recommendations.
3. If the charter contract is terminated, the Charter School Board shall ensure that the management company turns over all student, personnel, fiscal, and other Charter School records to the Board within five business days.
4. Nothing in the ESP Agreement shall be construed in any way to limit the authority of the DeKalb County Board of Education including, but not limited to, the authority to take and enforce action pursuant to O.C.G.A. § 50-14-1 et seq. and O.C.G.A. §50-18-70 et seq.
5. To the extent there are any conflicts between the terms of the Charter School's charter contract and the terms of the ESP Agreement, the terms of the charter contract will control.
6. If an ESP purchases equipment, materials and supplies for the use of, on behalf of or as the agent of the charter, the ESP Agreement shall provide that such equipment, materials and supplies shall be and remain the property of the charter. The ESP shall not charge additional commission, mark-up or similar fees, for the items purchased for the use of, on behalf of or as

the agent of the Charter School. Any such purchases must be made from a third party supplier, unless set forth in the charter petition.

7. The Board will ensure that the ESP Agreement contains a section that will reasonably permit either party to terminate the ESP Agreement.
8. The ESP Agreement should include provisions dealing with ownership of physical and intellectual property developed by the ESP or by the Charter School's employees.

Insurance Generally

Charter School shall procure and maintain for the duration of its charter contract, at its sole cost and expense, such insurance as will fully protect it and the Indemnitees , from any and all claims as set forth in the Indemnification clause that may arise out of Charter School's operations under the charter agreement from incidents, accidents and claims for personal injury, bodily injury, and property damage which may arise from or in connection with the performance of this charter agreement and for the Charter School's professional liability under the charter agreement.

The following is the minimum insurance coverage and limits that the Charter School must maintain. If the Charter School maintains broader coverage or higher limits than the minimums shown below, DCSD requires and shall be entitled to all coverage and for higher limits maintained by the Charter School.

Minimum Scope and Limit of Insurance

1. Workers' Compensation & Employer's Liability Insurance - Workers' Compensation Insurance in compliance with the applicable Workers' Compensation Act(s) of the state(s) wherein the work is to be performed or where jurisdiction could apply in amounts required by statutes. Employer's Liability Insurance, with limits of liability of not less than $1,000,000 per accident for bodily injury or disease.
2. Commercial General Liability Insurance, including contractual liability insurance, products and completed operations, personal injury, bodily injury, property damage and advertising injury, and any other type of liability for which the charter agreement or this Letter of Assurances applies with limits of liability of not less than $1,000,000 each occurrence / $2,000,000 policy aggregate for personal injury, bodily injury, and property damage. Commercial General Liability Insurance shall be written on an "occurrence" form.
3. Business Automobile Liability Insurance with limits of liability of not less than $1,000,000 per accident for bodily injury and property damage. Insurance shall include all owned, non-owned and hired vehicle liability.
4. Umbrella Insurance with limits of liability excess of Employer's Liability Insurance, Commercial General Liability Insurance and Automobile Liability Insurance in the amount of not less than $3,000,000.
5. Educators' Legal Liability Insurance with limits of not less than $2,000,000 each claim $2,000,000 in the annual aggregate for all claims. Coverage shall include insurance coverage for DCSD, its appointed and elected officials, departments, agencies, boards, commissions, its

directors and officers, trustees, agents, employees, volunteers and students while participating in internship programs. Coverage is to also cover Employment Practices Liability.

6. Property Insurance coverage shall be "all risks" and in sufficient amounts to cover the replacement cost of all structures and contents for property owned or leased by the Charter School. Insurance policy shall be endorsed to name DCSD as a Loss Payee as their interest may appear. Deductible or Self-Insured Retentions shall not exceed $100,000 per loss.
7. Crime and Fidelity Bond in the sum of not less than $1,000,000 per occurrence. Coverage shall include coverage for Employee Theft and Dishonesty, Forgery or Alteration, Theft of Money and Securities, Robbery and Burglary, Computer Fraud, Funds Transfer Fraud and Money Orders, Counterfeit Currency and Impersonation Fraud and shall cover liability to 3rd Parties.

Other Insurance Provisions

The aforementioned insurance policies shall contain or be endorsed to contain, the following provisions:

1. A provision that coverage afforded under such policies shall not expire, be canceled or altered without at least forty-five (45) days prior written notice to DCSD.
2. Workers' Compensation and Employer's Liability and Property insurance policies shall contain a waiver of subrogation in favor of DCSD, its appointed and elected officials, departments, agencies, boards, commissions, its officers, agents, employees and volunteers.
3. Commercial Employer's Liability, General Liability, Automobile Liability and Umbrella Liability insurance policies shall include an appropriate endorsement making DCSD, its appointed and elected officials, departments, agencies, boards, commissions, its directors and officers, trustees, agents, employees, volunteers and students while participating in internship programs, Additional Insureds under such policies.

A copy of these endorsements shall be provided to DCSD.

Claims-Made Policies

If any insurance policy is written on a claims-made coverage form:

1. The retroactive date must be shown, and this date must be before the execution date of charter contract.
2. Insurance must be maintained and evidence of insurance must be provided for at least three (3) years after completion of charter agreement.
3. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the charter agreement, charter school must purchase extended reporting period coverage for a minimum of three (3) years after completion of charter agreement.
4. A copy of the claims reporting requirements must be submitted to DCSD.

Verification of Insurance Coverage

1. Charter school shall furnish DCSD with Certificates of Insurance and certified copy of all insurance policies including Additional Insured, Waiver of Subrogation, and Endorsements. However, failure to obtain the required documents shall not waive the Charter School's obligation to provide them. The certificates, policies and endorsements shall contain the following information:
    a. Name and address of agent/broker;
    b. Name and address of insured;
    c. Name of insurance company, underwriting syndicate, or other insuring entity;
    d. Description of coverage in standard terminology;
    e. Policy period;
    f. Policy Number;
    g. Limits of liability;
    h. Name and address of certificate holder;
    i. Acknowledgment to the DCSD of notice requirements of material adverse change;
    j. Signature of authorized agent/broker;
    k. Telephone number of authorized agent/broker; and
    l. Details of policy exclusions applicable to theses Assurances in comments section of Insurance Certificate.
2. In addition to the certificates of insurance, policies and endorsements, the Charter School's broker/ insurer shall provide copies of the policy endorsements evidencing the coverage(s) for DCSD through the Indemnification and Insurance obligations assumed by the Charter School. All certificates/endorsements evidencing primary and excess layers shall be renewed and kept current and up to date on an annual or lesser time basis as needed.
3. All Risk Property Insurance should be in sufficient amounts to cover the replacement cost of all structures and contents to their full value for property owned or leased by the Charter School. Policy(ies) shall be endorsed to name DCSD as a Loss Payee as their interest may appear.
4. Under all coverage required hereunder, the policy(ies) shall be endorsed to include the following terms and conditions: Except for any acceptable secondary layer of protection, the policies shall be primary and not excess to any other coverage provided by or available to DCSD.

Self- Insured Retentions

Director of Risk Management may require the Charter School to purchase coverage with a lower retention or provide financial proof of its ability to pay losses and related investigations, claim administration, and defense expenses within the retention.

Non-Limitation on Charter School's Liability

The obligations for the Charter School to procure and maintain insurance shall not be construed to waive or restrict other obligations and it is understood that insurance in no way limits liability of Charter School whether or not same is covered by insurance.

Insurance Ratings

All of the insurance policies specified shall be written on a form acceptable to DCSD and all companies providing insurance required by charter agreement must meet the minimum financial security requirements of Best's Rating not less than A and Best's Financial Size Category not less than Class X.

Special Risks or Circumstances

DCSD reserves the right to modify these requirements, including limits, based on the nature of the risk, prior experience, insurer, coverage, or other circumstances.

Charter School's Property Insurance

The Charter School assumes sole responsibility for loss or damage to its property.

Other Obligations

1. **Entire Agreement**. These Assurances constitute the entire agreement between the Charter School, DeKalb Board of Education, and District, with respect to the matters set forth herein and supersedes all prior, contemporaneous, written or oral negotiations, agreements, or understandings between the parties regarding such matters, but does not supersede the charter contract, which sets forth the entire agreement between the Charter School, DeKalb Board of Education, and State Board of Education. A scanned or photocopy of these Assurances will be deemed an original.
2. **Waiver**. No failure or delay by the DeKalb Board of Education, or district designee, in exercising any right or remedy herein shall operate as a waiver thereof. The rights and remedies of the District under these Assurances are cumulative and are not exclusive of any rights or remedies which it would otherwise have herein.
3. **No Violation**. The Charter School represents and warrants that the execution of, and performance under, these Assurances will not be a breach of, violation of, or conflict with any other contract or agreement to which it is a party or subject, including the charter contract.
4. **Headings/Interpretation of MOU.** The headings contained in these Assurances are for convenience only and shall not affect in any way the meaning or interpretation of this document.
5. **Severability.** In the event that any term or provision of these Assurances is found to be, or becomes by operation of law, invalid, unenforceable or void, the remaining terms and provisions shall not be affected thereby and shall remain in full force and effect, and the invalid, unenforceable or void term or provision shall be deemed not to be a part of these Assurances.
6. **Governing Law**. These Assurances shall be governed by and construed and enforced in accordance with the laws of the State of Georgia.
7. **Notices.** Unless otherwise provided in the charter contract, or these Assurances, all notices shall be in writing and shall be sent by electronic mail, U.S.P.S. regular mail, personally delivered, overnight delivery service or certified mail, postage prepaid. Notices shall be

deemed given (a) on the date delivered if delivered personally or by electronic mail, (b) on the first business day following the date of dispatch if delivered by overnight delivery service or (c) three days after deposit in the United States mail with adequate postage affixed if sent certified or by regular mail.

Enforcement. The Charter School acknowledges that if, in the judgment of DCSD, the Charter School is in material breach of one or more provisions of the charter and if such material breach is not fully cured within thirty (30) days after the receipt of written notice to the Charter School identifying the breach and what must be done to cure it, DCSD shall be authorized to initiate termination procedures set forth in O.C.G.A. 20-2-2068 and the accompanying State Board Rule.

Notices shall be addressed as follows:

To the District:
Attn: Superintendent
DeKalb County School District
1701 Mountain Industrial Boulevard
Stone Mountain, Georgia 30083

With a copy to:
Director
School Innovation Department
1701 Mountain Industrial Boulevard
Stone Mountain, Georgia 30083

Agreed to and accepted by the Charter School:

As the Chair of the Governing Board for the Charter School, I provide legal assurance that the Charter School understands and will adhere to the requirements contained in this Letter of Assurances.

Governing Board Chair

8/29/2021
Date

EXHIBIT 26

ESOL RESOURCE GUIDE

TAPESTRY PUBLIC CHARTER SCHOOL

The ESOL Resource Guide

Grades 6-12

2020-21

Matt Tyson, Principal
Ana Rodriguez, Lead ESOL Teacher

Beginning of the Year Checklist

All federal and state regulations and guidelines can be found on the **GaDOE's ESOL Resource Guide:**

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/ESOL/GaDOE%20Guidance/2018-2019%20ESOL%20Resource%20Guide%20%287.31.18%29.pdf

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-(ESOL)-and-Title-III.aspx

In the beginning of the school year, the **DeKalb's ESOL Director** will request for the Lead ESOL teacher to complete the **Beginning of the Year Checklist** (one per school).

- ❑ Contact **Derek Nye** or **Gregory Wickersham** to have full access to the **Infinite Campus** as soon as possible!

- ❑ Send the completed **Parent Notification of Student Eligibility for ESOL Services** to parents (based on the 2020 ACCESS scores). Only parents of students who qualify for ESOL services will receive the letter. The DeKalb's ESOL Specialist will provide the letter in multiple languages. The list of all active English learners can be found on the Infinite Campus under ***Ad Hoc Reporting – Data Export – L3 LEP – student Active LEP Students Report – HTML list report – Export.***

  The completed letter for each student must be uploaded in the Infinite Campus under **LEP Documents**. The original will be placed in the **student's ESOL folder**.

- ❑ Contact **Vangie Zumaran** from DeKalb to create a **WIDA's account** for testing (e.g. ACCESS, WIDA Screener).

- ❑ Clear the **Pending List** in the Infinite Campus (instructions in the **DeKalb's ESOL Infinite Campus** guide). The list is under ***Ad Hoc Reporting – Data Export – L3 LEP –student PENDING Students– HTML list report – Export.***

All students on the Pending List must be **cleared**. The ESOL teacher will contact the **Tapestry's Registrar** to request a **SLDS report** for each child on the Pending List. If the report states a student is **not** an **English learner** served in the ESOL or does **not** speak **other language** than English, the Registrar must go to **Census** on the Infinite Campus and put **English as Home Primary Language.**

If the student is an English learner **served** in the ESOL in the previous year or speaks **other language** than English, the ESOL teacher must contact the **DeKalb's ESOL Specialist assigned to Region 1** to obtain more information about the student. Distribute **Home Language Survey** (HLS) to the student's parent if approved by the DeKalb's ESOL Specialist. Parents must return the completed HLS to the ESOL teacher who will **upload** it in the **Infinite Campus** and will place it in the student's **ESOL folder**. If the parent states other language than English, the ESOL teacher must administer **the WIDA-Screener.** If the student qualifies for the ESOL services, the parent will receive a **Parent Notification of Student Eligibility for ESOL Services.** The WIDA Screener scoring sheet and Parent Notification of Student Eligibility will be

uploaded in the **Infinite Campus** and placed in the **student's ESOL folder**.

If the student **exited** from the ESOL program, the ESOL teacher will **not** send the HLS to parents. **Students who exited from the ESOL program cannot be screened again!**

- ❑ **ESOL Folders** must be updated on the regular basis (see the last year's folders for documents). **All documents** in each student's folder **must remain** at Tapestry. A copy of any document in a folder can be made and sent to the personnel requesting the document (e.g. transferred students outside of DCSD). All ESOL folders must be placed in the **locked file cabinet** for security purposes.

- ❑ Review the **2019** and **2020 ACCESS** scores for all continuing ELs to determine students' progress in English. Create **Instructional Language Plans** (ILPs) for all ELs who did **not** make **positive movement** from one performance band to another on their most recent ACCESS. Tapestry has its own ILP document.

  Focus on **Reading** or **Writing** domains to set up **learning** goal(s) for each EL. All ILPs must be uploaded in the **Infinite Campus** and placed in each **student's ESOL folder**. The DCSD's ESOL Department will provide professional learning on ILPs.

- ❑ Students who **exited** out from the ESOL program in 2019-2020 will be labeled as **EL-M1** (Monitored First Year).

The ESOL teacher will quarterly complete the DCSD's **Post-Exit Monitoring Form** for all first and second-year monitored students. The completed monitoring form for each student will be uploaded in the **Infinite Campus** under **EL Documents** and placed in the **student's ESOL folder**. The list of all monitored students can be found on the Infinite Campus under ***Ad Hoc Reporting – Data Export – L3 LEP – student Active LEP Students Report – HTML list report – Export.***

❑ Send the **DCSD's Parent Waiver** to parents or adult students who have requested a waiver of services. It has to be completed annually. All English learners with a waiver must **participate** in **ACCESS** until they meet the criteria to exit ESOL services. Enter the **ESOL Not Served** in the Infinite Campus for each student on the waiver. Upload the signed waiver in the Infinite Campus under **LEP Documents** and place in the student's ESOL folder**.**

❑ In September, complete **Test Participation Committee** (TPC) accommodation forms for all active and monitored ELs. The DCSD's ESOL Specialists will provide training on all eligible accommodations for the ELs. Tapestry has its own TPC document in English and Spanish. **Parents** must be **invited** to the TPC meeting (see **Notification of Instructional Meeting/Testing Participation for English Learners** letter).

All students who are **not poised** to exit language services within the current school year and who have **clear and**

specific goals within the student educational plans (e.g. Instructional Language Plans) addressing the **reading deficits** due to the second language acquisition (e.g. score between 1.0 and 2.5 on the ACCESS Reading domain) may **receive** the **conditional accommodation**, Oral Reading of English Language Arts (ELA) passages. Completed ELL/TPC forms must be **uploaded** in the Infinite Campus under **LEP Documents** for each student and placed in the **student's ESOL folder**. Review accommodations throughout the school year for each English learner and revise as needed.

❑ For each student, enter and upload the following information in the Infinite Campus:
Search Tab –*Type Student Name* ***– Index Tab*** *– Student Information –* ***English Learners*** *(EL)* ***– LEP Instructional Details****: Bilingual/ESOL Program Type – Select* ***CBE*** *and* ***Save. ESOL Delivery Model Tab****– Select* ***Pushin*** *and* ***Save.***

If an English learner is served by a content teacher with the ESOL Endorsement (or currently taking the ESOL Endorsement at DCSD), select ***Sheltered English Instruction*** for the ESOL Program Type and ***Sheltered for ESOL Delivery Model***. Select ***Daily Contact Hours*** for each student based on the schedule. Be sure to record **all segments** together for each student to report correct daily hours.

ESOL Teacher Requirements

- ❑ In August, distribute **folders** with 2020 ACCESS scores, Can-Do sheets, and EL strategies to **all content teachers** who work with English learners. Later, provide **accommodation sheets** to all content teachers who are responsible to deliver accommodations to all English learners.

- ❑ Provide **two or more** professional learning opportunities to **all Tapestry's staff members** on ESOL program, accommodations, EL strategies, ACCESS, etc. (agenda, sign-in sheet, and materials on file).

- ❑ Provide **two or more** professional learning opportunities to English learners' **parents** on the ESOL program, accommodations, local and state wide testing, Can-Do-Descriptors, etc. (agenda, sign-in sheet, and materials on file).

- ❑ Send quarterly **Can-Do** sheets in English or Spanish to all active English learners' **parents** reporting a progress in English. Place a copy in each **student's ESOL folder**.

- ❑ Keep any **communication** with English learners' **parents** on file (e.g. translated newsletter, general emails about school activities and events, grade level letters, etc.).

- ❑ Include following parts in **ESOL lesson plans**: **Language Domain(s), Content Objective** (from content teachers'

lesson plans), **Language Target**, **Language Support**, **Language Assessment** (see WIDA Lesson Plan 6-12 template below).
https://wida.wisc.edu/sites/default/files/resource/Lesson-Plan-6-12.pdf

Use WIDA Standards below to plan lessons.
https://wida.wisc.edu/sites/default/files/resource/2012-ELD-Standards.pdf

Tapestry's ESOL Guidelines

(Excerpts from GaDOE's 2018-19 ESOL Resource Guide)

Terminology

English Learner (EL): a student whose primary or home language is other than English and who is eligible to receive services based on an English language proficiency test.

English to Speakers of Other Languages (ESOL): a supplemental language assistance program provided to English learners to overcome language barriers and to participate meaningfully in classrooms.

Home Language Survey: a questionnaire administered upon enrollment to each student's parent or guardian to determine if a language other than English is used at the student's home.

State-adopted English proficiency measure: an English language proficiency test administered annually to all English learners (ELs) in Georgia. Georgia uses the state-adopted *Assessing Comprehension and Communication in English State*

to State (ACCESS) test to measure English learners' social and academic proficiency in English.

State-adopted English proficiency screening measure: a formal measure of social and academic English language proficiency for the child's initial placement in the ESOL program. Georgia uses the WIDA Screener to assist educators in identification and placement of English learners in supplemental language assistance services.

WIDA Consortium: a group of 39 State Education Agencies working with the Wisconsin Center for Education Research, the Center for Applied Linguistics and MetriTech to provide reliable and valid assessment (W-APT or WIDA screeners and ACCESS for ELLs) and to develop K-12 English Language Development Standards for English learners.

Identification and Placement of English Learners

The Tapestry Charter Public School identifies all primary or home language other than English (PHLOTE) students and then screens potentially eligible students for language assistance. The Home Language Survey includes following three questions:

- ❑ **Which language does your child best understand and speak?**
- ❑ **Which language does your child most frequently speak at home?**
- ❑ **Which language do adults in your home most frequently use when speaking with your child?**

If the answer to any of the questions indicates a language other than English, the student is a PHLOTE student and must be screened for eligibility for language assistance services. The Title III law requires that students must be **screened** for eligibility **within 30 days** of enrollment.

1. ELs who **transfer** from another district within the United States or from a Department of Defense school, and there are **official records** to support their pre-determined eligibility and services within the past year, the Tapestry Public Charter School accepts these records and places the child in a language assistance program.

2. If a PHLOTE student was screened in a **non-WIDA** state and was found not-eligible by that state's criteria, the Tapestry Public Charter School **rescreens** the student using the WIDA Screener Online.

3. If the HLS responses for a **foreign exchange student** indicate a primary language other than English, the student is **screened for eligibility** for language assistance services.

Screening for Eligibility

Georgia is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium. The Tapestry Public Charter School uses the **WIDA Screener Online** as an assessment eligibility tool. The criteria for eligibility are as follows:

Administer the Home Language Survey to Determine Student's Language Influence	
If all three responses are "English", then **STOP!** **DO NOT SCREEN.**	If **one or more** other than English, administer WIDA Screener Online: ❖ If the student's Grade Level Adjusted Overall Composite Score is **≥ 5.0**, the student **does not qualify** for language support services. ❖ If the student's Grade Level Adjusted Overall Composite Score is **< 5.0**, the student **requires** language support services.

EL Identification

The Tapestry Public Charter School follows the guidelines based on **the Civil Rights Division, Educational Opportunities Section of the United States Department of Justice**, such as:

- ❑ Providing an ESOL program and adequate language services to English learners

- ❑ Providing resources to effectively develop the ESOL program (e.g. ESOL teachers and ESOL materials)
- ❑ Communication with non-English or limited-English speaking parents in the language they understand (e.g. providing oral and written translations of important documents or notices)
- ❑ Providing ESOL services to English learners who also qualify for special education services
- ❑ Including English learners in gifted programs regardless of their limited English proficiencies

When a student is identified as English learner eligible for ESOL services, the Tapestry Charter Public School **notifies parents/guardians** about:

- ❑ Child's eligibility for ESOL services
- ❑ Child's level of proficiency on WIDA Screener Online and ACCESS
- ❑ Method of ESOL delivery of instruction
- ❑ How the ESOL program will help the child learn English and meet the academic standards for grade promotion and graduation
- ❑ Requirements for exiting the ESOL program
- ❑ Rights to have their child removed from the ESOL program upon request or to decline to enroll their child in the ESOL program

Parent Waiver of Direct Language Assistance Services

Some parents of students identified as ELs may choose to waive language assistance services for their child; however, the Tapestry Public Charter School provides an **alternate support for language development and proficiency** outside of structured ESOL classes.

Parents who waive services must do so **in writing** on an annual basis, and the ESOL teacher maintains evidence of the written documentation. Although the parents may have chosen to waive a formal language assistance program, the student has been **identified and coded as an EL** and will continue to be coded as such until the student reaches an English proficiency level that meets the state requirements for exiting language assistance services.

ELs whose parents have waived services are still eligible for **accommodations** on standardized tests, and their English language proficiency skills are assessed on an annual basis until they meet eligibility criteria for exit.

Exit Criteria

For an English learner to exit the ESOL program, the student must participate in **ACCESS for ELLs 2.0** assessing social and instructional English as well as **language of Mathematics, Language Arts, Science, and Social Studies across** the four domains of **speaking, listening, reading, and writing**. The ACCESS for ELLs 2.0 also measures the **students' yearly progress in English**.

Only certified personnel, who successfully completed the required WIDA training, can administer the *ACCESS for ELLs 2.0.* The student must take all components of the *ACCESS for ELLs2.0 to* receive the **Overall or Composite Proficiency Level (CPL)** to exit the program based on following criteria:

Administer the ACCESS 2.0 to Grades 6-12		
CPL < 4.3: The student **remains qualified** for language support services.	**CPL 4.3 – 4.9**: The **Internal reclassification review team** determines language placement for the next school year.	**CPL 5.0 or greater**: The student **must be exited** from language support services.

Monitoring Academic Progress of ELs

Monitoring of classroom performance includes measures of **English-language proficiency and curricular achievement**. The Tapestry Public Charter School uses classroom performance, high school course completion, and Georgia's achievement test scores to revise a student's academic program or change the types of language assistance services he or she is receiving. Additionally, bi-weekly ESOL team meetings are held to monitor and discuss student progress. Mentor teachers are also assigned to each student and meet regularly with each student to review grades, attendance, goals, and socioemotional well-being. The ACCESS test is given once a year to students to gauge student progress as well.

Collection of Data for Monitoring Student Success

The ESOL teacher collects following data:

- ❑ **Assessment information** (e.g. standardized tests taken, EOC completion)
- ❑ **Academic information** (e.g. courses taken, grades attendance and promotion/retention)
- ❑ **Entry date into U.S. schools**
- ❑ **Entry date into local district**
- ❑ **Years of schooling in home language**
- ❑ **Interrupted education**
- ❑ **Classroom observations by teachers**
- ❑ **Enrollment history and criteria used for placement in special services** (e.g. ESOL, EIP, speech therapy, special education, gifted services, REP, etc.)

Testing Accommodations

Federal and state laws require that all students participate in the state-mandated assessment program, including English learners.

Any accommodations offered must be consistent with current instructional and assessment accommodations made in the classroom.

At Tapestry Public Charter School, accommodations are determined by the **English Learner Testing Participation Committee (EL/TPC)** and are documented on EL/TPC form for each eligible student. Only state-approved accommodations are considered and included in the EL/TPC form.

WIDA Consortium

The World-Class Instructional Design Assessment Consortium (WIDA) is a consortium of 35 member states. The WIDA Consortium developed English language development standards and an English language proficiency test aligned with those standards, ACCESS for ELLs 2.0 or the Alternate ACCESS for ELLs 2.0.

The WIDA English Language Development (ELD) Standards are designed as a curriculum and instructional planning tool. They help teachers determine children's English language proficiency levels and how to appropriately challenge them to reach higher levels. The **five standards** encompass the areas of **Social and Instructional** and the language of Language **Arts, Math, Science and Social Studies**.

The WIDA ELD Standards are:

1. English language learners **communicate for Social and Instructional purposes** within the school setting.

2. English language learners **communicate information, ideas and concepts** necessary for academic success in the content area of **Language Arts**

3. English language learners **communicate information, ideas and concepts** necessary for academic success in the content area of **Mathematics**

4. English language learners **communicate information, ideas and concepts** necessary for academic success in the content area of **Science**

5. English language learners communicate **information, ideas and concepts** necessary for academic success in the content area of **Social Studies.**

At Tapestry Public Charter School, the five standards addressing academic language development and proficiency are integrated with the Georgia Standards of Excellence in the core content areas to improve ELs' academic achievement.

ACCESS for ELLs 2.0 is administered annually to all English learners in Georgia. It is a standards-based, criterion referenced English language proficiency test designed to measure **English learners' social and academic proficiency** and **progress in English**. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context and across the four language domains of speaking, listening, reading, and writing.

Alternate ACCESS for ELLs 2.0 is intended only for **English learners with significant cognitive disabilities** that are severe enough to prevent meaningful participation in the ACCESS for ELLs 2.0 assessment. Alternate ACCESS for ELLs 2.0 is not intended for ELs who can be served with special education accommodations on ACCESS for ELLs.

Only certified personnel who have completed the required WIDA training for the **ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs 2.0** are permitted to administer the annual proficiency assessment.

Language Acquisition Courses (Pull-out)

The courses offered at Tapestry Public Charter School are listed below:

- ❑ **55.02100 Communication Skills I** focus on the acquisition of social and instructional language across the four language domains as prescribed in WIDA Standard 1. The suggested proficiency level of the student is CPL 1-2.

- ❑ **55.02200 Communication Skills II** is an expansion of Communication Skills I with the inclusion of some content language, particularly the discipline of English language arts. The five WIDA standards serve as its basis with emphasis upon proficiency in Standard 2 regarding the communication of information, ideas and concepts necessary for academic success in the content area of language arts. The suggested proficiency level of the student is CPL 1-2.

- ❑ **55.02300 Reading and Listening in the Content Areas** supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on reading and listening skills in language arts, science, social studies and mathematics. The suggested proficiency level is CPL 1-3.

- ❑ **55.02400 Oral Communications in the Content Areas** supports and enhances listening and speaking skills in the content areas and references the five basic WIDA standards with emphasis on the listening and speaking skills in the content areas. The suggested proficiency level of the student is CPL 1-3.

- ❑ **55.02500 Writing in the Content Areas** focuses on writing across the standards of English language arts, science, mathematics, and social studies. The domains of reading, listening and speaking are integral to the writing process, both actively and critically. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-4.

- ❑ **55.02110 Communication Skills in Math** supports and enhances literacy and listening skills necessary for success in the mathematics content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in mathematics. The content addresses all five WIDA Standards.

- ❑ **55.02120 Communication Skills in Science** supports and enhances literacy and listening skills necessary for success in the content area of science. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in science. The content addresses all five WIDA Standards.

- ❑ **55.02130 Communication Skills in Social Studies** supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in social studies. The content addresses all five WIDA Standards.

- ❑ **55.02600 Reading and Writing in Science** supports and enhances reading and writing skills in Science and provides students with strategies for reading and comprehending scientific texts.

- ❑ **55.02610 Reading and Writing in Social Studies** focuses on reading and writing in social studies and provides students with interrupted or limited formal schooling the basic skills and background preparation to enable them to successfully complete required social studies content courses. The domains of reading and writing are integral to academic success in the social studies content courses and students must learn to develop both active and critical inferential skills to ensure academic success in the social studies content courses.

- ❑ **55.02700 Academic Language of Science and Math** focuses on teaching students with interrupted or limited formal schooling to decode the specialized vocabulary, symbols and text in science and mathematics. Reading comprehension of texts, listening and comprehending

lectures, and using correct scientific and mathematical terminology when speaking and writing are integral to academic success in the mathematics and science content areas. The content addresses all five WIDA Standards.

The English learners at Tapestry Public Charter School receive instruction through the ESOL program that offers following approved instructional delivery models:

- ❑ **Pull-out** – English learners are pulled out from a general education class to receive small group language instruction by the ESOL teacher
- ❑ **Push-in** – English learners remain in the classroom to receive content instruction in reading, language arts, mathematics, science, and/or social studies from the content teacher along with language instruction from the ESOL teacher
- ❑ **Sheltered Instruction** – English learners receive language assistance from content teachers with the ESOL endorsement

The ESOL teacher meets with students on a daily basis for a 50 **minutes segment** for grades 6-8 and **55 minutes segment for grades 9-12.** A block class of 90 minutes counts as 2 segments.

Post-exit Monitoring

English learners who meet the criteria for English proficiency are no longer eligible for language assistance services and must be exited. The Office for Civil Rights requires that districts **monitor ELs' academic performance for two calendar years following exit** from language assistance services.

If an exited student transfers from another state or a private school and the two-year monitoring was not completed prior to enrollment, Tapestry Public Charter School continues to maintain documented evidence that the student was monitored throughout the **two-year monitoring phase**.

English learners who are in the two-year monitoring phase following their exit from language assistance services should be coded as **EL-1** on state assessments and continue to be eligible for appropriate standard accommodations as outlined on their EL/TPC forms.

After the two-year monitoring period ends, students are **no longer eligible** for any ESOL-related testing accommodations.

Once the two-year monitoring period has ended, the student's coding for Data Collections, Student Record purposes will change from **EL-2** to **EL-3** (3rd Year Post-Exit), then **EL-4** (4th year Post-Exit). Following the EL-4 designation, the student will be coded **EL-F** (Former EL) and remain as such as long as they are enrolled.

At the end of each **progress reporting period**, the ESOL teacher contacts each of the student's teachers to find out if the student is **adjusting** and **succeeding** academically (e.g. review of grades,

standardized test scores, and portfolio assessment) and to identify any academic or adjustment needs (e.g. student interviews).

Sometimes ELs may **struggle** in some of their academic courses, even after they have been deemed proficient and have met the criteria for exiting ESOL services; therefore, during the two-calendar year monitoring period required under civil rights law, ELs may still require **instructional accommodations** in some of their content courses. If there is evidence students are struggling in one or more content areas, the first step is to ensure the students are provided with all instructional support available to students within the school, and to ensure that the **RTI team** is aware of their lack of academic progress and success.

The RTI team at Tapestry Public Charter School should review the students' data and determine next step **appropriate interventions** and any potential **increased Tier monitoring** for RTI purposes. After instructional interventions have been put in place and progress is measured over time, as data, documentation, and any additional evidence are reviewed, the RTI team determines whether the student is struggling because of a **lack of content knowledge** or whether the student is struggling because of a **lack of language**.

Possible **considerations** may include reviewing the students' academic history:

1. **Educated** formally in their **home countries** (e.g. consistent schooling, prolonged periods of interrupted schooling, or no schooling)

2. Students' **ACCESS for ELLs 2.0** scores and sub-scores in each domain

3. **Exited** from language assistance services based on a previous year's **Language Assessment Conference** or **Internal Reclassification Review**

4. Student's **Georgia Milestones Language Arts / ELA End of Course** scores (e.g. not meeting standards)

5. Teachers **differentiating instruction** to support second language learners

The final analysis of reviewing evidence and data should determine whether the problem truly is **a lack of language** proficiency**,** rather than **a lack of content knowledge, cognitive issues, or a disability.** If so, the students' **coding** will be changed to **EL-Y again.**

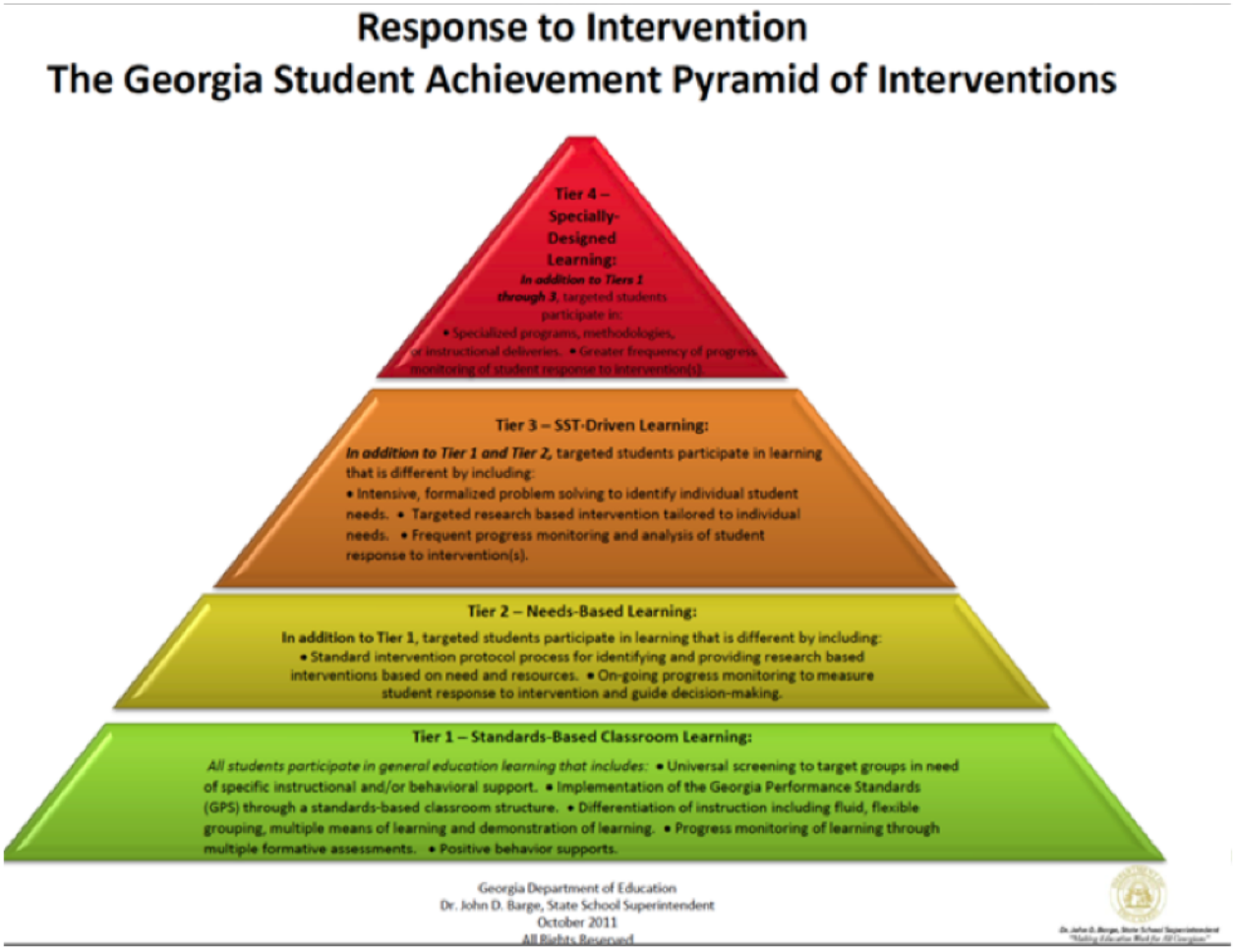
Additional Services for ELs

RTI

Eligibility for ESOL services and placement in an ESOL class automatically is considered a **Tier 4 Intervention**. As is appropriate for all students, ELs in a **general education** class should receive **Tier 1 interventions**, and often the student requires **Tier 2 interventions** as well to successfully access and comprehend instruction. As the student **progresses** in language and academic proficiency, the level of interventions needed to support him or her should **decrease** accordingly. For the specific purposes of ESOL services and language support for the majority of ELs, **the Pyramid of Interventions** functions as a **regressive**

model rather than as a model of progressive interventions. As students near proficiency, often Tier 1 interventions, appropriate for all students, will be the only additional support needed.

The Georgia Student Achievement Pyramid of Interventions is shown below.



Special Education

If an English learner is having difficulty mastering specific skills, it is important for the teacher to **accommodate the instructional strategies** and **instructional pace** for the student. However, the English learner continues to have difficulty after consistent language accommodations and instructional interventions have

been attempted for a reasonable amount of time, and the interventions from Tiers 1 and 2 have not resolved the issues, **the RTI team and the ESOL teacher** at Tapestry Public Charter School reviews data to determine next steps.

If the EL is tested and qualifies as a student with a disability under the Individuals with Disabilities Education Act (IDEA), the EL may be served through the special education program. The EL also receives language assistance. Thus, the EL is **dually served** through both programs**.**

If, due to the student's significant cognitive disabilities, it is determined that another means of support is more beneficial to the student, the Special Education team and the ESOL specialist at Tapestry Public Charter School determine the most **effective plan**. The ESOL teacher and/or specialist include **language goals, ESOL delivery model, the amount of ESOL services** and **the individual** providing the services in the student's IEP.

Gifted Education

To ensure equal access to the referral process, Tapestry Public Charter School reaches out to families of ESOL students. State Board of Education Rule 160- 4-2-.38 **EDUCATION PROGRAM FOR GIFTED STUDENTS** requires districts to inform **all parents** about their gifted programs, how children are referred, and how they qualify.

2020-21 Service Model

Middle School

Middle School Students are currently being served through both push-in and pull-out models. The pull-out service is offered at the end of the typical school day when students are provided with additional instruction around English language learning from an ESOL teacher while other students are in a homeroom class. Each student is also provided with push-in services during their Extended Learning Time, or W.I.N. (What I Need) period. Additional push-in support is also provided during typical 7th and 8th grade English/Language Arts classes, where an ESOL teacher pushes into their regular classroom.

High School

High School ESOL students are currently being served through the push-in and pull-out models. The pull-out service is provided through an additional class, English ESOL, where students receive supplementary English language instruction with their ESOL peers after the end of the traditional school day. The push-in service is provided during each student's regular English/Language Arts course, where an ESOL teacher pushes into the class to provide additional support.

The ESOL Liaison reviews each student's services as soon as they enter Tapestry to ensure that they are scheduled for the appropriate classes and delivery models required to meet their individual needs.

Additional Resources

GaDOE ESOL webpage:
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-andInstruction/Pages/English-to-Speakers-of-Other-Languages-(ESOL)-and-Title-III.aspx GaDOE

https://gadoepublicstore.blob.core.windows.net/asset-e040fd30-a966-41cf-81ab-b573ac09443c/DistrictESOLCoordinatorRole-1.mp4?sv=2015-07-08&sr=c&si=68ac3765-c4b3-40cc-81c4-979f82db6d2f&sig=Othls3D0LeW0uCUB/U7tYS9T4pX5ibfmYDYxcodPUTA%3D&st=2017-11-14T12:04:13Z&se=2117-11-14T12:04:13Z

Title III Webpage:
http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III.aspx GaDOE

Curriculum webpage:
http://www.gadoe.org/Curriculum-Instruction-andAssessment/Curriculum-and-

GaDOE Allowable Accommodations for Student with Disabilities:
http://www.gadoe.org/Curriculum-Instruction-andAssessment/Assessment/Documents/General%20Presentations/Allowable_Accommodations_for_Stude
nts_with_Disabilities_and_English_Learners_2016-2017.pdf

GaDOE Assessment webpage:
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx

http://www.wida.us Proficient Parents
https://www2.ed.gov/about/offices/list/ocr/ellresources.htm

English Learner Tool Kit:
https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

EXHIBIT 27

TAPESTRY SPECIAL EDUCATION MANUAL

TAPESTRY PUBLIC CHARTER SCHOOL

Special Education Manual

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IEP Compliance and Procedures

In regards to overall IEP compliance, we follow Dekalb County's policies and procedures to ensure our students are served with fidelity. During pre-planning each year each school year, special education teachers are given a caseload of students that receive special education services and have a current Individualized Education Plan. As a special education teacher, your assigned caseload may include students you teach and others you support outside of the classroom. The case manager/teacher is responsible for creating annual reviews, implementing and regularly updating IEPs for all students on his/her caseload. Case managers are required to adhere to procedural timelines regarding annual reviews and the reevaluation process. In addition, case managers will be responsible for completing age specific events, such as Transition Planning.

Throughout the year, updated information and training is provided to special education teachers. The weekly department meeting is how we disseminate important information. Case managers are expected to attend department meetings and complete all required activities in a timely manner.

All students' IEPs must be developed and reviewed annually and are in effect at the start of each school year. The IEP may be reviewed more than once a year if the parent or the district requests a review. Tapestry focuses on writing Strength and Standard Based IEPs to ensure students are held to high expectations, and also provided with skill instruction that will assist them in achieving their goals and access the general education curriculum to the best of their ability.

Co-Teaching

Tapestry's charter allows us to take a non-traditional approach to inclusive learning. A core feature of this approach is our co-teaching model. Our highly qualified, mission-aligned teachers are innovative, positive, flexible, nurturing, and dedicated to the education of all our students. Each core class at Tapestry is co-taught by a general education teacher and a special education teacher who work collaboratively together to optimize learning for all students. This provides a unique opportunity for our school to offer academic rigor as well as academic support to those students who need it within the same classroom. Instead of one educator teaching a classroom of students, our co-taught model accommodates the varied learning styles of our students. The result? An effective practice of highly differentiated instruction.

Co-teachers have dedicated time to plan together, this time is used for co-planning, individual planning, grading, IEP paperwork, etc. Co-Teaching teams decide how and when to use their planning time together based on the needs of their classes. This ongoing collaboration allows for conversation to occur between the educators, such as: *How to group students, the pacing of the lesson/unit, accommodations/supports students may need during lesson, which formative assessments to use and when, predict and problem solve potential barriers that may arise and time to review and reflect on previously taught lessons.*

Tapestry's co-teaching teams do a lot of work in pre-planning around getting to know one another, discussing preferences and any pet peeves each person may have. Teachers have to decide who will be responsible for what in the classroom on a daily basis and make a plan on execution. Taking time to think about these pieces and have a conversation with the person you will be sharing each day with is a critical component to making their '*marriage*' work.

Inclusive Practices

In education, inclusion refers to the practice of having all students learn together in the same classroom environments, which is diametrically opposed to the antiquated notion that students with neurological differences should be taught separately, away from their peers. Tapestry feels that by adopting inclusive practices, we can help all students thrive by recognizing their unique learning needs. Numerous academic, social, and emotional benefits have been found with an inclusive approach, for all types of learners.

However, this type of system cannot be implemented overnight, and it requires the investment of all stakeholders. Just as no student is the same, no school is the same either. Tapestry has found the following elements to be most essential for the success of inclusive schools.

Major Elements

- Problem Solving Strategies for Students
- Scaffolded Instruction
- Self-Directed Learning
- Effective Classroom Management
- High Expectations

Problem Solving

At Tapestry, problem solving involves reasoning and analysis, argument construction, and the development of innovative strategies. It involves the ability to think through a situation and provide a feasible and efficient solution to that problem. Problem solvers at Tapestry believe everyone is creative and has the capacity to solve problems. Throughout problem solving in inclusive environments, critical dimensions include creating open, productive, and collaborative consultation.

Scaffolded Instruction

Tapestry's best practice requires teachers to support students with concentrated instructional assistance when needed, allowing each individual to experience success in learning. Scaffolding includes mini-lessons, individual coaching, prompts, and open-ended question stems.

Self-Directed Learning

Teachers using best practices enable students to become self-directed in their learning. Tapestry believes that through modeling and demonstration, teachers show students how to become problem solvers. Through guided practice, teachers help students learn to select the appropriate problem-solving strategy for the appropriate occasion. Once students can self-regulate problem-solving behaviors, they are able to continue to learn and progress on their own.

Effective Classroom Management

Effective classroom management is one of the most visible examples at Tapestry of best practice:

- Organize time, classroom environment, and space for literacy needs
- Implement structure and routines for productive learning experiences
- Provide a combination of whole-group and small-group instruction; utilize paired activities, team projects, and independent work
- Share responsibility and choice with students, creating a community of learners

High Expectations

Displaying confidence in students' abilities has positive effects on their behavior and academic achievement. With high expectations, appropriate scaffolding, and the ability to motivate, Tapestry teachers encourage all students to believe in themselves and reach their potential. Expectations correlate with self-esteem in students, which carries over into their literacy learning.

In-Class

- Small Group Learning
- Whole-Class Discussions
- High-Density Reading and Writing Instruction
- Implementing Active Learning Strategies

Small Group Learning

Small group instruction creates the space for students to personally engage with the content by expanding individual connections and understanding.
Small group instruction at Tapestry serves to break lessons down into achievable tasks for constructing knowledge toward mastering the overall learning targets. Often, students in small groups are more willing to take both social and academic risks as they collaborate.

Whole-Class Discussions

Whole class discussions provide greater interaction between teacher and students as well as flexibility in the classroom. Tapestry students may feel more comfortable asking questions during whole group discussions and have a tendency to stay focused on the lesson because they might be called on to answer questions. Teachers can check on what students are retaining through questions posed to the large group.

Group discussions can engage students in a variety of ways and can take on a multiple forms, such as:

- **Fishbowl** - students take turns actively participating in the discussion and serving in the role of listeners, observers, or recorders.
- **Jigsaw** - students become experts on a particular topic and share their knowledge with fellow students.
- **Think-Pair-Share** - Students work individually on an active learning assignment then compare their responses with a partner and synthesize a

joint solution. Some pairs share with the entire class. This method helps increase the frequency of responses from quiet members of the class.

High-Density Reading and Writing Instruction

Best practice in literacy instruction focuses on devoting more of the school day to reading and writing—including a dedicated literacy block and applications to all curriculum areas so students connect lessons to real-world experiences. Instruction is meaningful, purposeful, clear, and concise as teachers weave previously taught skills and strategies into new lessons. Using best-practice techniques, Tapestry teachers are also able to integrate numerous goals into single lessons.

Implementing Active Learning Strategies Helps Students:

- Engage in higher-order thinking tasks such as analysis, synthesis, and evaluation
- Study ideas, solve problems, and apply what they have learned
- Construct hypotheses and make decisions
- Provide meaning and organization to experiences
- Work collaboratively with others

Professional Development

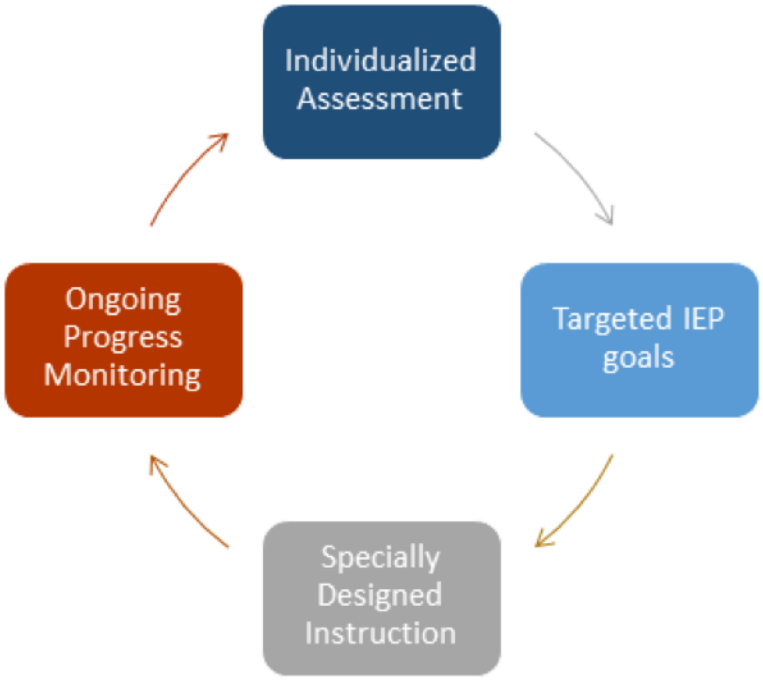
Professional development at Tapestry Public Charter School actively engages staff through varied approaches so they may participate actively in making sense of a new professional practice. During training, staff work on real situations that model desired approaches. Educators are encouraged to engage in meaningful, content-rich discussions. By including modeling and live demonstrations, educators can better understand concepts and research-based practices in teaching and learning. Not only can teachers fully understand these concepts, but they can effectively implement them.

Tapestry's professional development focuses on discipline-specific content, utilizing grade-level and relevant instructional strategies. On-going support is provided to staff during the implementation phase, addressing barriers of changing classroom practices. Through continuous feedback, greater student engagement and improvement can be achieved. Professional learning communities were created at Tapestry to share resources, curricular materials and integrate what they have learned into their own professional toolbox.

Professional development at Tapestry capitalizes on the experience of our educators and understands the need for social relationships, personal advancement and the need for self-directed learning. They also focus on providing constructive feedback and the opportunity to practice new skills through hands-on engagement. Tapestry's best practices develop resources that can be used within several weeks of completing professional development sessions, utilizing the system of integrating new knowledge through lesson design and being provided feedback.

Tapestry's professional development plan fits within a long-term vision, which takes time to learn, practice and improve teaching. Through creating structure in professional development and the classroom environment, students and staff can engage in learning that is predictable, reduces stress and confusion, and ultimately builds on students' strengths: the desire for routine and organization.

Tapestry's Specially Designed Instruction & Progress Monitoring



Tapestry Public Charter's special education department practices full alignment of individualized assessment, IEP goals, specially designed instruction, and ongoing progress monitoring data. At each point in this ongoing cycle, a student's individual program considers the whole child and all relevant data. Tapestry's specially designed instruction and progress monitoring data systems are the engine that drives each student's IEP program.

Tapestry Public Charter's special education department offers higher quality SDI and data collection due to three unique foundational practices:

- All core academic classes are co-taught, with both a special education teacher and a general education teacher
- Smaller class sizes, allowing more frequent small group instruction

- Special education teachers receive additional planning time and professional support, resulting in high levels of cooperative planning and shared responsibilities

Specially Designed Instruction

The design and delivery of SDI is the core of special education. SDI is the "vehicle" to ensure students with disabilities receive high quality instruction in their specific areas of deficit that will result in progress toward successfully mastering the general education curriculum and transitioning successfully into their desired postsecondary education and employment goals.

Students with disabilities have unique strengths and needs. Tapestry uses individualized assessments to determine each student's precise present levels, then uses those present levels to identify targeted IEP goals that will help the student close the gap between their present levels and their general education peers' performance. SDI is the teaching tool used to help students achieve those goals. Each Tapestry special education student receives frequent specially designed instruction (SDI) targeting each goal in their IEP. Because of Tapestry's unique co-teaching model, SDI instruction is infused throughout each student's instructional day, resulting in faster mastery and generalization of skills.

Because each student's IEP is unique, SDI is individualized by definition. SDI may be academic in nature, and take place during small group instruction in that academic class. In other cases, SDI may focus on a student's social/emotional skills, and take place throughout multiple school settings. When new goals are introduced for a student, the case manager designs an SDI schedule to meet the needs of that individual student.

Consider the example of a student with Specific Learning Disability who has an ELA academic goal targeting his ability to write 3-5 paragraphs using grade-level writing conventions on a topic of interest, as measured by an individualized rubric. The SDI for this goal is provided by the special education teacher in his co-taught ELA class. During twice-weekly small group instruction with this student, the special education teacher would provide instruction on writing conventions, teach a "self-edit" process to review one's own writing for errors, and provide visuals to the student on how to independently use the self-edit process. By receiving specialized small group instruction on this skill through the context of the class's regular writing assignments, the student will be able to quickly generalize his new writing convention skills into his general education ELA assignments. In this example, the teacher is providing ongoing SDI by providing supporting materials and proving specialized instruction. This SDI relates to the students IEP goal and a work sample is collected and analyzed each week. The student receives SDI on this goal twice a week during his regular small group instruction.

In contrast, consider a hypothetical student with an emotional disability who has an IEP goal targeting her ability to raise her hand before calling out in class. The student dislikes her assigned seat and asks to use flexible seating in the back of the room. The special education teacher sets up a reward system where the student can earn the right to sit in her preferred classroom seat if she calls out fewer than twice per period. Going forward, after the student calls out once, the teacher uses visuals or nonverbal check ins to warn the student she will lose her privileges next time she calls out. In this example, the teacher is providing ongoing SDI through implementing the

reward system, and providing the student with frequent feedback about her behavior. The student is receiving short bursts of SDI multiple times per day.

These two examples highlight the flexibility that Tapestry's special education teachers have to design individualized SDI schedules that precisely meet the needs of each student. SDI responsibilities are shared across all special education teachers that work with a student. Due to our unique inclusion model, each student has a special education teacher in all core academic classes. Therefore, through collaboration with the special education team, a student can receive SDI on a goal anywhere from once a week to four periods per day.

Because SDI is individualized, Tapestry does not mandate not a specific amount of instruction the student is supposed to receive on each goal per week. All SDI goals must be addressed at least once per week for the student to make ongoing progress. Some goals, especially behavioral goals, may need to be addressed multiple times per day. Case managers are trained and empowered to design differentiated implementation plans based on each student's present levels.

We now consider SDI implementation from the teacher's perspective. A typical Tapestry special education teacher will be responsible for conducting SDI for a wide variety of students and goals each period. Consider a typical Tapestry classroom: in a middle school ELA class of 22 students, 12 students have writing IEP goals, and 8 students have reading IEP goals. Some students may have both reading and writing IEP goals, and others may only have one type of ELA goal. Students with IEPs' present reading levels range from 1-4 years below grade level. This teacher must provide SDI

for 20 IEP goals throughout the week, at a frequency that meets the needs of each individual student.

This teacher selects the class's daily 15 minutes of silent reading time as the most effective time to address the eight students with reading comprehension IEP goals. Three times per week during independent reading time, the special education teacher does reading SDI with the four students who are 3-4 years below grade level, focusing on their goals of vocabulary and answering literal questions about a text they have read. Twice per week during independent reading time, the special education teacher does SDI with the four students who are reading 1-2 years below grade level, focusing on their goals of making inferences based on specific details from the text. IEP goals are addressed for 15 minutes 2-3 times per week, with students who have greater deficits receiving more SDI instruction.

Having addressed all 8 reading goals in the class during silent reading time, the special education teacher uses the weekly writing assignment to address the 12 writing goals. For the four students with "idea development" writing goals, the special education teacher holds an instructional small group before each week's writing prompt is assigned to preview the prompt and use graphic organizers/outlines to plan out their writing. For the five students who are writing far below grade level, the teacher schedules an instructional small group during the writing time using modeling, sentence and paragraph frames, and visual supports to develop basic sentence/paragraph writing abilities. Finally, after the students have completed their weekly writing assignment, the special education teacher holds a "writing conventions" SDI small group with the 3

students who have writing conventions goals, reviewing their finished work for grammar, spelling, and punctuation.

Through this model of instruction, the special education teacher is providing SDI for all goals frequently throughout the week. A student who has both reading and writing IEP goals may receive up to 4 or 5 sessions of SDI throughout the week. A more advanced student may receive only one weekly SDI session. Most importantly, all students' IEP goals are addressed specifically and at exactly the necessary frequency.

In order to determine the success of our SDI program, it is essential to frequently measure each student's progress toward their individual IEP goals. Tapestry's comprehensive progress monitoring data collection system ensures that teachers know exactly where their students are in relation to mastering their IEP goals.

Progress Monitoring

High quality progress monitoring data is essential for effective special education instruction and IEP goal progress monitoring. This data must be taken with frequency and fidelity, and regularly reviewed to determine the effectiveness of interventions. To allow time for co-planning and SDI instruction, Tapestry's special education department prioritizes streamlined, efficient procedures that reduce the paperwork burden on special education teachers.

To accomplish these two goals of high quality and efficiently collected data, Tapestry's special education department has developed universal data collection systems used collaboratively by all special education teachers. These data collection tools are housed online and used by all special education teachers, thereby facilitating collaboration across classrooms.

Tapestry's universal data collection system has two components: the observational data system, which is used for goals evaluated by classroom observation data, and the work sample data system, which is used for goals evaluated by analyzed student work samples.

Progress monitoring data system 1: Observational Data System

Tapestry's observational data system collects up to 5 data points per special education teacher per week. All teachers that work with a student have access to a weekly data sheet that includes that student's observational behavior goal. Throughout the progress monitoring period, special education teachers input observational data into the shared

data sheet, which is programmed to calculate the average number of successful trials the student engaged in that week. At the end of the progress monitoring period, the system automatically calculates the student's average success rate in using the target skill when given the opportunity to do so.

For example, consider a student with executive functioning difficulties who has an IEP goal targeting her ability to arrive in class on time with all necessary materials. Because she receives co-teaching services in all of her core academic classes, there is a special education teacher in her math, science, ELA, and social studies classroom each day. At the beginning of their class with her, each of these four special education teachers marks "yes" or "no" on his premade data sheet, depending on if the student has arrived before the bell, and if she has her backpack and workbook with her. At the end of the progress monitoring period, the shared data system will have approximately four points of data per school day, or up to 90 total opportunities for the student to display the target skill. The student's progress report will read, "Based on classroom observation data throughout the grading period, Christina was able to arrive in class on time with necessary materials in 59.15% of observed opportunities (42 out of 71 trials)."

This shared observational data system requires only ~15 minutes of work each week from each Tapestry special education teacher to produce such precise and detailed data. Each special education teacher is provided with pre-made data sheets from the online data system. Teachers carry data sheets with them, spend a few minutes per period marking whether or not students performed the skill when given the opportunity, and take 20-30 minutes at the end of the week to input all data into the shared system.

This shared observational system benefits the students of Tapestry by including data from diverse settings, and by facilitating in-the-moment authentic data collection.

Progress monitoring data system 2: Work sample data system

For goals measured by student work samples, a different universal data system is needed. Tapestry's Work Sample Data System measures a student's weekly progress toward their IEP goal by calculating average performance from an individually graded weekly work sample.

The Work Sample Data System is set up initially by the student's case manager, who completes the Service Delivery Page and sets up all IEP tracking pages. Then, a special education teacher is assigned to be the "tracking teacher" for each IEP goal for each student. The tracking teacher is responsible for providing SDI on the goal and collecting a weekly work sample reflecting the student's progress. Sometimes the tracking teacher is the case manager, and other times the tracking teacher is the special education teacher in one of the student's other inclusion classes. After each week's SDI, the tracking teacher inputs the name of the assignment and the score into the student's individual Work Sample Data System. At the end of the grading period, the case manager reports the student's average progress that grading period to the student and their parents.

Tapestry's universal work sample data system has three unique features: First, it facilitates sharing SDI across all of a student's classes, thereby enriching the student's academic experience across the instructional day. Second, it allows precise reporting of exact scores, along with a record of how frequently that student is receiving SDI on their

goal. This allows case managers to improve SDI delivery schedules if a student is not making adequate progress on their goals. Finally, the work sample data systems provide an easy “at a glance” view of the student’s progress on that goal for IEP meetings, when a student transitions between case managers, or when a student has a new teacher assigned to implement SDI for a specific goal. The universal data system provides much greater context than the traditional IEP progress report, by showing weekly scores, assignment names, and SDI delivery schedule. Since adopting the universal work sample data system, Tapestry teachers are able to make better decisions about SDI, goals, and student progress.

Tapestry believes deeply that all students learn best in an inclusion setting. However, for an inclusion setting to be successful for all students, it is essential to provide deep, ongoing differentiation and individualized instruction for students with unique learning needs. Tapestry’s Specially Designed Instruction and Progress Monitoring Data Systems are designed to facilitate meaningful instruction for each student’s individual needs, while facilitating frequent teacher reflection on student progress. After fully implementing SDI and the universal progress monitoring data systems, Tapestry classrooms are able to provide rich, differentiated instruction for all students, resulting in an increased rate of learning and superior outcomes in academics and transition into post-secondary activities.

Special Education Department Meeting Structure

The purpose of the weekly Special Education Meeting is for special education staff members to work collaboratively to review and identify instructional practices and resources to serve students with disabilities. The special education lead teacher discusses and reviews the timelines for Individual Education Plans (IEPs), reevaluations, case reviews, and progress on students' IEP goals to ensure compliance with federal and state law and district policies and procedures.

Special Education Weekly Team Meeting
Tapestry Public Charter School
Date: _____

"Our job is to teach the kids we have. Not the ones we used to have. Not the ones we would like to have. The ones we have right now…. All of them."
Dr. Kevin Maxwell

Meeting Agenda

Team Member Name	Role	Role Description
	Facilitator (Special Education Lead Teacher)	Facilitates the meeting and poses questions to the team.
	Recorder	Types minutes and provides team members with an electronic copy of the meeting minutes.
	Data Analyst	Summarizes strengths and weaknesses of students' performance from common and standardized assessments.
	Time Keeper	Monitors time and helps keep discussion on topic for efficiency.

Meeting Norms:

Respect: Respect our team commitment by starting on time, actively participating, and ending on time.
Go: Go hard on ideas and soft on people through open and honest communication.
Engage In: Purposefully engage in high quality activities to professionally learn from one another.
Remember: Remember that students are why we are here.
Have: Have fun!

Celebrations:

Action Steps from Previous Meeting:

Special Education General Department Information:

Special Education Compliance:

Data Review:

Resources and Instructional Practices:

Support Needed for Teachers:

Questions & Answers:

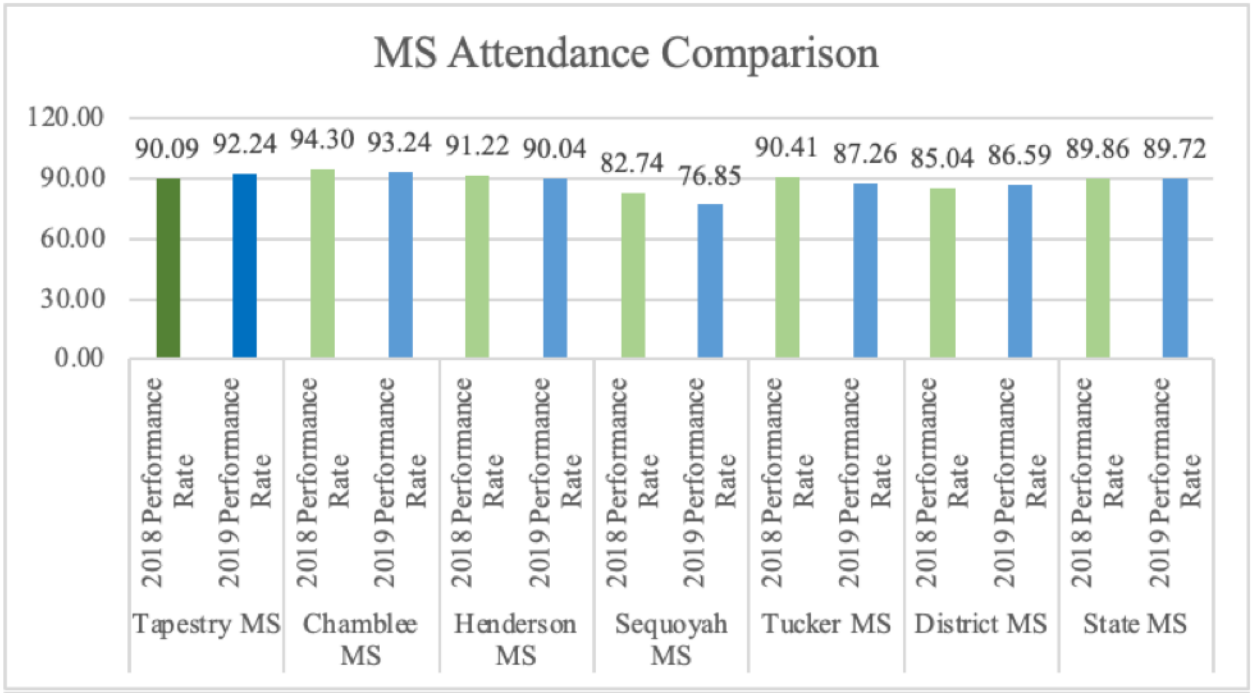
EXHIBIT 28

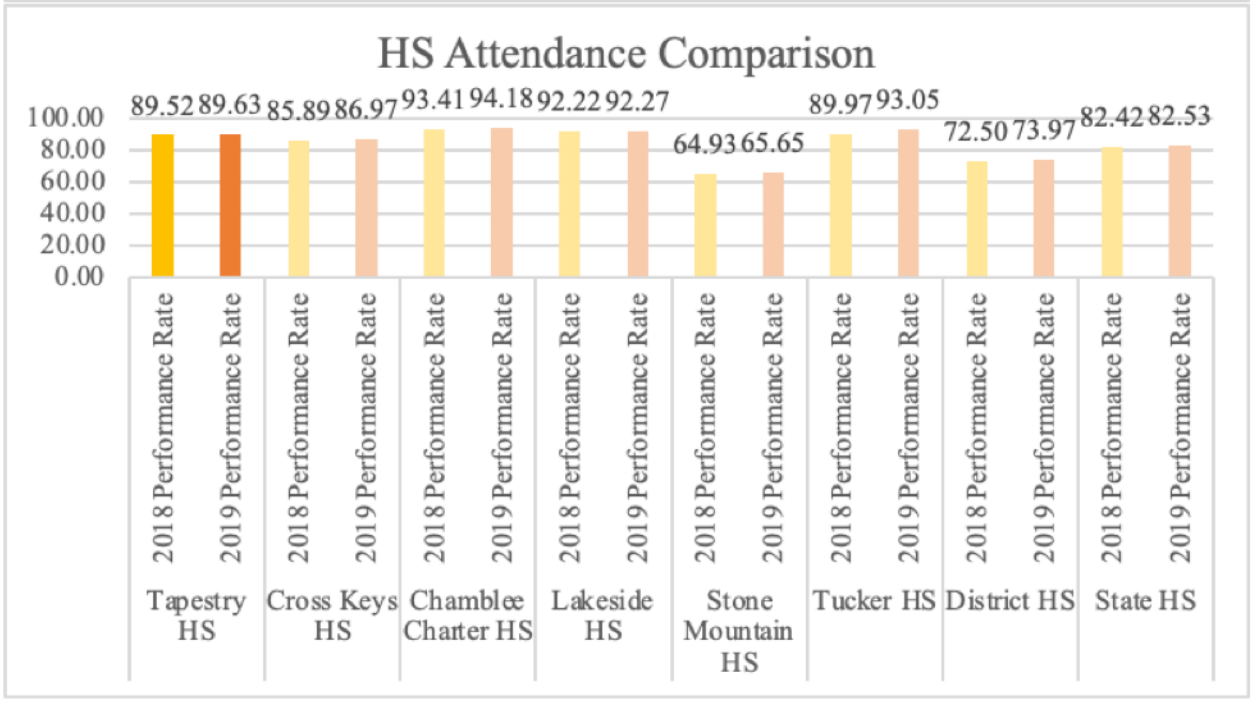
DATA DETAIL EXHIBIT

Summary of Exhibit

This exhibit provides detailed snapshots of school performance data as a supplement to that within the charter narrative. See the narrative for explanations of the tables included herein.

I. Attendance





II. Lottery Wait List

TPCS maintains waiting lists in each grade level and an average of 200 total students each year.

2021 Lottery Waitlist (after lottery was run):

Grade	# of Apps in Waitlist
6	64
7	31
8	38
9	43
10	24
11	10
12	4
Total	214

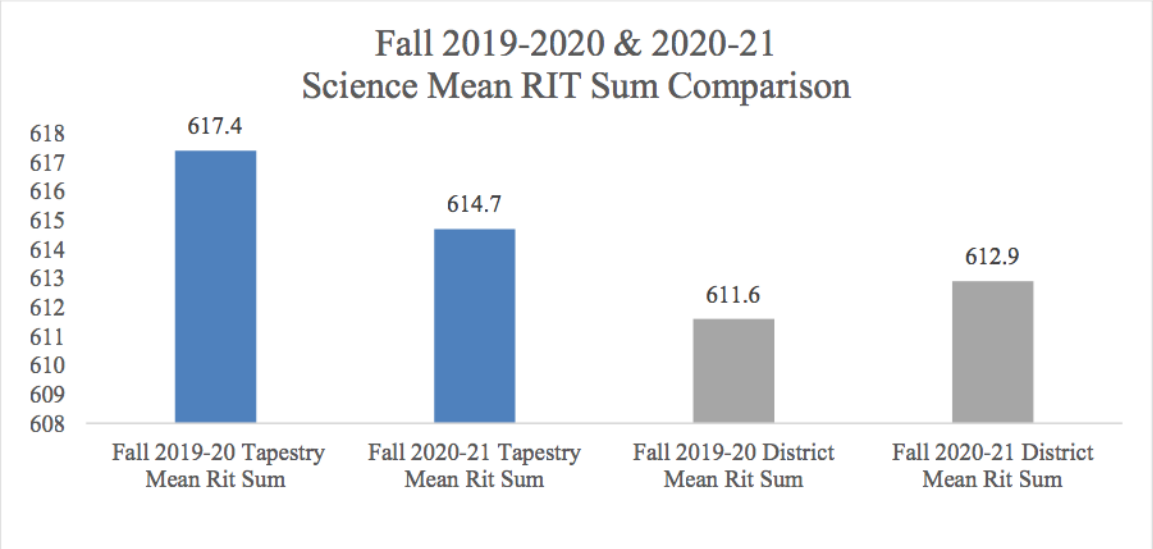
2020 Lottery Waitlist (after lottery was run):

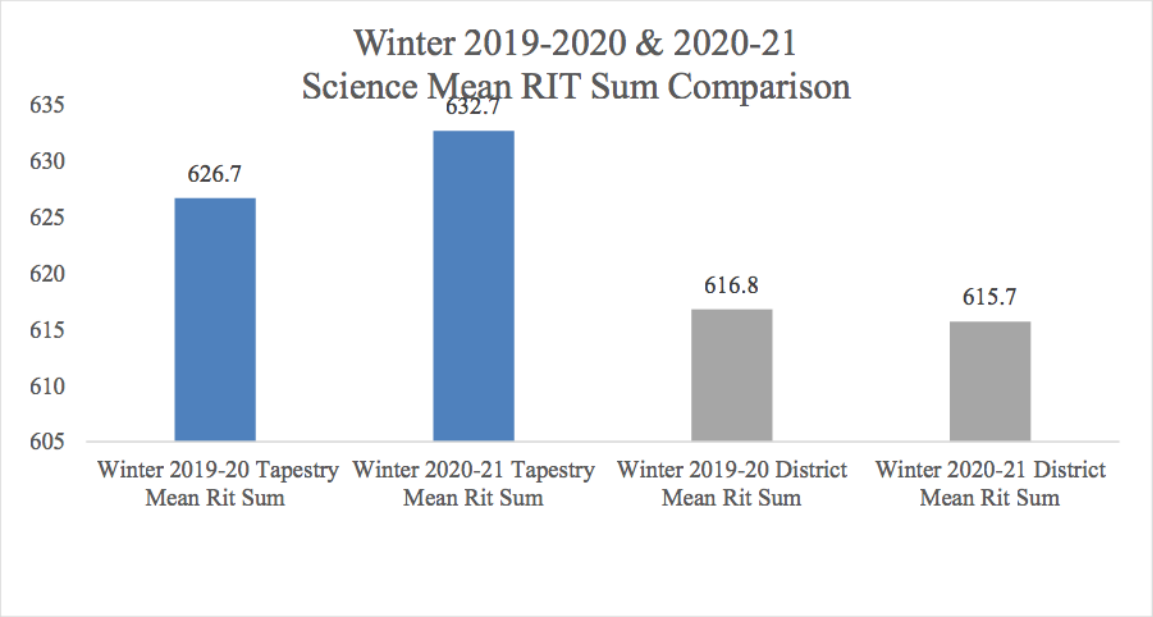
Grade	# of Apps in Waitlist
6	61
7	44
8	31
9	50
10	21
11	8
12	3
Total	218

III. Parent/Guardian Virtual Learning Survey Summary

- 150 participants to a survey administered in the fall of 2020
- Students are getting an average of 5-9 assignments per week and take 1-3 breaks per day
- ≥90% of participants felt live instruction, small group instruction, open extra help supplementary sessions, and instructional videos all used during virtual instruction were very helpful or helpful for their students during the pandemic
- ≥90% reported they understand how to use Google classroom, including how to submit assignments, log in to Google meets, how to find recordings of meetings and instructional videos, and how to access grades in Infinite Campus (participants who reported they did not know how to do these things were given access to one-on-one instruction through parent support initiatives)
- 98% felt like their students were learning during virtual instruction
- On a scale of 1-5 with 5 being the highest, 60% rated their students engagement in virtual instruction a 4 or 5 and 27% rated their students engagement a 3.
- 74% of participants with students with an IEP or 504 Plan felt accommodations had been translated to the virtual space effectively.
- Over 90% of middle and high school students state that they are learning in this digital platform.
- Parents, students, and teachers all find small group, live instruction, and limited homework to be the most effective teaching strategies.
- Students are eager to have social opportunities through extracurricular clubs.
- About half of our student body is able to work independently at home, while the other half relies of their parent/guardian for support.

IV. MAP RIT Sum Fall to Fall Comparative View




Winter 2019-2020 & 2020-21
Science Mean RIT Sum Comparison
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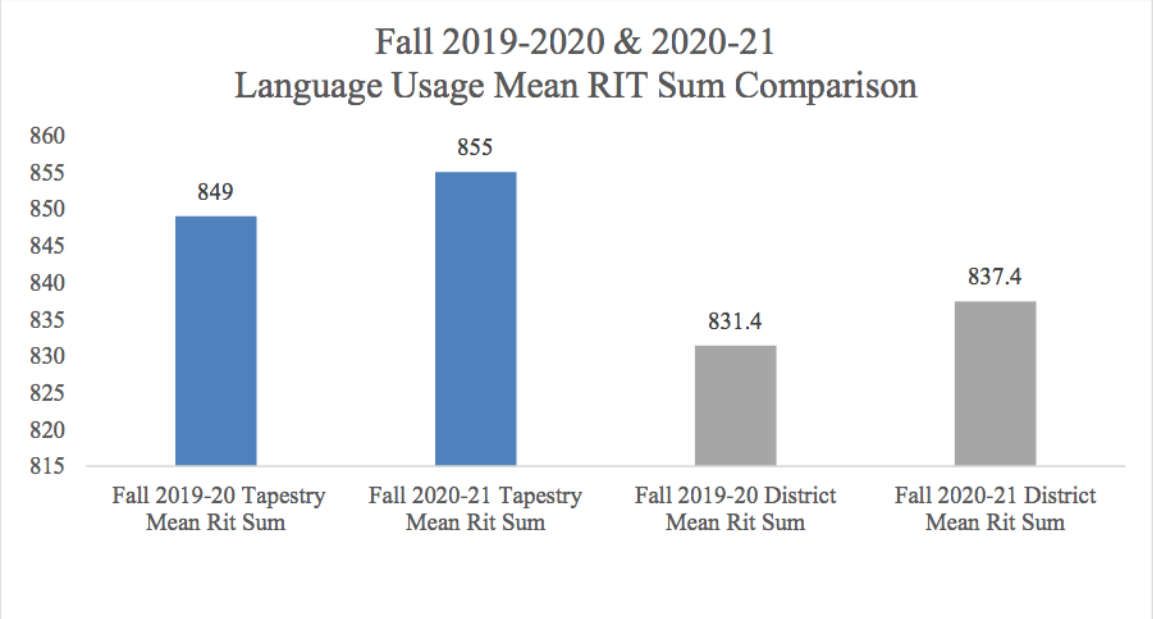
616.8
615.7
Winter 2019-20 Tapestry Mean Rit Sum
Winter 2020-21 Tapestry Mean Rit Sum
Winter 2019-20 District Mean Rit Sum
Winter 2020-21 District Mean Rit Sum


Fall 2019-2020 & 2020-21
Language Usage Mean RIT Sum Comparison
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835
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825
820
815
849
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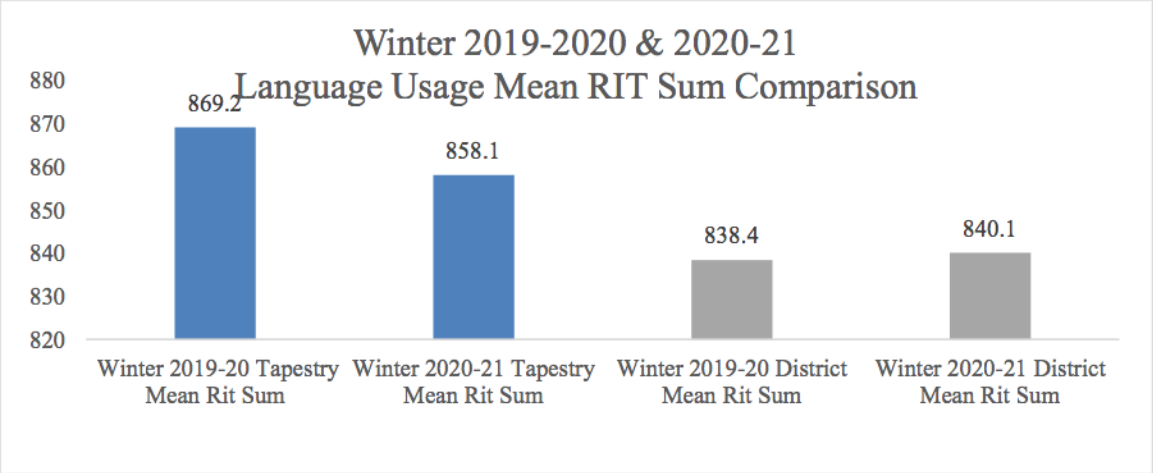
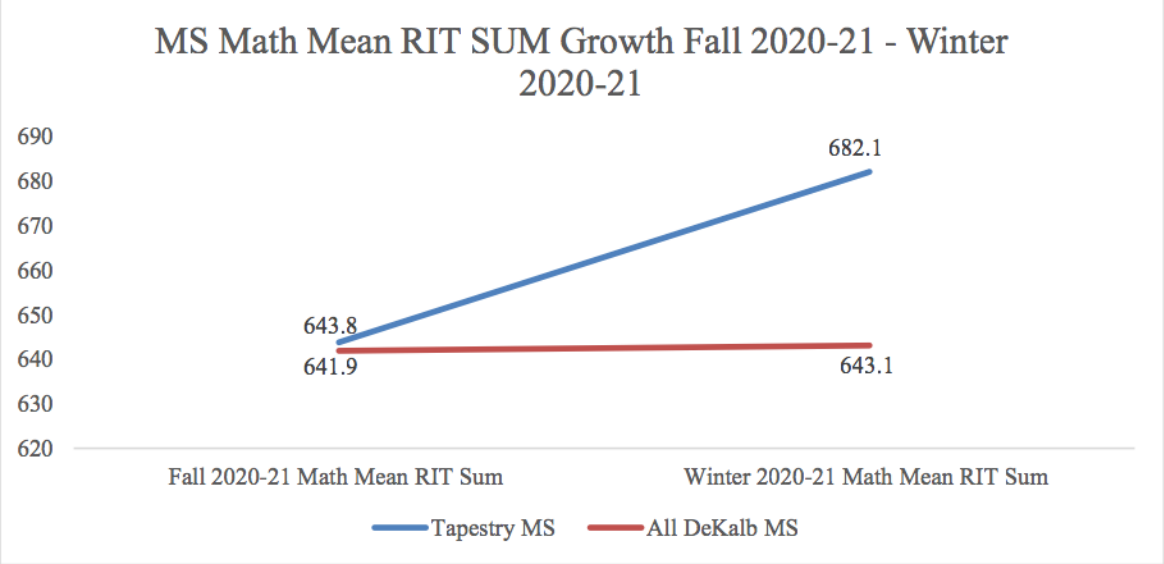
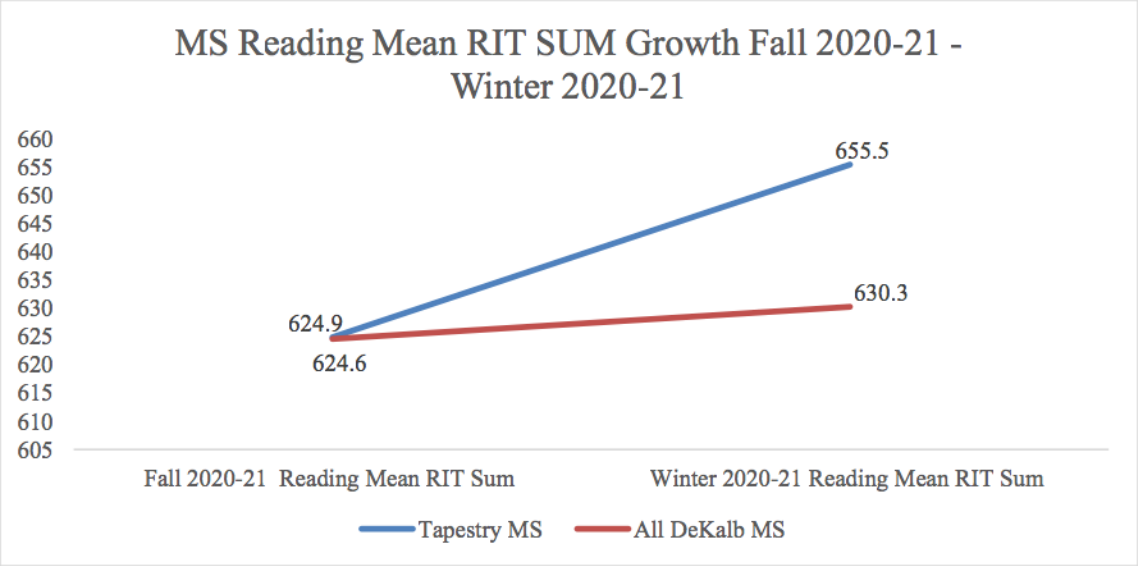
837.4
Fall 2019-20 Tapestry Mean Rit Sum
Fall 2020-21 Tapestry Mean Rit Sum
Fall 2019-20 District Mean Rit Sum
Fall 2020-21 District Mean Rit Sum



V. Mean RIT Sum Linear View




MS Reading Mean RIT SUM Growth Fall 2020-21 - Winter 2020-21
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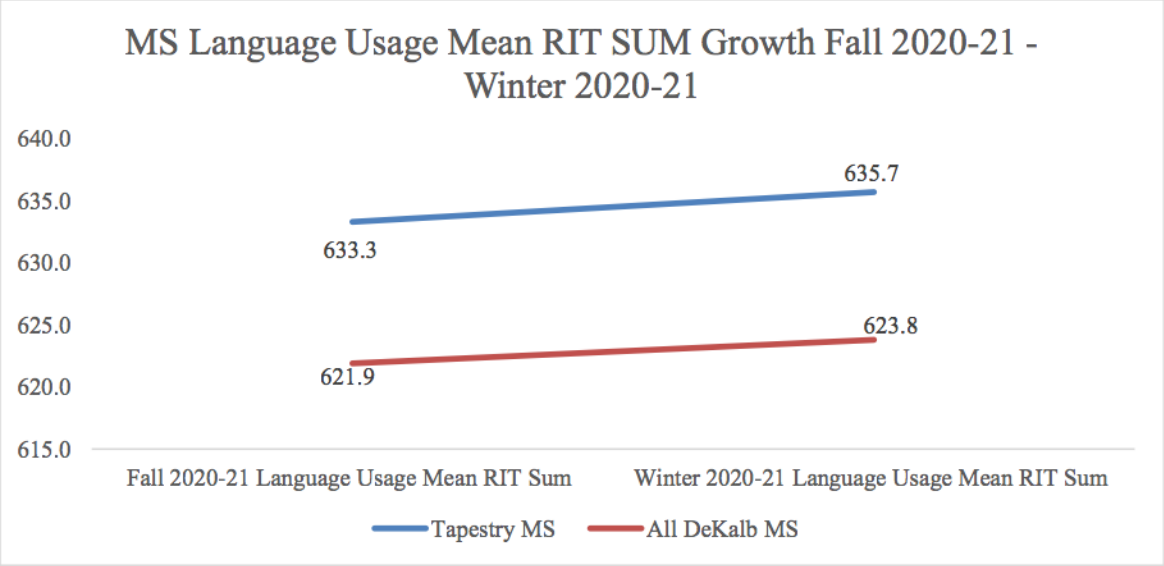
Fall 2020-21 Reading Mean RIT Sum
Winter 2020-21 Reading Mean RIT Sum
Tapestry MS
All DeKalb MS


MS Language Usage Mean RIT SUM Growth Fall 2020-21 - Winter 2020-21
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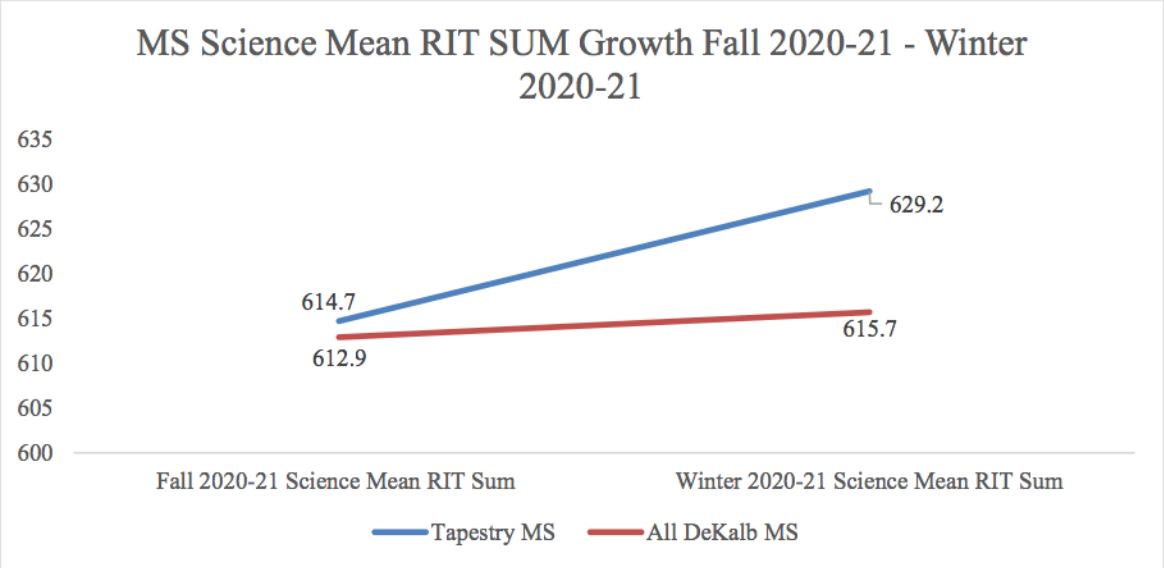
Fall 2020-21 Language Usage Mean RIT Sum
Winter 2020-21 Language Usage Mean RIT Sum
Tapestry MS
All DeKalb MS



V. AdvancEd Summary Results Table

Learning Environments	AdvancEd National Average	Dekalb County Schools	TPCS
Equitable Learning Environment	**2.69**	**2.75**	**3.31**
High Expectations Environment	**2.80**	**2.72**	**3.47**
Supportive Learning Environment	**3.05**	**3.05**	**3.56**
Active Learning Environment	**2.93**	**2.92**	**3.52**
Progress Monitoring and Feedback Environment	**2.76**	**2.82**	**3.53**

Well-Managed Learning Environment	**3.12**	**3.15**	**3.51**
Digital Learning Environment	**1.86**	**1.70**	**3.44**

EXHIBIT 29

UNIT MAPS

Grade 8; Visual Art; Unit 2: An Exploration of Weaving Through Kente Cloth

Priority Standard:
VA8.CR.1: Visualize and generate ideas for creating works of art.
VA8.CR.2: Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.
VA8.CR.3: Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.
VA8.CR.4: Incorporate formal and informal components to create works of art.
VA8.CR.5: Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.
VA8.CR.6: Keep an ongoing visual and verbal record to explore and develop works of art.
Supporting Standards:
VA8.PR.1: Plan, prepare, and present completed works of art.
VA8.RE.1: Reflect on the context of personal works of art in relation to community, culture, and the world.
VA8.RE.2: Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.
VA8.RE.3: Engage in the process of art criticism to make meaning and increase visual literacy
VA8.CN.1: Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.
VA8.CN.2: Develop life skills through the study and production of art.
VA8.CN.3: Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.

By the end of this unit, I will know: I will know the various historic and cultural implications connected to weaving Kente Cloth in West Africa and be able to define key vocabulary. I will also be able to identify the difference between Tabby Weave, Soumak, Dovetail, Vertical Stripes, and Ghiordes Knots.

By the end of this unit I will be able to: utilize various weaving techniques to create a piece of Kente Cloth. I will be able to utilize the motifs found within Kente cloth to create meaning within my work and connect the meaning to my personal life. Also, I will be able to utilize feedback given by peers to refine my work. I will also be able to give constructive feedback to my peers that they can utilize in the refining of their work. At the end of my unit, I will be able to create a collaborative weaving with my peers.

Key Vocabulary: Kente Cloth, Adinkra Symbols, Soumak, Dovetail, Vertical Stripes, Tabby Weave, Ghiordes Knots, Loom, Weft, Warp, Shuttle, Chain Stitch

Vocabulary:

Loom: The frame that holds the warp threads tight for weaving.
Weft: The yarn that is interwoven through the warp horizontally to form the weaving.
Warp: The vertical threads through which the weft is woven.
Shuttle: A device used to carry the weft through the warp.
Chain Stitch: A form of knott that secures the warp threads so that they do not pull out.

Grade 8; Visual Art; Unit 2: An Exploration of Weaving Through Kente Cloth

Kente Cloth: A Ghanian textile made by hand-weaving silk and cotton together to create symbolic meaning.
Adinkra Symbols: Symbols from Ghana that reflect specific concepts and meanings.

Materials Required:

1) Cardboard	**2) Sketchbook**	**3) Yarn (various colors)**
4) Scissors	**5) Weaving handouts**	**6) Ruler**
7) Demos/Youtube Videos	**8) #2 pencil**	**9) Graph Paper**
10) Painters Tape	**11) Tapestry Needle/Shuttle/Popsicle Sticks**	**12) Sharpie or Marker**

Grade 8; Visual Art; Unit 2: An Exploration of Weaving Through Kente Cloth

Performance Indicator:	**Level 1** **Learning Targets:** *VA8.CR3, VA8. RE.1,VA8.CN.1-3*	**Level 2** **Learning Targets:** *VA8.CR2-6, VA8.CN.1,VA8.PR.1*	**Level 3** **Learning Targets:** *VA8.CR1-6,VA8.PR.1*	**Level 4** **Learning Targets:** *VA8.RE.1-3, VA8.PR.1, VA8.CN.1-2* *Personal Project Only: VA8.CR1-6*
Formative Assessment Level 1: *** Exit Question:** Exhibits understanding of key vocabulary from this unit. *** Class Discussion:** Fosters student inquiry and uncovering of the context, meaning, and purpose behind Kente Cloth. In addition, it fosters connections between the student and the culture of West Africa. **Formative Assessments Level 2:** *** Weaving Sampler:** Students exhibit understanding through practice. Their Weaving Sampler should exhibit understanding in 5 different weaving techniques. **Formative Assessment Level 3:** *** Weaving Planning Entry:** This exhibits understanding in students' ability to plan and prepare a piece. It also fosters greater understanding in organization of their thoughts. **Summative Assessment Level 3:** *** Weaving Final Project:** Synthesizes what students learned about West African culture and weaving into one project. This final project will evaluate understanding of the concepts and techniques learned within this unit. It will also implement understanding, through careful	1) I can state the origins of Kente Cloth and tell the story in my own words. 2) I can discuss the cultural implications connected with Kente Cloth & West Africa (gender roles, use, community etc..). 3) I can identify what a loom, weft, warp, shuttle, chain stitch, Adinkra Symbols, and Kente Cloth is. **Activities:** **Day 1: Have you ever wondered how your clothes were made?** 1) Watch How Kente Cloth is Made and Its History 2) Visiting the Kente Weaving Workshop in Bonwire, Ghana **3) Class Discussion #1** **Day 2:** 1) Presentation: Exploring Weaving Through Kente Cloth. 2) Exit Quiz: **Kente Cloth History & Vocab***	1) I am becoming familiar with Tabby Weave, Vertical Stripes, Dovetail, Soumak, Ghiordes knot weaving techniques through practice and persistence. 2) I am using weaving vocab from level 1 to practice and understand weaving terminology. **Activities:** **Day 3:** 1) Watch/ Do: How To Make a Cardboard Loom 2) Do: **Make a Cardboard Loom For Your Sampler*** **Day 3-4:** 1) Watch: Weaving: Tabby Weave 2) Do: **Weaving Sampler #1*** **Day 5:** 1) Watch: Weaving: Dovetail/ Interlocking Method 2) Do: **Weaving Sampler #2*** **Day 6:** 1) Watch: Weaving: Vertical Stripes 2)Do: **Weaving Sampler #3*** **Day 7:** 1) Watch: Weaving: Soumak 2) Do: **Weaving Sampler #4*** **Day 8:**	1) I can plan and create a weaving utilizing patterns and motifs found within Kente Cloth. 2) I can utilize the principles of design: Repetition, Balance, and Unity to create a weaving. 3) I can utilize the elements of art: Form, Color, Line, & Shape to create a weaving. 3) I can exhibit craftsmanship through practice and persistence of materials. **Activities:** **Day 9-11:** 1) Review Rubric for Final Project. 2) Do: **Weaving Planning Entry*** **3) Complete Self Assessment*** **Day 12:** 1) Watch/Do: How to Make a Cardboard Loom 2) Do: **Make a Cardboard Loom For Your Final Project*** **Day 12-16:** 1) Studio Days. 2) Work on your Final Weaving Project. 3) **Submit Final Weaving Project on day 17.***	1) I can present my work. 2) I can reflect upon my work and provide feedback to my peers. 3) I can reflect on the cultural context of my art. 4) I can research, plan, create, and present a weaving of my own within a personal project. **Unit 2: Collaborative Project:** After students have completed their pieces they will work in small groups to sew their kente cloth together to create a collaborative piece. **Unit 2 Personal Project:** For students who have completed Level 1-3, do the following: Unit 2: 8th Grade Personal Project **Artist Critique:** **Day 17: Oral Presentation***: You will answer the following questions while presenting your work: Unit 2: Artist Critique

planning and practice, of the elements of art and principles of design through the creation of their piece. **Summative Assessment Level 4:** ***Personal Project**: The purpose of the personal project is for students to implement what they learned throughout this unit and add to it utilizing critical thinking. Through their personal project students will exhibit understanding of all Levels prior to Level 4. ***Final Artist's Critique:** Students begin to exhibit understanding in giving and receiving feedback. Students are able to point out the process of peer artists and understand the meaning behind their peers' work. *** Unit 2 Reflection:** Challenges students to reflect upon what they learned and make connections. Student response exhibits their level of connection and understanding of the culture of West Africa.		1) Watch: Weaving: Ghiordes Knot 2) Do: **Weaving Sampler #5***		**Participation*:** You must give feedback to your peers 3 times within the entire critique. Provide feedback in the ways outlined within Unit 2: Artist Critique. **Unit 2 Class Reflection:** **Unit 2 Reflection** **Performance Indicator:** Final Project and Artist Critique synthesizes ideas and understanding of this unit's videos, class discussions, and artistic process.

Accommodations	
Students with low fine motor skills will be given the following accommodations *as needed*:	1) Larger pieces of yarn 2) A popsicle stick as a shuttle to assist with weaving.
Students who need assistance with fine motor skills when using scissors will be given the following *based on need*:	1) Low need to accommodate: Loop Scissors 2) Medium need to accommodate: Dual Control Training scissors with partial or full physical prompting. 3) High need to accommodate: Pre-cut yarn.
All students are given a daily, virtual, checklist that has links to recorded class demos and the assignment that they need to do. These checklists are broken down with simple instructions.	
Each step is recorded by the instructor for students to pause and go at their own pace as needed. This assists students who have higher processing needs.	
Students are given a visual list of sentence starters that states the following during the critique:	Questions I can ask my peers when they are done presenting: 1) Why did you…? 2) How did you…? 3) What did you do to create…? Statements I could state when my peers are done presenting: 1) I like how you… 2) My favorite part about this is… 3) I think you did a great job when… 4) This reminds me of...

Assignments/ Assessments	
Class Discussion #1	After watching the videos discuss the following: 1) What did you notice about the environment that the weavers were working in? 2) What did you notice about working on a loom? Does it seem easy or hard? 3) Who did you see weaving? (Men, women, or children?) Do you think there is a reason behind this? 4) What did you find interesting about the story of how Kente Cloth came to be? 5) What did you notice about the meaning behind the threads, patterns, and designs? 6) How do you connect to the people of West Africa? **Grading:** Students must participate in the discussion by giving a comment or asking a question at least twice. Additional comments are given extra credit points. To help students know how many times they have participated, I will give out tokens and place them on student desks each time a student participated. I will tally their tokens at the end of class.
Make a Cardboard Loom for your Sampler	**Materials Needed:** Cardboard, Scissors, Ruler, Pencil/ Sharpie, #2 Pencil **Watch the video:** How to Make A Cardboard Loom & Try to follow along. **Assignment:** 1) Create a cardboard loom with cut notches that are even on the top and bottom. (4 points) 2) Insert your weft according to the video. (4 points) 3) Turn in a photo of your work onto Google Classroom. (2 points) **Total Points:** 10 (Classwork)
Exit Quiz	Link to Google Form: (Will attach at a later date). **Total Points:** 10 (Assessment/Skills)
Weaving Sampler #1 (Tabby Weave)	**Materials Needed:** Cardboard Loom, Scissors, Yarn (1 color), Needle/Shuttle/ Hands. **Watch the video:** Weaving a Tabby Weave. **Assignment:** 1) Create 5-6 rows of a Tabby Weave on your Weaving Sampler. 2) You will receive a point for each row that is woven correctly for a total of 5 points.

	3) Turn in a picture of your work on Google Classroom. **Total Points:** 5 (Assessment/Skills)
Weaving Sampler #2 (Dovetail)	**Materials Needed:** Cardboard Loom, Scissors, Yarn (2 colors), Needle/Shuttle/ Hands. **Watch the video:** Weaving a Dovetail Pattern. **Assignment:** 1) Create 5- 6 rows of a Dovetail Weave on your Weaving Sampler. 2) You will receive a point for each row that is woven correctly for a total of 5 points. 3) Turn in a picture of your work on Google Classroom. **Total Points:** 5 (Assessment/Skills)
Weaving Sampler #3 (Vertical Stripes)	**Materials Needed:** Cardboard Loom, Scissors, Yarn (2 colors), Needle/Shuttle/ Hands. **Watch the video:** Weaving a Vertical Stripes Pattern. **Assignment:** 1) Create 5-6 rows of Vertical Stripes on your Weaving Sampler. 2) You will receive a point for each row that is woven correctly for a total of 5 points. 3) Turn in a picture of your work on Google Classroom. **Total Points:** 5 (Assessment/Skills)
Weaving Sampler #4 (Soumak)	**Materials Needed:** Cardboard Loom, Scissors, Yarn (1 color), Needle/Shuttle/ Hands. **Watch the video:** Weaving a Soumak Weave. **Assignment:** 1) Create 5-6 rows of a Soumak Weave on your Weaving Sampler. 2) You will receive a point for each row that is woven correctly for a total of 5 points. 3) Turn in a picture of your work on Google Classroom. **Total Points:** 5 (Assessment/ Skills)
Weaving Sampler #5 (Ghiordes Knot)	**Materials Needed:** Cardboard Loom, Scissors, Yarn (1-3 colors), Needle/Shuttle/ Hands, sharpie or marker. **Watch the video:** Weaving a Ghiordes knot. **Assignment:**

	1) Create 4 rows of Ghiordes knots on your Weaving Sampler. (These do not have to be together, they can be throughout your sampler if you would like). 2) You will receive a point for each row that is woven correctly for a total of 4 points. 3) **Label each of your weaving sections.** (5 points- 1 for each label) 4) Turn in a picture of your work on Google Classroom. (1 point) **Total Points:** 5 (Assessment/ Skills)
Final Project: Weaving Planning Entry	**Materials Needed:** Graph Paper, Sketchbook, Ruler, Pencil/sharpie/marker Live Demo: Planning Out Your Weaving **Assignment:** 1) Measure out parameters for your pattern. **This should cover at least 3/4ths of your graph paper!** 2) Create a pattern by blocking out squares on your graph paper using a pencil, sharpie, or marker. Be sure you are somehow color coding what you plan to do and place a code somewhere on the paper. **Make sure you use at least 2 motifs found within Kente Cloth!** 3) On the section outside of your parameters, label which portions of your pattern will use what kind of weave. 4) You must use at least 2 of the 5 patterns we practiced (Tabby Weave, Dovetail, Vertical Stripes, Soumak, Ghiordes Knots). 5) Turn in a picture of your planning entry into Google Classroom. **Grading:** 1) Did you measure out your parameters with clean, straight lines? (1 point) 2) Do your parameters cover at least 3/4ths of your page? (1 point) 3) Did you create a pattern that covered the entire parameter you created using marker/ sharpie/ or pencil? (5 points- points given by how much space was filled out within the parameter. 1 point = 1/5th of the parameters.) 4) Did you color code your pattern by utilizing markers to provide a variation of color, or did you place a code somewhere on your paper? (1 point) 5) Did you label which weave you will use for each pattern? (2 points- 1 point a label). 6) Did you use at least 2 of the patterns we practiced? (2 points) 7) Did you utilize motifs and patterns found within Kente Cloth? You should use at least 2 motifs discussed. (10 points - 5 points for each motif used). **Total Points:** 22 points (Assessment/ Skills)
Final Project: Self Assessment on Planning	Complete Planning Rubric & Self Assessment and submit in Google Classroom for a grade.

Grade 8; Visual Art; Unit 2: An Exploration of Weaving Through Kente Cloth

Final Project: Make a Cardboard Loom	**Materials Needed:** Cardboard, Scissors, Ruler, Pencil/ Sharpie, #2 Pencil **Watch the video:** How to Make A Cardboard Loom & Try to follow along. **Assignment:** 1) Create a cardboard loom with cut notches that are even on the top and bottom. (4 points) 2) Insert your weft according to the video. (4 points) 3) Turn in a photo of your work onto Google Classroom. (2 points) **Total Points:** 10 (Classwork)
Final Project: Create a Weaving Utilizing Motifs and Patterns Found Within Kente Cloth	**Materials Needed:** Planning Sketch, Cardboard Loom, Yarn (At least 2 colors), Needle/Shuttle/Hands, Painters Tape. **Watch the video:** Setting Up Your Loom. **Assignment:** 1) Set up your loom by taping your design under your weft. 2) Weave your pattern onto your loom to create a weaving according to your planning sketch. 3) Be sure to utilize the Chain Stitch within your weaving. 4) Be sure to refer to the attached assignment below for a more detailed overview of the assignment. 5) Once finished, turn in a picture of your work and turn it in onto google classroom. **Unit 2: Final Project & Rubric** **Total:** 25 points (Summative Assessment)
Oral Presentation/ Critique	Unit 2: Artist Critique **Total:** 10 points (Summative Assessment)
Unit 2 Class Reflection	8th Grade Unit 2 Reflection **Grading:** Students will be graded on participation and must contribute to the conversation at least twice. Additional comments are given extra credit points. To help students know how many times they have participated, I will give out tokens and place them on student desks each time a student participated. I will tally their tokens at the end of class.
Personal Project Unit 2 (Based on understanding of level 1-3. Not every	8th Grade Unit 2 Personal Project & Rubric **Total:** 35 points (Summative Assessment)

student will complete this project).	
Unit 2: Collaborative Project:	Remember, community holds a high place in the hearts and minds of African society. For your final assignment in this unit, you will work collaboratively with a group of peers to connect your kente cloths together. When choosing your group, think about your colors and patterns. Which pieces would create the greatest connections? Grading: 1) Team work: Did you work well together? Did you listen to all members of your group and collectively come up with a pattern that worked well with all of your work? (10 pts). 2) Craftsmanship: Did you utilize the videos to connect your pieces together? Are your connections clean and do they work well with the whole piece? (10 pts).

***Priority Standard**: W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences; RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision; RL6: Analyze how differences in the points of view of characters and the audience or reader create such effects such as suspense or humor; SL1: Engage effectively in a range of collaborative discussions with diverse partners on grade level topics, building on others' ideas and expressing their own clearly; L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; L5: Demonstrate understanding of figurative language, word relationships, and nuance in words*
***Supporting Standards:** 8RL1, 8RL2: 8RL4: 8W4: 8W5*

By the end of this unit I will know: the elements of a narrative scene or story; effective narrative writing techniques; conventions of narrative writing; the impact of word choice (connotation vs. denotation); audience and changes in conventions impacted by the audience; genres within narrative writing; neurodiversity in the classroom and our communities.
By the end of this unit I will be able to: write narratives about real or imagined things; read a variety of fiction pieces; identify, compare and contrast, and analyze lines of dialogue or action in a story; consider how dialogue and actions impacts characterization or provokes a decision; identify, compare and contrast, and analyze character point of view versus reader point of view; engage in a variety of conversation with peers about relevant topics; identify and utilize appropriate conventions for a given audience; understand elements of figurative language used within narrative texts; revise writing to better suit the purpose of an author.
Core Language Objectives: I will be able to identify key pieces of narrative writing and discuss these pieces of narrative writing with my peers and my teachers aloud and in writing. I will be able to explain how pieces of narrative texts make the story go forward. I will be able to read a variety of narrative texts using reading comprehension strategies to help me self-evaluate my understanding of a text while reading. I will be able to write a personal narrative using a variety of regular and irregular verbs.
Key Vocabulary: Tier 2: action, flashback, foreshadowing, genre, resolution, imagery, incident, irony, plot, point of view, setting, tone, "zooming in" **Tier 3:** Alliteration, allusion, analogy, characterization (direct/indirect) climax, connotation, denotation, dramatic irony, exposition, falling action, hyperbole. idiom, metaphor, personification, rising action, simile

Performance Indicator:	**Level 1**	**Level 2**	**Level 3**	**Level 4**
SWBAT: • Understand key vocabulary, • Read grade level narrative texts, • Analyze narrative texts for effective tools, and; • Create a single scene narrative using effective tools	**Learning Targets:** ❑ I can define and identify key narrative vocabulary.using a variety of vocabulary strategies. **Activities:** 1) Word Charts 2) Find a Term! a) George and The BFG 3) Elements of a Story 4) Direct and Indirect Characterization **Learning Target:** ❑ I can identify pieces of a well written scene in narrative excerpts through annotations and small group conversations. **Activities:** 1) Study a Passage Take 1 2) Study a Passage Take 2	**Learning Targets:** ❑ I can identify, track, and describe the development of a story using a plot diagram to support my thinking and understanding. **Activities:** 1) "Raymond's Run" by Toni Cade Bambara 2) "They're Made out of Meat" by Terry Bisson 3) "Lather and Nothing Else" by Hernando Téllez 4) "The Leap" by Louise Erdrich 5) "Monkeyman" by Walter Dean Myers 6) Book Clubs	**Learning Target:** ❑ I can use elements of a well written scene in my own writing of a 100 word memoir. **Activities:** 1) 100 Word Memoir **Learning Targets:** ❑ I can analyze the use of dialogue, characters, and conflicts used in a narrative text through discussions and written responses. **Activities:** 1) Well Written Scenes Examples 2) Mime a Strategy	Required of all Students **Learning Targets:** ❑ I can create a single scene narrative using effective narrative writing strategies. **Performance Indicator:** • Narrative Writing Piece *See rubric attached*

Daily Structure of Class:

Read: Students will begin each class by reading for 10 minutes from an independent reading book, a passage selected by the teacher, or from their book club text. The teachers will start the year off by completing a book talk on a book to help spark student interest in different texts that they may be interested in reading. Students will keep a list of books they are interested in reading so that they always have a next book to read when they have completed a book.

Write: Most days students will be completing a quick write after independent reading times within their writer's notebooks or on their chromebook, depending on the needs of the student. These quick writes will originate with creating seeds and ideas from their own lives to write about. The goal is for students to start seeing the stories they all have to tell from themselves and that theses stories are valuable, important, and worth telling! Quick writes will start shifting towards scene writing and really focusing in on a specific spot in a memory or a scene to describe it in detail to their reader.

Study and Create: The studying that students will be doing throughout this unit will revolve around best practices of narrative scene writing style. This will involve the basic mechanics of a story, the vocabulary or narrative and/or scene writing, strong moves that writers make while writing scenes (strong details, vivid vocabulary, Direct and Indirect characterization, action, dialogue, 'so what?' ending). Students will begin with "swimming in short memoirs" for the first two weeks or so, then move on to looking at singular scenes in a text, writing single scenes, and end with crafting several scenes to create a short story. In a daily class, this will look like a passage study, small groups around a particular element of good scene writing, or independent time to work on the pieces that students have been constructing.

Share: The end of class should be a share out of some kind. This can look like beautiful words that they have noticed in things they have been reading or interacting with, a piece from part of their writing from the day, a piece of a passage that stuck out to them, or a move that they noticed a writer made that was particularly effective. The sharing can also take the form of a whole class verbal share out, sharing in small groups, or a partner share. Opportunities for sharing electronically will also be explored this upcoming semester.

Key Terms:

- Exposition
- Setting
- Rising Action
- Climax
- Falling Action
- Resolution
- Metaphor
- Simile
- Allusion
- Imagery
- Irony
- Direct Characterization
- Indirect Characterization
- Point of View
- Action
- Plot
- Dialogue
- Sensory Details
- "Zooming In"

Essential Vocab
Extension Vocab
Remediation Vocab

Flashback
Foreshadowing
Genre
Dramatic Irony
Connotative/Denotative
Incident
Propel the Action
Personification
Hyperbole
Alliteration
Idiom
Tone
Analogy

DOK 1 Activity	Supports for Struggling Learners	Extensions for Advanced Learners	UDL in Unit Map	Small Group and SDI Opportunities:
1) Word Charts *Students will be assigned two to three terms that they have indicated that they do not know, or that are more advanced terms for the kiddos who need more rigorous words. The words will be shared out at the end of the work period and students will be given a graphic organizer for reference of the definitions of the terms.*	-Words that students have indicated they do not know will be targeted in the activity. -Teacher will work directly with the students to help support student understanding.	-Rigorous academic terms will be given to the students in this group. -	Multiple Means of Engagement • Choice within partner group for the portions of the word map they complete; partner work with guided support; self-reflection portion for understanding of assignment Multiple Means of Representation - • vocabulary term is recorded in a variety of ways to support understanding; Directions written and verbally explained;Background knowledge touched on with vocabulary terms Multiple Means of Actions and Expression - • Use of chromebook or paper available for completing the assignment;	High support: • Teacher works with these groups to facilitate conversation and understanding; key vocab used as review and remediation opportunity Moderate support: • Combination of review terms and advanced terms Light support: • More rigorous/ambiguous terms
2) Find a Term! *Students will be assigned a term to identify in a short passage. Students will annotate the text and participate in a discussion and graphic organizer.* *First read for understanding Second read -> highlight sentences corresponding to the color of the term they are looking for*	-The teachers will guide a group to support their identification of the term in the passage; -Start with simpler terms, and progress through when students have demonstrated a mastery of identifying the term.	-Students will start without a list of specific terms to find in their passages, they will just work to identify as many of them as possible within their assigned passage. Passages with higher complexity will also be used in these groups.	Multiple Means of Engagement • Interest-based passages as possible; connect terms to their purpose in reading to support understanding of the purpose of the assignment Multiple Means of Representation - • Use of highlighters and underlining with different colors to support visual comprehension Multiple Means of Actions and Expression - • Underlining or highlighting as preferred; demonstrating various types of annotation to	High support: BFG • Focus on terms: Beginning, middle, end, setting, characters • BFG Chapter 1 Moderate support: George • Focus on terms: Exposition, Setting, Rising Action, Climax, Falling Action, Resolution, Characterization, dialogue Light support: George • Focus on terms:

			support preferred response;	Direct Characterization, Indirect Characterization, propel the action, Tone
3) Direct and Indirect Characterization *Teachers will demonstrate the direct and indirect characterization in a brief mini lesson. Then students will work on creating a full size image of a character in a short text that we were working in.*	-Students will work with a teacher in creating an image of a designated character. -Passage readability and characterization will start off with more easily identifiable traits.	-Students will work to identify primarily indirect characterization -Put into words how they know examples of indirect characterization indicate what they create on their image. -Work to support proper citation etiquette.	Multiple Means of Engagement • Set time goals for each portion of the activity (10 minutes to find 3 quotes, etc.) Multiple Means of Representation - • Drawing, writing, pulling out quotes can be split across group to student strengths Multiple Means of Actions and Expression - • Drawing of character can be done via paper, video, picture, or online drawing programs	High support: BFG • Focus on using text to answer questions about characterization, RACE theory Moderate support: George Light support: Independent Reading book
4) Study a Passage *Students will work in small groups and read from different passages. In their groups they will look at what makes a scene good and work to compile a list of things that strong writers do in their writing of a scene.* *Elements of a good Scene Teacher Notes*	-Passage readability will be on the easier end of the 6-8 band -Teacher guiding questions will focus primarily on the pre-identified elements of a good scene	-Students will work to create a list of elements of a good scene based on a passage that they have been told is a good scene	Multiple Means of Engagement • Teacher focus on praise for student annotation of the passage; use of self-reflection sheet for this assignment Multiple Means of Representation • Passage can be read silently, listened to, or acted out as preferred by the student (Split students into partners to support this preference; key vocabulary highlighted and defined Multiple Means of Actions and Expression • Use of chromebook available; review reading strategy for supporting student learning with reading strategy	High Support: Book Thief • Identify setting, whether this is beginning/middle/end of story, direct vs. indirect characterization of death • How does knowing these things make it easier to read/understand the passage? Moderate Support: Book Thief • Narrator choice; word choice and details; what part of the story is this in? (exposition, rising action, etc). Light Support: Book Thief

				• Narrator choice, Identify strong word choice and details that paint a picture of the scene for the reader; Personification; Foreshadowing
DOK 2 Activity	**Supports for Struggling Learners**	**Extensions for Advanced Learners**	**UDL in Unit Map**	**Small Group and SDI Opportunities:**
1) Raymond's Run Passage and others *Students will read Raymond's Run individually or in pairs. Then they will work together to put the events within Raymond's Run onto a plot diagram, using exposition, rising action, climax, falling action, and resolution.*	-Availability of guiding questions throughout the reading for the passage of Raymond's Run to support comprehension throughout the passage. -Work in partners with frequent check ins from the teachers to support understanding.	-Students will create a response indicating the flow of the plot from the different elements and the purpose of plot structure to support the events of a story.	Multiple Means of Engagement - First read emphasizes connections to the situation that the main character was in throughout the story; multiple reads reinforces idea that you will not get everything from your first read; discuss different purposes of reading Multiple Means of Representation - - Passage can be read silently, listened to, or acted out as preferred by the student (Split students into partners to support this preference; key vocabulary highlighted and defined Multiple Means of Actions and Expression - Use of chromebook available; review reading strategy for supporting student learning with reading strategy;Plot structure diagram activity through chromebook programs or through individual paper, or through group work poster	High support: • Guided reading portion turned on • Accommodated plot diagram activity-- look at summary of events and use color to indicate plot structure Moderate support: • Guided reading portion turned on • Create plot diagram in a group facilitated by teacher Light support: • Independent work • Analyze the structure of the plot; was the way the author designed it effective?
2) Book Clubs	-Guiding questions and	-Extended writing	Multiple Means of Engagement	High support: El Deafo

Students will rank the options of the books that will be read in the book clubs. Students will be split into groups based on their choices and will read their books with a teacher scheduled schedule. Teachers will stagger groups as necessary to help guide students through the process the first time.	roles for each member of the group will be provided. -Students select books based on interest, not ability, so there will be a variety of levels in each group to push and support thinking.	responses will be asked of the students who need extensions for this activity; blog style responses will be utilized with ability-based grouping to support thinking	- Book groups based on student interest; roles and time frames for completion of the activity are set by the teacher to support student independence; teachers will respond to student groups frequently to provide feedback Multiple Means of Representation - - Students have a choice between more traditional books or graphic novels; audio book versions are also an option Multiple Means of Actions and Expression - - Students will be provided a choice board for how they prefer to respond	Conference with students on reading strategies as appropriate
DOK 3 Activity	**Supports for Struggling Learners**	**Extensions for Advanced Learners**	**UDL in Unit Map**	**Small Group and SDI Opportunities:**
1) Written Response *Students will use their book club text or a text that we have worked on as a quick write activity and identify one tool that was used within the scene. They will explain the tool and why it was effective in their assigned scene.*	-Graphic organizer will be provided for each step of the chunked assignment.	-	Multiple Means of Engagement - Students can pick the text they would like to use for this assignment Multiple Means of Representation - - Graphic organizer will help highlight the areas to focus on and the important patterns we want students to pick up on Multiple Means of Actions and Expression - - Graphic organizer to support writing; Use of visual timers, goal deadlines, and reflection to support student learning	
2) Mime a Strategy *Students will select a quick write or brainstorm idea from*	-Students can select a strategy or can elect to pick a strategy from a hat	-Open ended response allows interest within the writing to go where it	Multiple Means of Engagement ● Students select the subject and	

their notebooks to expand into a bigger piece of writing. Then the students will select a specific tool to use in their piece.	to support beginning of an activity. -Graphic organizer will be provided to support planning of the piece.	needs to go. -Students may be asked to incorporate another strategy after their initial draft of the piece is completed.	the strategy for their writing; start with a variety of different brainstorming strategies. Multiple Means of Representation - ● Students can create their first draft through drawing, typing, writing, or dictating; connections made to how other writers use these techniques to help them and the techniques students find most helpful Multiple Means of Actions and Expression - - Variety of means to construct initial piece; daily checklist to support students with their progress on this piece.	
3) 100 Word Memoir *Students will create a 100 word memoir on a topic of their own choice.*	-smaller word count makes this activity a push for some kids to get to the correct number of words; built in support for a shorter scene.	-Smaller word count is a challenge to make sure all words are chosen with care and precision.	Multiple Means of Engagement ● Use of word limit varies the demand for the students; Support common challenges and roadblocks through ongoing conversations Multiple Means of Representation - ● Student and teacher examples; provide opportunities for students to receive praise from the class Multiple Means of Actions and Expression - - Checklist for progress through assignment in class and what to do if you are ahead of schedule of behind schedule	

2020-2021 Groups * Based on 1st Pre Assessment and ELA Milestones Score from 2019

Reading

High Support	Moderate Support	Minimal Support/Extension Group

Writing

High Support	Moderate Support	Extension Group

Speaking and Listening

High Support	Moderate Support	Minimal Support

College Readiness; Unit 1

Standards:

MGSE9-12.N.Q.1: Use units of measure (linear, area, capacity, rates, and time) as a way to understand problems:

a. Identify, use, and record appropriate units of measure within context, within data displays, and on graphs;

b. using dimensional analysis (English-to-English and Metric-to-Metric without conversion factor provided and between English and Metric with conversion factor);

c. Use units within multi-step problems and formulas; interpret units of input and resulting units of output.

MGSE9-12.A.SSE.1: Interpret expressions that represent a quantity in terms of its context.

MGSE9-12-A.SSE.2: Use the structure of an expression to rewrite it in different equivalent forms. For example, see x^4 – y^4 as (x^2)^2 – (y^2)^2Convert units and rates, thus recognizing it as a difference of squares that can be factored as (x^2 – y^2)(x^2 + y^2).

MGSE9-12.A.SSE.3: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

MGSE9-12.F.IF.8: Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

By the end of this unit, I will know: - Use of Measure - Conversion of units and rates - Use of units - Interpret expressions - Expressions - Functions

By the end of this unit I will be able to: Identify, use, and record appropriate units of measure within context, within data displays, and on graphs. - Convert units and rates - Use units within multi-step problems and formulas - Interpret expressions that represent a quantity in terms of its context. - Use the structure of an expression to rewrite it in different equivalent forms - Choose and produce an equivalent form of an expression - Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function

College Readiness; Unit 1

Progression	**Level 1** **Learning Targets:** - I can use the correct units of measure while analyzing graphs and data. -I can convert units and rates using dimensional analysis. - **Activities:** **1. Define and understand the following vocabulary:** - Unit - Rate - Algebraic Expression/Equation - Numeric Expression/Equation **2. Watch then practice on the following:** - Watch: Using units to solve problems 1 - Watch: Using units to solve problems 2 - **Practice: Using units to solve problems** **Learning Target:** - I can use dimensional analysis to solve problems. **Activities:** **3. Solve using dimensional analysis:** - Watch: Intro to dimensional analysis - **Practice: Rate Conversion**	**Level 2** **Learning Targets:** - I can use units within multi-step problems and formulas. **Activities:** **1. Watch then practice on the following** - Watch: Comparing rates - Watch: Defining appropriate quantities for modeling - **Practice: Defining appropriate quantities for modeling** - **Practice: Formulas and Units** - **2. Discussion and reflection on :** - In google classroom in your own words, discuss the definition of an expression. Rubric **Learning Target:** - I can interpret expressions **Activities:** **3. Watch then practice on the following:** Right Triangles - Watch: Interpreting linear expressions - Watch: Interpreting linear expressions - **Practice: Interpreting linear expressions**	**Level 3** **Learning Targets:** - I can recall equivalent expressions **Activities:** **1. Watch then practice on the following** - Watch:Equivalent expressions - Practice: Equivalent expressions **2. Equivalent Expressions:** - Worksheet on equivalent expressions Worksheet - Gizmos: Equivalent Expressions Username: PatelG747 Password: dog747 **Learning Target:** - I can write a function defined by an expression. **Activities:** **3. Watch then practice on the following:** Right Triangles - Watch:Equivalent forms of exponential expressions - Practice: Equivalent forms of exponential expressions	**Level 4** Required of all Students **Learning Targets:** - I can use the information I have learned to analyze a situation and reveal and explain different properties of a function. **Activities:** Project - Read and analyze the following accident document. ACCIDENT RECONSTRUCTION - In a separate google docs upload the answers to the questions given in the accident report project. - Review - Study Guide - Whole Group Review -Small Group Review
Assessments		**Quiz 1**	**Quiz 2**	**Unit 1 Post-Assessment**
Deadline	**08/18/2020**	**08/20/2020**	**08/25/2020**	**08/27/2020**

EXHIBIT 30

INDIVIDUAL LEARNING PROGRAM

TAPESTRY PUBLIC CHARTER SCHOOL

Individualized Learning Resource Guide

Grades 6-12

2020-21

Matthew Tyson, Principal

TAPESTRY PUBLIC CHARTER SCHOOL

Table of Contents

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1. Individualized Learning Philosophy

Individualized learning is a type of instructional program where learning is informed by the student's prior knowledge, learning profile, and interests. This differs significantly from the widely accepted model of teaching where a class progresses through the curriculum together at a pace predetermined by the teacher.

Unit Maps are a tool that the students use in order to guide their own learning through a unit of study. These maps are designed to support compacting of the curriculum and expansion of a topic as necessary for the individual needs of each student in a given classroom. The beauty of this design is that it allows students to proceed through any given topic at a speed that is appropriate for their learning level. In addition, it allows for a classroom structure that supports the teacher's ability to work with individual students more than a traditional model of teaching allows.

2. Individualized Learning at Tapestry

The unit map template template emerged as a way to ensure that we were providing a rigorous educational experience tailored to the individual academic needs of our diverse population. Our middle school adopted the unit map template in the 2017-2018 academic year. After a few years of successful implementation, the high school adopted the unit map template in the 2020-2021 academic year.

3. Informed Best Practices

a. UDL

Universal Design for Learning is a framework to optimize learning and teaching for all learners. UDL calls for the use of multiple means of representation, action and expression, and engagement. Multiple means of representation allows for learners to acquire information and knowledge in various formats. Multiple means of action and expression allows learners to demonstrate knowledge in alternative ways. Multiple means of engagement taps into the interest of learners and provides support to approach challenges and foster motivation. These principals help educators to customize teaching and address the needs and strengths of all learners.

b. Differentiation

Differentiation is the process of utilizing a variety of teaching techniques and lesson formats in order to fit the needs of all students in the classroom. At Tapestry, both the General Education teacher and the Special Education co-teacher are responsible for ensuring that all students have access to different modes and means of learning in the classroom. The unit map model allows for compacting of the curriculum or extension of the curriculum as necessary to address the unique needs of all our students.

c. Student Choice

In order to increase engagement and student buy-in, student choice is key. When teachers allow for student choice within their lessons, they are encouraging students

to become active members in the learning experience. Student choice can be present in a lesson in many different ways. Students can select which article they want to read, or they may t be able to choose between listening to an audiobook or reading on their own. Student choice can also come in the form of outputs. Some students may prefer to share their understanding through writing whereas others may prefer recording themselves explaining what they know.

d. Depth of Knowledge

Depth of Knowledge (DOK) is a concept created by Norman Webb to better categorize the level of cognitive work required to complete a task, or in other words, the complexity of any given task. The first level is related to remembering facts or basic procedures in a given area.

The core of the unit map is the Depth of Knowledge (DOK) levels associated with each activity in the unit. Each leveled column contains a learning target and corresponding activities. Students progress through the unit map from the left to right. Where they start depends upon the prior levels of understanding demonstrated by performance on the pre-assessment, which correlates to all of the learning targets listed upon the unit map. Figure C takes a closer look at the DOK 1 level tasks for the poetry unit map pictured in Figure A.

e. Technology

In a post-COVID world, technology has become inextricably linked to teaching and learning. In a digital

Unit Map teachers can hyperlink all relevant materials directly into the document for parents, administration, and students to view at their own convenience.

The Google Suite allows for differentiation without broadcasting individual student needs/deficiencies.

4. Unit Map Structure

Figure A:

Grade: 8 | Unit Number: 4 | Student Name:

Subject: English Language Arts | Unit Name: Poetry Unit | Student House

PLEASE NOTE: Students will conference with teachers after you have completed your pretest analysis form and begin working on your choice board.

Priority Standard: 8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. 8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 8RL5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

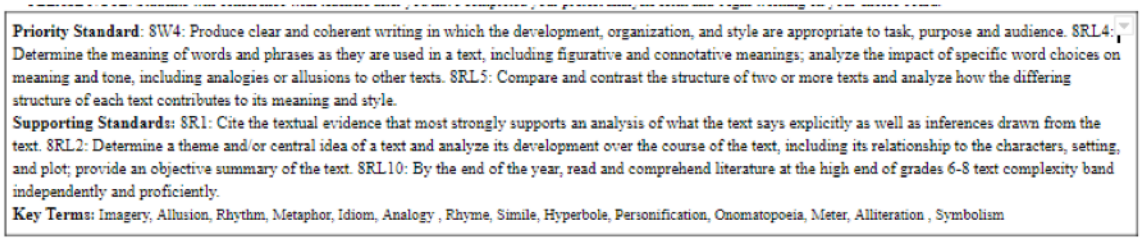
Supporting Standards: 8R1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 8RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 8RL10: By the end of the year, read and comprehend literature at the high end of grades 6-8 text complexity band independently and proficiently.

Key Terms: Imagery, Allusion, Rhythm, Metaphor, Idiom, Analogy , Rhyme, Simile, Hyperbole, Personification, Onomatopoeia, Meter, Alliteration , Symbolism

Performance Indicator: SWBAT: utilize figurative language and other poetic tools to analyze and craft a small compilation of poetry. **Ultimate ELEMENT TYPE (place an x on one type):** ____ **Knowledge** ____ **Reasoning** ____ **Performance Skills** ____ **Product**	**DOK 1** **Learning Targets:** K1: I can define key figurative devices used in poetry and literature by completing a note catcher. **Activities:** 1. Figurative Language Blitz a. Poetry Toolbox	**DOK 2** **Learning Targets:** R1: I can examine the different ways author use language in their poems to achieve their purpose by annotating the text for understanding and through written responses. **Activities:** 1) Dreams by Langston Hughes a) Ext: I, Too 2) Harlem Hopscotch by Maya Angelou a) Ext. Caged Bird 3) Tula ["Books are door shaped"] by Margarita Engle 4) Mimic a Poem	**DOK 3** **Learning Targets:** R2: I can use figurative language and different poem structures to create my own poems. **Activities:** 1) Draft a Poem 2) Draft a Poem	**DOK 4** Required of all Students **Learning Targets:** P1: I can use figurative language tools to create a short anthology of poems. **Performance Indicator:** • Poem Anthology Piece *See attached rubric*

Figure A: Example of an 8th Grade English Language Arts Unit Map used at Tapestry Public Charter School

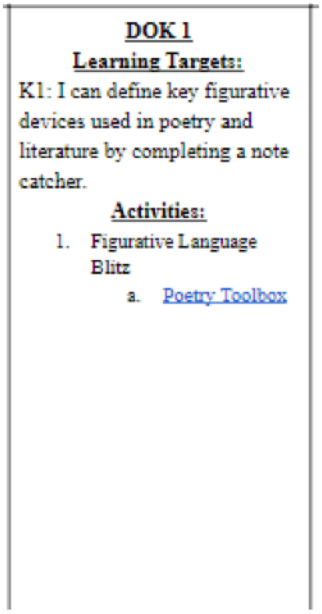
Figure B:



Priority Standard: 8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. 8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 8RL5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
Supporting Standards: 8R1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 8RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 8RL10: By the end of the year, read and comprehend literature at the high end of grades 6-8 text complexity band independently and proficiently.
Key Terms: Imagery, Allusion, Rhythm, Metaphor, Idiom, Analogy , Rhyme, Simile, Hyperbole, Personification, Onomatopoeia, Meter, Alliteration , Symbolism

Figure B: This section includes priority and supporting standards addressed in this unit of study along with the key content terms that are being used throughout the unit.

Figure C:



DOK 1

Learning Targets:

K1: I can define key figurative devices used in poetry and literature by completing a note catcher.

Activities:

1. Figurative Language Blitz
   a. Poetry Toolbox

Figure C: Depth of Knowledge column; this includes the learning target and different activities addressing that target. The final Depth of Knowledge column, frequently referred to as Level 4, will serve as the culminating project that guides the rest of the unit. This is an area for students to demonstrate their mastery of the standards through creation and application.

Figure D:

DOK 1 Activity	Supports for Struggling Learners	Extensions for Advanced Learners	UDL in Unit Map	Small Group and SDI Opportunities:
1) Figurative Language Blitz - *Students work to create or find an example of their assigned Figurative Language term to create a visual of that figurative language using their poetry Toolbox.*	-teacher(s) works with targeted small group of kids who need more concrete instruction on figurative language -provides in moment changes and checks for understanding regarding the figurative language -makes decisions regarding important figurative language -Provide already created graphic organizer for information	-Use the poetry toolbox to create an illustration of the term -Create additional examples of the figurative language being used -Instead of one figurative language term students have to select five terms and explain why they are the most important five to know	Multiple Means of Engagement • Poems picked based on student interest; unit map provides predictability in the activities and the overall expectation/goal for the unit; Read/Write portion of class routine will allow for students to recommend poetry that the class may like Multiple Means of Representation - • Poetry toolbox has accurate description with examples of the figurative language being described, and accommodated version will allow for visual notetaking (ie drawings); Virtual Poetry toolbox will have links to videos further explaining concept. Multiple Means of Actions and Expression - • Poetry analysis will be accompanied by drawings/image based start; reading aloud of poetry; small group work visual at desks; Graphic organizer with guiding questions to support thinking/analysis	

Figure D: The teacher planning document is created in addition to the unit maps. This allows for structured collaboration between the general education and special education co-teacher. This document makes all of the planning visible for each activity within the unit map.

5. In Application

a. Teachers

How It's Used: Instead of submitting weekly lesson plans, as is the common practice at most schools, Tapestry teachers build a comprehensive Unit Map with embedded links. This document serves as a teaching guide throughout the unit, and as the first form of

communication to students and families about the content covered in the unit.

Expectations: Teachers use backwards design to inform their units and teaching. As a result, the first piece of designing a unit of study in the individualized learning format is deciding what the overarching Level 4 project or assignment will be. Using the Georgia Standards of Excellence as a guide, teachers design the Level 4 learning target and assignment. From there, teachers brainstorm how they can direct their students to this ultimate goal.

b. Students

How It's Used: At the beginning of each unit, teachers share the Unit Map with their class. This is an opportunity for all students to get a broad view of the skills and content they will learn in the coming unit.

Expectations: Students are expected to reference the Unit Map for level deadlines and assessment dates. For students who benefit from additional processing and preparation time, this document can serve to reduce stress and increase a self-starter attitude.

c. Parents

How It's Used: The Unit Maps are a key part of Tapestry's transparent communication with families. Parents are encouraged to review these Unit Maps in order to better support learning at home.

Expectations: When a new Unit Map is posted, parents should review the map with their student. If they have

any questions about deadlines, assessments, or the material being covered in the unit, they should reach out to their student's teacher via email.

d. Administration

How It's Used: Reviewing Unit Maps is one of the crucial ways the Tapestry administrators provide feedback to teachers and co-teaching teams.

Expectations: Prior to the beginning of each unit, teachers will submit their Unit Maps for review and feedback. Once an administrator provides feedback on the unit map, they will conference with the teacher and/or team to ensure appropriate adjustments are made.

EXHIBIT 31
SUPPLEMENTAL RESPONSE

Initial Memo Response Overview
The following outlines the inquiries from the DCSD Initial Memo from the Charter Petition Review Committee and Tapestry's responses. Section I is the table with directions for where responses are located within the charter application document, and Section II includes brief narrative responses to select items as outlined within the table.

Section I.

Community Support

Item	Committee's Feedback	Petitioner's Response
1	The current charter contract includes a maximum total enrollment of 266 students. The petition includes a proposed maximum enrollment of 301 students. Describe the unmet need in the DeKalb County School District that this increase seeks to address. What data other than the size of the waitlist validates this need? - pg. 10	See narrative response in Section II below.
2	The petitioner states that "Black students are disproportionately represented in suspensions (p.72). What restorative practices does Tapestry implement to address/improve school climate and eliminate disproportionality in school suspensions?	See narrative response in Section II below.
3	What recruitment methods are being utilized to increase the number of neurotypical peers in each co-teaching classroom—sustaining the inclusive learning environment?	See narrative response in Section II below.
4	The Governing Board provided some context into transportation challenges for families enrolled at Tapestry. What strategies has the Governing Board explored to reduce transportation barriers for families and create equitable access? Please explain the results of these efforts.	See narrative response in Section II below.
5	The middle school ESOL population has grown by 33%. Additional context is needed on the instructional shifts the school has made with its changing student demographics. Please provide examples.	See narrative response in Section II below.

6	Describe Tapestry's efforts to disseminate its model within the District. What specifically are the active ingredients of this model that should be disseminated? What data supports this conclusion?	See narrative response in Section II below and TIPs brochure attached at the end of this exhibit.
7	Identify how the Governing Board has addressed or anticipates addressing in the next term issues of race, class, gender, sexual orientation, ability, national origin, and/or linguistic diversity. What training, shared experiences, or shifts are needed for the Governing Board to address the complexity of these issues?	See narrative response in Section II below.
8	Expound upon the research partnership with Emory University—a state-funded project aiming to develop, implement, and evaluate a best-practices model of transition planning for students with autism spectrum disorder (ASD). - Exhibit 19	See a letter from Emory Autism Center, attached to the end of this Exhibit, for greater detail on the nature of this partnership.

School Governance

Item	Committee's Feedback	Petitioner's Response
9	How is student voice lifted up in the Governing Board's decision-making processes?	See narrative response in Section II below.

Academic Plan

Item	Committee's Feedback	Petitioner's Response
10	What curriculum is TPCS using for ESOL instruction?	See Exhibit 26, page 20.
11	Which GADOE approved ESOL delivery models are used to provide ESOL services at TPCS?	See Exhibit 26, page 21.
12	Which screener is TPCS using to determine eligibility for ESOL services?	See Exhibit 26, page 10.

13	What is informed parental consent being sought for with regard to ESOL services (page 69, first paragraph)?	See Exhibit 26, page 12.
14	How is progress toward English learners' language goals monitored (page 69)?	See Exhibit 26, page 14.
15	What language interventions or strategies are used to help ELs meet their language goals?	See narrative response to Item 5 in Section II below.
16	What drives the determination to move a student in the RTI process back to EL-Y status after they have exited the ESOL program (page 69)?	Exhibit 26, page 24 and page 22.
17	How does TPCS ensure that English learners meet the minimum weekly requirements for ESOL service at all grade levels?	Exhibit 26, page 28.
18	The District has identified four focus student demographic groups by which it disaggregates student data to examine trends—Black males, Latinx males, students with disabilities, and multilanguage learners? What trends has TPCS identified in the graduation rates of these TPCS student subgroups?	See narrative response in Section II below.
19	During the current charter term, how did Tapestry address concerns raised during the last renewal cycle regarding the continuum of services for students with disabilities?	See narrative response in Section II below.
20	What actions has the Board taken to advance Tapestry's SY21-22 foci – equity, SEL, and individualized learning?	See narrative response in Section II below.
21	Expound on "changes made to the school's academic model, which were piloted in the middle school during the final year of the prior charter term but not available for the prior charter renewal submission." What was the measurable impact of these changes on student outcomes? - p. 23	See narrative response in Section II below (and revisit pages 25, 29, 31-36 in the main narrative for outcomes).
22	What components of Tapestry's academic model has the Governing Board identified as replicable? (p. 14)	See narrative response to question 6 in Section II below and TIPs brochure attached at the end of this exhibit.

Financial Plan

Item	Committee's Feedback	Petitioner's Response
23	Budget Template - Provide a budget based on the school's current maximum enrollment of 266.	See alternate budget based on an enrollment of 266 students included as Exhibit 32.
24	Budget Template - The FY22 per pupil amount used in the budget template is slightly different than the estimated FY22 per pupil funding calculation in TPCS FY22 initial funding worksheet. How did TPCS arrive at the per pupil amounts in the budget template?	See narrative response in Section II below.
25	What is the Governing Board's strategy for increasing Tapestry's fundraising capacity? - p. 82	See narrative response in Section II below.
26	Describe the measures of financial efficiency monitored by the Governing Board. - p. 49	See narrative response in Section II below.
27	Certificate of Insurance – Risk Management (see Exhibit 18 – DCSD Assurances and Required Statements) - The insurance certificate dated April 1, 2021 does not reference owned vehicles. Confirm whether the school owns any vehicles. - The Crime policy limit is indicated to be $250,000; our agreement requires $1,000,000. Provide a copy of the policy so that Risk Management can verify the other coverages that have been purchased in addition to employee dishonesty/theft. - The per claim limit for School Board Legal is $1,000,000. The District requires $2,000,000. Provide evidence that DCSD, its board, etc. are named on the policy as additional insureds. Additionally, risk management needs to verify that the policy includes "employment practices liability". - There is no evidence of property insurance as required to cover the building, contents, etc. on a replacement cost basis or of DCSD being named as "loss payee".	1. Tapestry does not own any vehicles at this time. In the event we purchase a vehicle we will insure it appropriately. 2. See updated insurance coverage documentation included within this Exhibit in alignment with request. Additional endorsements have been added.

	- Endorsements are likely required with respect to Waiver of Subrogation (Workers' Compensation) and providing the District with 45 days' notice of cancellation should any of the policies be cancelled or non-renewed (excepting nonpayment which is typically just 10 days). In addition, provide copies of the coverage parts (or endorsements) that provide the District with Additional Insured status on the automobile liability and commercial general liability including "primary and non-contributory" wording.	

Organizational Plan

Item	Committee's Feedback	Petitioner's Response
28	Administrative Teams Focus Group - The school's administrative team acknowledged the neurodiversity of the staff as a strength. Has the Governing Board taken specific teacher recruitment/retention actions to maintain the neurodiversity of the staff? Please elaborate.	See narrative response in Section II below.
29	Page 15 of the petition references the impact of the Equity Task Force on middle school students' performance. How is this impact measured? - p. 15	See narrative response in Section II below.
30	Describe the composition and authority of the Equity Task Force. How has this task force impacted organizational performance? - p. 85	See narrative response in Section II below.
31	The petitioner states that Tapestry has "shifted its focus in recruitment to growth mindset, commitment to equity, and interest in collaboration." How does the Governing Board define and/or assess "commitment to equity?" - p. 84	See narrative response in Section II below.

Section II.

Community Support

Item 1. Feedback: *The current charter contract includes a maximum total enrollment of 266 students. The petition includes a proposed maximum enrollment of 301 students. Describe the unmet need in the DeKalb County School District that this increase seeks to address. What data other than the size of the waitlist validates this need? - pg. 10*

Petitioner's Response: Tapestry is advocating for an increase in enrollment both to fully leverage the school's capacity and to address unmet needs in DCSD.

The school's capacity is not fully met by the current enrollment of 266 students, which has been maintained throughout the charter term. As Tapestry improved its support of students and made high school coursework available to more students in eighth grade (approximately one-half of Tapestry's eighth grade students enter high school with 1 or more Carnegie Units of Credit), the number of students eligible to complete advanced coursework in high school increased significantly. Tapestry also utilizes a block schedule, which positions every student to complete 8 Carnegie Units annually rather than the 7 they would complete in a traditional high school schedule. Between the Carnegie Units earned in eighth grade and the 8 credits taken annually, most Tapestry students are able to access coursework options in high school that have left teachers with fewer than 8 students in a classroom. This is due to more higher level courses being offered by Tapestry and increased numbers of Tapestry students eligible to participate in Dual Enrollment. In order to fully leverage the number of seats available, Tapestry needs to increase its enrollment.

In addition to better utilizing the resources available, Tapestry is also prepared to meet needs that aren't currently being met in DCSD. Tapestry offers the highest 4-year graduation rate of students with disabilities in the district (100% in SY 2019-20 and 2020-21). A high percentage of students with IEPs also complete advanced coursework and CTAEs, access college and career supports, and secure scholarships while at Tapestry. The school is better positioned to support students who are not getting these resources and access to partnerships, or attaining these levels of success elsewhere in the district (see Table 1.2 in charter for comparative 4-year graduation rates; see pages 50-51 for quotations from parents/caregivers on family surveys to district). This is why the school has such a long waiting list. Parents and families provide positive feedback on the model and request access for more students, often stating that Tapestry's level of tailored support is not available at other schools (DCSD is one of twelve counties in the state receiving special support for graduation rates of students with disabilities)—demonstrating that the need is not met elsewhere. In addition, no other school offers the same class sizes, student-to-teacher ratios, graduation rates, parent feedback on the specialized model of inclusion or attendance rates. Tapestry provides a completely different model to students with and without IEPs that cannot be accessed anywhere else in the district, and the model is sought by families as evidenced by the waiting list consistently maintained across the life of the school. Tapestry is conscious of keeping its small, inclusive model and cannot absorb all of the 200+ students currently on the waiting list who want to attend the school; however, we believe that increasing enrollment by 35 students will benefit the DeKalb community while still supporting the mission of Tapestry Public Charter School.

Item 2. Feedback: *The petitioner states that "Black students are disproportionately represented in suspensions" (pg.72). What restorative practices does Tapestry implement to address/improve school climate and eliminate disproportionality in school suspensions?*

Petitioner's Response: Since SY 2019-20, the following strategies have been implemented to revise discipline structures in the school and close disparities in discipline between racial groups:

- Establishment of an Equity Task Force that reviews all school policies and curricula through a lens of equity and makes ongoing recommendations for revisions to increase equitable access and outcomes
- Revision to previous discipline strategies that were punitive in favor of a Restorative Practices model
- Training for all staff in restorative practices and implementation of restorative practices across all levels of infraction at the classroom and school levels
- Elimination of the Student Support Specialist role (a role designated for discipline only) in favor of classroom-based restorative approaches to behavioral support
- Establishment of the Sown to Grow dashboard to track student emotional status and allocation of daily time for one-on-one mentors and counselors to check in with students based on their mood meter reporting in the dashboard (proactive intervention to support students before behavioral infractions occur)

Specific restorative practices all staff are trained on and that are implemented across the school are:

- Listening Circles
- Behavioral Support Meetings (include counselors, parents/caregivers, principal, case manager, mentor)
- Retrain and Refocus on REAL (pg. 60 in the main charter narrative)
- Comprehensive Re-Entry Meetings (following any in- or out-of-school suspension)
- De-escalation strategies: Mindset Safety Management Training, Imperative versus Declarative language, Zones of Regulation
- Specific students are trained as GRAND Ambassadors through Wren Consulting (pg. 73 in main charter narrative) to support the student side of the "repair" element of the restorative practices model.

As a result of these modifications to systems and practices, behavioral infractions and disciplinary responses to behavioral infractions have changed in the following ways:

- 0 in-school suspensions, out-of-school suspensions, or expulsions in SY 2020-21
- Students re-entered the building in March 2021 after 1 year of virtual instruction with one-on-one mentors to facilitate re-integration into the building, which is credited with 0 disciplinary challenges in SY 2020-21.
- A Summer Bridge program was held in summer of SY 2021-22 to support new and returning students to re-integrate for new school year.
- In SY 2021-22, 0 expulsions and fewer than average suspensions with all racial disparities closed to date. Implementation of restorative practices and proactive interventions have been on track and resulted in less than ¼ of the suspensions and disciplinary referrals than were implemented at this time in SY 2019-20 (with no racial disparity in implementation of discipline).

Item 3. Feedback: *What recruitment methods are being utilized to increase the number of neurotypical peers in each co-teaching classroom—sustaining the inclusive learning environment?*

Petitioner's Response: Tapestry Public Charter School has set a goal to maintain approximately 50% of enrollment as students with IEPs and 50% without. This enrollment will fluctuate across the life of the charter, and the TPCS Board reviews annual enrollment prior to the lottery to determine how enrollment is trending once IEPs have been processed. By the winter of each school year, some students have been identified for new IEPs, some students have moved out of special education status and enrollment has stabilized to a point that recruitment priorities for the subsequent year can be determined.

TPCS has successfully maintained this enrollment across its charter term through annual leadership review of the student population in late fall to provide the Board with an accurate understanding of the eligibility for 504 Plans and IEPs by grade level. Prior to each lottery, the Tapestry Board reviews current enrollment and determines whether there is a need for targeted recruitment or implementation of the weighted lottery option to give additional weight to applications from students applying who already have IEPs (which has never been necessary to implement but is permissible by law).

Outside of targeted recruitment for students with IEPs through networking in the autism support community, targeted efforts have been made to recruit students from the communities immediately adjacent to the facility through outreach at community events, local churches, school choice fairs, partnership with board members who are engaged in the community and provision of materials in Spanish. These efforts have increased the percentage of students eligible for ESOL services and who identify as Hispanic/Latinx. Some of these students are eligible for IEPs and some are not. When the percentage of students on the autism spectrum has dropped, board members have reached out to the autism treatment and support community and family groups.

The recruitment efforts each year have successfully maintained the school's unique population that is reflective of the diversity of the district; and this responsive, data-driven approach to recruitment has resulted in annual enrollment that meets the school's student diversity goals.

Item 4. Feedback: *The Governing Board provided some context into transportation challenges for families enrolled at Tapestry. What strategies has the Governing Board explored to reduce transportation barriers for families and create equitable access? Please explain the results of these efforts.*

Petitioner's Response: Tapestry is not experiencing transportation challenges. When invited to offer suggestions for program improvement in the charter interview with parents, two participants offered busing as strategies to improve two programs. First, one participant offered that athletics budgets could be more streamlined with access to DCSD buses for athletics transportation (DCSD does not permit Tapestry to rent school buses for athletic events). Tapestry's Board and Administration remain committed to ensuring access to Tapestry's athletics programs. Chartering transportation through private vendors is the costliest option to transport students to athletic events. In order to keep athletic fees as low as possible, Tapestry uses alternative transportation options as much as possible before resorting to chartering private transportation. Families at Tapestry are encouraged to volunteer 20 hours per year. Providing transportation for student-athletes from Tapestry to sporting events is one way that families can earn these hours. There generally is sufficient parent involvement to transport students to sporting events, but when this is not the case, Tapestry uses a private service. Hiring private transportation for every event would require a significant increase in athletic fees, thereby making the athletics program less accessible.

Provision of DCSD buses for athletics participation would enable Tapestry to make the athletics program more cost-effective.

Second, a participant offered that access to bus service would be helpful to her family, who reside in South DeKalb. Tapestry's Board and Administration remain committed to ensuring any student in DeKalb County can attend Tapestry, thus the school does not limit its enrollment to a specific geographic area within the county. To ensure transportation does not pose a barrier for families, Tapestry organizes and facilitates carpools each year. Approximately 20-25% of Tapestry families take advantage of these coordination efforts annually, and many other families create carpools on their own. Tapestry also informs families of low-cost private transportation providers and a low-cost after school program with the Boys and Girls Club, which picks up students at the school each afternoon.

Tapestry is located close to two MARTA train stations and four MARTA bus lines. The school has coordinated education opportunities with MARTA to facilitate safe use by Tapestry students. Several students take advantage of public transportation opportunities and Tapestry coordinates reduced cost MARTA access when there is sufficient interest and eligibility. In addition, many Tapestry students utilize MARTA Mobility.

Many 10th-12th graders drive to school and parking is provided free of charge. Tapestry arranges for access to drivers training after school with a company responsive to Tapestry's diverse student body. This opportunity allows many Tapestry students to gain competence and confidence in driving in a comfortable environment with an instructor sensitive to student needs.

Through frequent engagement with the parent/caregiver community (and exit interviews for any families who choose to withdraw), leadership assesses family needs and potential barriers to success. Aftercare programming, summer supports and food pantries have been provided in response to family needs. Transportation has been addressed for families, as needed, through the provisions outlined herein, and will be addressed differently when and if the existing strategies do not meet the needs of families.

Item 5. Feedback: *The middle school ESOL population has grown by 33%. Additional context is needed on the instructional shifts the school has made with its changing student demographics. Please provide examples.*

Petitioner's Response: Tapestry's ESOL population has grown by 33% over the charter term as the result of targeted recruitment in the communities immediately adjacent to the school. These students are making rapid growth and succeeding at Tapestry because many of the structures in place benefit students with limited English proficiency. Some of these structures and strategies that were previously in place include:

- Small class sizes/student to teacher ratios (6:1)
- Daily study skills course to review literacy content
- Assigned one-to-one mentor to monitor student data, progress, attendance, and regularly check-in
- Daily push-in and pull-out delivery models from ESOL teachers

Tapestry has consistently implemented an ESOL program as outlined in Exhibit 26, regardless of the small size of the ESOL population previously enrolled. This program included a designated ESOL Liaison, ESOL teachers, and dedicated instruction for English acquisition and language support. Our individualized learning plans are created from the GA Performance Standards, aligned with the WIDA

ELD (English-Language Development) Standards, and include individual goals and targets for our ESOL learners.

Additional strategies integrated to support the growing ESOL population includes:

- Active recruitment of community members from the Spanish-speaking community to the Governing Board (currently have 2)
- Adoption of adaptive programming that supports ESOL students across several content areas to meet students where they are with limited language (ALEKS, Sown to Grow, Reading Plus)
- Translation of all documents sent home into Spanish
- Monthly meetings held in Spanish about school and individual student updates
- Bi-weekly ESOL team meetings that include ESOL and general education teachers
- Individual conferences with Spanish-speaking families in their language of choice at least once monthly to review student progress and curricula
- Adoption of written curriculum *Expressive Writing* to be used during supplementary instructional periods to support writing development

Item 6. Feedback: *Describe Tapestry's efforts to disseminate its model within the District. What specifically are the active ingredients of this model that should be disseminated? What data supports this conclusion?*

Petitioner's Response: Tapestry Public Charter School opened its doors in 2014 as the first school in the nation to serve students in a fully inclusive environment in grades 6-12. Since its founding Tapestry has invited and encouraged members of the DeKalb County School District administration to visit the school. On three occasions the prior Superintendent accepted this invitation but ultimately canceled his visits. Tapestry was fortunate to welcome and host Superintendent Cheryl Watson-Harris, Deputy Superintendent Melissa Harris and Region 1 Superintendent Melanie Pearch on September 10, 2021. During this meeting the Superintendent and her team were able to witness firsthand the benefits of Tapestry's unique model, ask questions and provide meaningful feedback. We are grateful for this opportunity and look forward to similar opportunities moving forward.

On July 19, 2019, all current and pre-service special education teachers, staff and administrators from DeKalb County, Clayton County and Atlanta Public Schools were invited to attend an in-person conference at no charge at TPCS to learn about ***Tapestry Inclusive Practices (TIPs)***. The purpose of the conference and program in general is to educate and mentor teachers on the six key components of Tapestry's successful teaching model for inclusive 6-12 education. (Brochure included at the end of this exhibit.)

TIPs was designed to share our knowledge base with other educators in hopes of replicating our successes in other schools. The full-day conference was divided into six topic areas: inclusion, individualized learning, school climate and culture, co-teaching, STEAM and assessments. Tapestry maintains an open opportunity to share its best practices at www.tapestryinclusivepractices.org. The ***TIPs*** program offers ongoing peer coaching and mentoring through group professional development training workshops, individual coaching, online resources, field trips to Tapestry to see our work in action, and presentations (special talks) for schools.

Tapestry has also invited members of the DCSD team to engage in monthly walkthroughs of the school during this charter term. We maintained these walkthroughs during virtual learning by visiting Google

Meets of live instruction with Tapestry teachers and students. These walkthroughs have allowed for ongoing communication between the school and the District to have a dynamic exchange around best practices.

Prior to the pandemic Tapestry hosted an annual partnership collaborative luncheon. During this time, members of our partnership community met and shared their role at Tapestry, while also hearing from featured teachers and students. The District's Charter Office, Region 1 Superintendent and Board Members are always invited and generally attend the luncheon. The Tapestry principal was selected by GADOE to participate in the SY 2019-20 Georgia STEM/STEAM Leadership Cohort, and he has presented throughout the state at conferences on STEAM instruction about best practices in instruction in place at TPCS (Georgia STEM/STEAM Forum, 2019; West Georgia RESA STEM Conference, 2019; IDEAS Annual Conference, 2019; CEISMC Georgia Tech STEAM Leadership Conference, 2019; Georgia Charter Schools Association National Conference, 2019). In addition, he presented at the Cross-Council Participation Advisory Councils at the invitation of DCSD in 2019.

The "active ingredients" that are replicable components of Tapestry's model include: individualization through student-driven content and multiple modes of student demonstration of content knowledge; interdisciplinary instructional blocks; expeditionary learning; project-based assessment; holistic student growth; data-driven flexible groupings; music, theater and arts instruction; techbooks; utilization of technology for instruction; service of grades 6-12 with mentorship; co-teaching for core classes; supports for intentional inclusive practices; extended learning opportunities for remediation and acceleration; and student-focused, team-based instructional practices. The data evidencing the success of this model can be found in pages 17-48 of the petition and in Exhibit 28.

Item 7. Feedback: *Identify how the Governing Board has addressed or anticipates addressing in the next term issues of race, class, gender, sexual orientation, ability, national origin, and/or linguistic diversity. What training, shared experiences, or shifts are needed for the Governing Board to address the complexity of these issues?*

Petitioner's Response: The Tapestry Governing Board is committed to ensuring that TPCS is an environment within which every community member is treated with dignity and respect. The Administration makes the Board aware of any issues related to equity that may arise during monthly board meetings, and the Board has the opportunity to explore these topics in depth during its annual training. The Tapestry Board has twice commissioned a needs assessment on Academics, Community and Culture and Human Resources. Students, staff and parents were surveyed during this process. After each needs assessment, the Board collaborated with the administration to discuss pressing issues, areas of improvement and successes.

In School Year 2019-20 Tapestry contracted with Wren Consulting: Culture on Purpose to provide training for teachers, staff, students and parents on topics that would support everyone to interact respectfully in a fully inclusive educational environment. All teachers, staff and students participated in workshops at school on gender diversity, neurological diversity and cultural diversity. Separate workshops were offered to parents on these topics as well. The goal was to create a safe and engaging platform where community members could learn more about what makes individuals unique. Teachers, staff and students then volunteered to participate in a Gender-, Race- and Neuro-Diversity "GRAND" Ambassadors training program to serve as mentors to support students and/or their peers in having positive and respectful conversations about race, gender and learning differences. Unfortunately, we had

to pause the GRAND Ambassadors program in March 2020 due to the pandemic and it will reconvene this school year.

Board members are also active participants in the Equity Task Force, which was launched in School Year 2020-21. The Board Academic Excellence Committee receives regular reports from the Equity Task Force, and shares updates with the full Board. These reports may include action items for Board review, such as budgetary items for trainings or curricula related to equity, revision to or addition of new policies, and/or issues related to the governance of the school in relation to equity. Tapestry will build on these initial steps and leverage the expertise of its board members to build on this ongoing work through trainings offered through GCSA and/or DCSD, as applicable. We have a diverse board that includes members with specific knowledge and expertise in these areas. See petition pages 53-56.

The Board recognizes that work around diversity and equity is complex, ever-evolving and in need of deep, conscious and ongoing exploration and change. The Board remains committed to continuing the work throughout this and subsequent charter terms. Moreover, because of Tapestry's unique model, our work on equity must include **neurodiversity**, as well as race, class, gender, sexual orientation, ability, national origin and/or linguistic diversity.

Item 8. Feedback: *Expound upon the research partnership with Emory University—a state-funded project aiming to develop, implement, and evaluate a best-practices model of transition planning for students with autism spectrum disorder (ASD). - Exhibit 19*

Petitioner's Response: See the letter from Emory Autism Center, included at the end of this Exhibit, for greater detail on the nature of this partnership.

School Governance

Item 9. Feedback: *How is student voice lifted up in the Governing Board's decision-making processes?*

Petitioner's Response: Providing opportunities for our students to be healthy self-advocates, strong members of their community and generally productive citizens has been and will continue to be a strength of Tapestry Public Charter School.

Tapestry's Student Government Association (SGA) uniquely provides students with a formal mechanism for direct communication with the Board, staff and administration. Unlike traditional student governments, Tapestry's SGA does not limit the number of students who participate in the association through the use of elections. Rather, any student who wishes to participate in student government may do so. The organizational structure is committee based, and involved students determine the priorities for the student body by polling their peers and identifying common goals.

The SGA always has at least two students serving as administrative liaisons to bring concerns and ideas to the administration, who may partner with students to then elevate issues to the Board as students deem necessary. This format has facilitated poignant conversations and has invoked change. One example of this was through the equity work at the school in which there were listening sessions between students, staff and administrators to discuss matters related to diversity. The SGA administrative liaisons met with the administration to express concern that discussions related to neurodiversity did not effectively enter

into conversations. The administration worked with the students to strategize on how best to facilitate this conversation, which ultimately led to the inclusion of neurodiversity in diversity workshops for Board members, teachers, staff, students and parents.

Tapestry also provides formal mechanisms to assess student concerns. In addition to the annual state surveys, each student is assigned a mentor staff member who stays with that student across their tenure at TPCS. This staff member has designated daily time to check in with their students, and mentors track their students' wellness checks (through Sown to Grow—see description below), grades and behavioral data. This staff member also communicates with parents and is available to the student and family when and if they need an advocate. This mentor would serve as an advocate to partner with the student or a group of students if they had a concern they wanted to elevate to the Board.

Sown to Grow is an adaptive program that utilizes AI technology to help students set goals, reflect on their strategies and learn how to learn. Students use this technology in their advisory class, 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 maintain 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.

As mentioned in the response to Item 7 above, Tapestry has also worked with Wren Consulting: Culture on Purpose to build student voice into the school's equity work through diversity workshops and participation in the GRAND Ambassadors Program (Gender, Race, And NeuroDiversity). GRAND Ambassadors serve as peer mentors and advocates, and are involved in the work of the Equity Task Force. Students will be trained through this program to engage in evaluation of the school's curricula and instruction.

Students can also bring matters to the Board during public comment. The Board welcomes the community to provide public comment during board meetings. Students and parents have taken advantage of this opportunity.

The Board tracks all of these issues by receiving monthly reports from the administration through the Academic Excellence Committee. The Executive Committee also meets with the Principal at least once annually to discuss developing concerns and to brainstorm next steps. Board members also regularly attend student performances and have other opportunities to interact with students informally throughout the year. The Tapestry Board has twice commissioned a needs assessment on Academics, Community and Culture and Human Resources. Staff, students and parents were surveyed during the process and the Board worked with the administration to develop strategies around identified areas of concern. Students have access to the Board through the public comment option and through the Grievance policy as do all members of the school community.

Academic Plan

Item 10. Feedback: *What curriculum is TPCS using for ESOL instruction?*

Petitioner's Response: See Exhibit 26, page 20.

Item 11. Feedback: *Which GADOE approved ESOL delivery models are used to provide ESOL services at TPCS?*

Petitioner's Response: See Exhibit 26, page 21.

Item 12. Feedback: *Which screener is TPCS using to determine eligibility for ESOL services?*

Petitioner's Response: See Exhibit 26, page 10.

Item 13. Feedback: *What is informed parental consent being sought for with regard to ESOL services (page 69, first paragraph)?*

Petitioner's Response: See Exhibit 26, page 12.

Item 14. Feedback: *How is progress toward English learners' language goals monitored (page 69)?*

Petitioner's Response: See Exhibit 26, page 14.

Item 15. Feedback: *What language interventions or strategies are used to help ELs meet their language goals?*

Petitioner's Response: See narrative response to Item 5 above.

Item 16. Feedback: *What drives the determination to move a student in the RTI process back to EL-Y status after they have exited the ESOL program (page 69)?*

Petitioner's Response: See Exhibit 26, page 24 and page 22.

Item 17. Feedback: *How does TPCS ensure that English learners meet the minimum weekly requirements for ESOL service at all grade levels?*

Petitioner's Response: See Exhibit 26, page 28.

Item 18. Feedback: *The District has identified four focus student demographic groups by which it disaggregates student data to examine trends—Black males, Latinx males, students with disabilities, and multilanguage learners? What trends has TPCS identified in the graduation rates of these TPCS student subgroups?*

Petitioner's Response: In two out of three years of Tapestry's graduating classes, the four subgroups identified by the authorizer as focus demographic groups have had 100% graduation rates. Although Tapestry did not achieve a 100% 4-year graduation rate for ***all*** students until SY 2020-21, graduation

rates have been higher than that of other comparative schools, district averages, and state averages holistically and by subgroup. This is attributed to the small, highly individualized program described herein.

Year	4-Year Graduation Rate	% of students with IEPs who graduated	% of Black males who graduated	% of Latinx males who graduated	% of multi-language learners who graduated
2018-19	86.7%	86%	100%	NA	NA
2019-20	86.2%	100%	100%	NA	100%
2020-21	100%	100%	100%	100%	100%

Item 19. Feedback: *During the current charter term, how did Tapestry address concerns raised during the last renewal cycle regarding the continuum of services for students with disabilities?*

Petitioner's Response:

1. Resource Room: As part of our last renewal cycle the District required that TPCS introduce a resource room for students. Tapestry has done so for any student who has an IEP that requires resource room instruction. This step was taken prior to the end of the last charter term and has continued.
2. Instructional Walkthroughs: The District required that TPCS invite the District to participate in instructional walkthroughs. TPCS has invited the District on monthly instructional walkthroughs, including virtual "walkthroughs" during the pandemic in which participants accessed live instruction through Google Meets.
3. Annual Reporting: The District required TPCS to provide annual reports on ongoing success. Tapestry has complied.

Item 20. Feedback: *What actions has the Board taken to advance Tapestry's SY21-22 foci – equity, SEL, and individualized learning?*

Petitioner's Response: The Board supports Tapestry's SY 2021-22 foci in equity, SEL and individualized learning through its engagement with administration and staff in the Academic Excellence Committee, which reports monthly to the full Board on school activities. In addition, the principal reports monthly to the full Board on measures that he is taking within the school. See responses to Item 7 above and Item 31 below for additional details, as well as pages 25, 29 and 31-36 of the petition narrative, and Exhibits 28, 29 and 30.

TPCS has consistently prioritized social-emotional learning through small class sizes, a relational approach to education, co-teachers in core classrooms, student-driven elective offerings, curricula to build social-emotional skills, frequent opportunities for authentic familial engagement, and student-led decision-making. Tapestry's schedule is designed to reduce transitions, and serving grades 6-12 allows

for vertical planning of support from middle school through high school, providing additional scaffolding for students' social-emotional development.

Each student is now assigned a mentor teacher who will stay with them across their tenure at TPCS. This teacher has designated time to check in daily with their students and tracks their student's Sown to Grow wellness checks, grades and behavioral data. This teacher also communicates with parents and is available to the student and family when and if they need an advocate.

TPCS invested in Sown to Grow, an adaptive program that utilizes AI technology to help students set goals, reflect on their strategies and learn how to learn. Students use this technology in their advisory class, where they reflect on their well-being and "check in" with a response on their feelings. Student responses are sent to their mentors and recorded on a dashboard that helps staff monitor the emotional lives of students while providing students with regular, codified practices for emotional reflection. Leadership and counseling staff maintain 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.

Tapestry's unique student population also warrants additional support. To that end Tapestry has inclusion facilitators, counselors and an autism specialist on staff to support students in social-emotional growth. Tapestry's inclusion facilitators received training to become PEERS® for Adolescents School-Based Certified Providers. The Program for the Education and Enrichment of Relational Skills (PEERS®) is world-renowned for providing evidence-based social skills treatment to preschoolers, adolescents and young adults with autism spectrum disorder, attention deficit/hyperactivity disorder, anxiety, depression and other socio-emotional problems. Tapestry provides the PEERS® curriculum to any student (regardless of diagnosis) who expresses an interest in learning additional skills for making and keeping friends and/or handling conflict and rejection.

Tapestry has also developed a partnership with Viewpoint Health to provide school-based mental health services. With referral through Tapestry counselors and parent/guardian consent, students may receive therapeutic wraparound services and support through this relationship.

The Governing Board tracks all of these activities by receiving monthly reports from the administration at the Academic Excellence Committee, which then reports to the full board. The Executive Committee also meets with the Principal at least once annually to discuss developing concerns and to brainstorm next steps.

Item 21. Feedback: *Expound on "changes made to the school's academic model, which were piloted in the middle school during the final year of the prior charter term but not available for the prior charter renewal submission." What was the measurable impact of these changes on student outcomes? - pg. 23*

Petitioner's Response: See the narrative response below and revisit pages 25, 29, and 31-36 in the charter renewal petition for additional detail on the outcomes.

Changes to the Academic Model:

- The process by which students are evaluated for advanced coursework was revised to broaden access to advanced coursework in 8th grade (also increased diversity of student participants).

- Mentor teachers (one-to-one, daily) began meeting with students to discuss their socioemotional well-being (including use of data from Sown to Grow), goals, grades, and attendance. Students who have missed school are contacted by their mentors at home.
- The TPCS Middle School shifted to an individualized learning model for all courses wherein students progress through their learning at their own pace (see pg. 25 of the petition for more details).
- The TPCS Middle School implemented a new STEAM-focused curriculum to promote a scientific approach to problem-solving and embed cross-curricular activities in all courses (see pg. 25).

Impact on Student Outcomes:

- Participation in advanced 8th grade coursework became more equitable: 70% of students are Black or Hispanic/Latino and 26% are students with disabilities or English Learners (see page 22).
- TPCS Middle school students outperformed both the district and state average attendance rates (see pg. 17).
- The SY 2020-21 TPCS MS attendance rate was 97.46%, a five-percentage point increase from the previous year (see pg. 18).
- The MS CCRPI score increased from 60.6 in SY 2017-18 to 74.1 in SY 2018-19 (see pg. 24)
- The TPCS MS CCRPI Mastery Score increased from 42.2 in SY 2017-18 to 56.2 in SY 2018-19, a 14-point increase (see pg. 24)
- TPCS MS experienced double-digit growth in all content areas except math in SY 2018-19 (pg. 24).
- The SY 2018-19 TPCS MS CCRPI Closing the Gaps score was 100, an increase of 45.8 points from the previous year (pg. 24).

Item 22. Feedback: *What components of Tapestry's academic model has the Governing Board identified as replicable? (pg. 14)*

Petitioner's Response: See narrative response to Item 6 above and the TIPs brochure included at the end of this exhibit.

Financial Plan

Item 23. Feedback: *Budget Template - Provide a budget based on the school's current maximum enrollment of 266.*

Petitioner's Response: See alternate budget based on an enrollment of 266 students included as Exhibit 32.

Item 24. Feedback: *Budget Template - The FY22 per pupil amount used in the budget template is slightly different than the estimated FY22 per pupil funding calculation in TPCS FY22 initial funding worksheet. How did TPCS arrive at the per pupil amounts in the budget template?*

Petitioner's Response: The per pupil amount was derived utilizing the existing District funding formula which includes local revenue projections. The local revenue projections changed during the course of the

budget cycle. The amount used for the local revenue projections was based on publicly available information. The local revenue for the FY22 budget is actually higher than that utilized by TPCS and thus the projections are conservative.

Item 25. Feedback: *What is the Governing Board's strategy for increasing Tapestry's fundraising capacity? - pg. 82*

Petitioner's Response: As noted on page 52 of the petition Tapestry has raised over a million dollars through this charter term not including the federal dissemination or CSP grants. Tapestry's fundraising plan is outlined on pages 52-53 of the petition. The Board anticipates increased fundraising capacity as a result of its evolving Board membership, which attracts new networks to the existing fall annual fund and spring auction in addition to regular grant application and annual development activities by the Development Director.

Item 26. Feedback: *Describe the measures of financial efficiency monitored by the Governing Board. - pg. 49*

Petitioner's Response: Over the years Tapestry has had to pivot to address multiple financial challenges including austerity cuts, funding formula changes and loss of IDEA funds. Each year, the Administration works with the Finance Committee and Academic Excellence Committee to evaluate the return on investment related to programmatic, staffing, curricular and technology investments. This assessment includes the number of students benefited, the academic growth of the students, the availability of additional resources and alternate economic efficiencies. When appropriate, the Administration will consult with the Development and Partnerships Committee to determine if opportunities exist to offset costs through additional fundraising or in-kind support from partners. The full Board ultimately votes on future budgets or changes to the current budget.

These same committees meet monthly and have robust conversations related to whether chosen investments are evidencing predicted gains and evaluating economic impact. Tapestry has always maintained financial health requirements of the state and the county.

The Finance Committee, led by the CFO and attended by the Principal, meets monthly to review actual financial performance vs budget. The committee also reviews profit and loss and balance sheet statements to assess overall financial performance. Further, the Committee reviews performance against the GADOE Comprehensive Framework and the SCSC Comprehensive Performance Framework. Tapestry consistently meets the standard for all elements of the GADOE framework, and achieves a perfect score of 100 compliance points on the SCSC framework. Detailed performance benchmarks from both frameworks at the end of FY21 are noted below:

- Current Ratio: our ratio of 2.62 meets the standard of "> 1.00"
- Unrestricted Days of Cash: our ratio of 63.53 meets the standard of "> 45 days"
- Timely repayment debt: all obligations are repaid on a timely basis
- Debt to assets: our ratio of 66.22% meets the standard of "< 95%"
- Enrollment variance: our ratio of -1.88% meets the standard of "= or < 2%"
- Annual Debt to Income: our ratio of 0.02% meets the standard of "< 5%"
- Efficiency margin: our ratio of 2.42% meets the standard or "> 0%"

Item 27. Feedback: *Certificate of Insurance – Risk Management (see Exhibit 18 – DCSD Assurances and Required Statements)*

- *The insurance certificate dated April 1, 2021 does not reference owned vehicles. Confirm whether the school owns any vehicles.*
- *The Crime policy limit is indicated to be $250,000; our agreement requires $1,000,000. Provide a copy of the policy so that Risk Management can verify the other coverages that have been purchased in addition to employee dishonesty/theft.*
- *The per claim limit for School Board Legal is $1,000,000. The District requires $2,000,000. Provide evidence that DCSD, its board, etc. are named on the policy as additional insureds. Additionally, risk management needs to verify that the policy includes "employment practices liability".*
- *There is no evidence of property insurance as required to cover the building, contents, etc. on a replacement cost basis or of DCSD being named as "loss payee".*
- *Endorsements are likely required with respect to Waiver of Subrogation (Workers' Compensation) and providing the District with 45 days' notice of cancellation should any of the policies be cancelled or non-renewed (excepting nonpayment which is typically just 10 days). In addition, provide copies of the coverage parts (or endorsements) that provide the District with Additional Insured status on the automobile liability and commercial general liability including "primary and non-contributory" wording.*

Petitioner's Response: Tapestry does not own any vehicles at this time. In the event we purchase a vehicle we will insure it appropriately. See updated insurance coverage documentation included in this Exhibit in alignment with request. Additional endorsements have been added

Organizational Plan

Item 28. Feedback: *Administrative Teams Focus Group - The school's administrative team acknowledged the neurodiversity of the staff as a strength. Has the Governing Board taken specific teacher recruitment/retention actions to maintain the neurodiversity of the staff? Please elaborate.*

Petitioner's Response: Neurodiversity is named as an identity critical to Tapestry's vision for diversity and equity, as codified in the schoolwide culture and equity sessions held with Wren Consulting in SY 2019-20. As the governing body, the Board supports the codification of this priority through its naming in the equity statement of job postings, employment policies and the staff policy. However, as the governing body, the Board does not recruit, select, retain or dismiss any staff outside of the principal and is not involved in those decisions. The Board evaluates the school's principal and addresses concerns with him/her as part of his/her evaluation. The principal needs to take steps to hire and retain staff that are a good fit for the unique environment, and his compliance with the equity policy, which includes neurodiversity, is included in his job performance.

Items 29 and 30. Feedback: *(Item 29) Page 15 of the petition references the impact of the Equity Task Force on middle school students' performance. How is this impact measured? - pg. 15. (Item 30) Describe the composition and authority of the Equity Task Force. How has this task force impacted organizational performance? - pg. 85*

Petitioner's Response: This question refers to the following sentence on page 15 in the charter renewal petition narrative:

> These innovations have continued to be refined over the charter term under new school leadership, with revisions to the organizational structure to provide greater capacity to teachers through more robust coaching and teacher development, **establishment of an Equity Task Force to drive culturally responsive curricula and classroom practices**, and a codified approach to individualization that was piloted in the middle school in the final year of the previous charter term with strong results (as demonstrated in the middle school's SY 2018-19 CCRPI

Part of the work of the Equity Task Force is to recommend the creation of new classes that expand access to diverse perspectives, increase access to advanced coursework for student groups who were previously under-represented, and implementation of new strategies for discipline (Restorative Practices model). The details and outcomes of these strategies are outlined below, but were not limited to the middle school. The middle school outcomes referred to in the sentence were growth in the CCRPI in SY 2018-19 as a result of the full implementation of the individualization model, as described in pages 23-29 of the main narrative.

Composition
The Equity Task Force is comprised of stakeholders who volunteer from across different sectors to meet monthly to review and discuss issues at the school as they relate to topics of equity. The meetings are open to anyone who is interested and no one is required to attend any set number of meetings to participate. Approximately 12-15 participants attend regularly, and the principal, 1 Board member, assistant principal, and 2 leadership team members designated as Equity Liaisons are required to attend each meeting. Students participate through engagement in the GRAND Ambassador program, wherein their feedback is collected and submitted through representatives.

Stakeholders invited to attend include:
- Parents
- Staff
- Board members
- Community members

Because participation may vary from meeting to meeting, the demographic composition and representative distribution of participants varies.

Purview
General annual goals are set by the administrative team based on feedback from stakeholders, a review of data, GRAND Ambassadors, and the Task Force itself. Monthly agenda items are set in alignment with the annual goals or in response to issues raised by Task Force members at a meeting.

Annual goals have included but are not limited to:
- Use of an equity lens to review curricula and policies
- Analysis of policies and procedures to determine which students participate in advanced coursework
- Disaggregation of discipline data to understand trends and systems that cause trends

- Use of restorative practices as a strategy to dismantle inequity in discipline systems

Impact

- Closing of racial bias gaps in discipline systems
- Increase in participation in advanced coursework by students of color (8th grade and high school)
- Structural changes in coursework to reflect greater diversity (to include new coursework--Multicultural Literature, Contemporary Literature, etc.)

Item 31. Feedback: *The petitioner states that Tapestry has "shifted its focus in recruitment to growth mindset, commitment to equity, and interest in collaboration." How does the Governing Board define and/or assess "commitment to equity?" - pg. 84*

Petitioner's Response: The Tapestry principal has prioritized these mindsets over experience in the vetting of teacher and staff candidates, which is a shift from prior teacher and staff vetting that prioritized tenure and experience. Teachers and staff are still expected to meet all stated preliminary requirements for hire for each specific position and assessed for fit on a range of conditions, including mission alignment, skill and demonstrated performance with relevant tasks. Evaluating a candidate's fit for any given position, hiring, retention and termination are all decisions managed by the principal and outside of the purview of the Governing Board. The Governing Board holds the principal accountable for successful management of the responsibility of attracting, recruiting, vetting, hiring, retaining and terminating through the annual evaluation process, which is administered through the LKES system by two certified LKES Board members (four Board members are currently certified to implement the process). Revisions to the vetting, hiring and termination process made by the principal to improve the quality of teaching, school culture, conditions of equity and/or staff skill are all within the purview of the school principal and are tasks outside of the purview of the Governing Board.

Therefore, the Governing Board has not defined the "commitment to equity" evaluated by the principal in the vetting process; however, the school's official equity statement (as developed collaboratively by the school's Equity Task Force) is: "Tapestry promotes the inherent dignity of all students, staff, and stakeholders through equitable treatment and the development of intentional practices."

Why Implement Our Inclusive Practices at Your School?

The Individuals with Disabilities Education Act (IDEA) requires schools to educate children who have disabilities in the "Least Restrictive Environment" (LRE). This means that all students, regardless of their learning profiles, should spend as much time as possible during the school day with their peers in the general education setting.

Schools are slowly becoming more inclusive because of the IDEA mandate. However, being inclusive is not just about the law. Inclusion is about creating the kind of world we want to live in. It's about valuing all students for their unique characteristics and contributions, thereby creating an authentic sense of belonging.

Our Achievements Could Become Your Achievements!

- **Research has proven our inclusive methods to be beneficial for both children on the autism spectrum and their neurotypical peers**
- **Our AdvancEd Accreditation 'Learning Environment' scores are well above national averages, with our 'Digital Learning Environment' score more than double the national average**
- **6th Grade literacy scores jumped from 26th in our school district to 13th in just two years**
- **Over 30% of our 8th grade students are enrolled in high school courses, with 100% pass rate to date**
- **100% of our middle school students participate in Beyond the Core courses**
- **Our unique inclusive model has garnered the attention of the community, leading to meaningful partnerships with the Woodruff Center for the Arts, the High Museum, the Alliance Theatre, the Atlanta Symphony, Emory University, Mercer University, Georgia State University, the Marcus Autism Center, and others**
- **Our wait list for admission has grown to over 300 students**

Tapestry Public Charter School

TAPESTRY PUBLIC CHARTER SCHOOL

Tapestry Inclusive Practices (TIPS)

3130 Raymond Drive

Atlanta, GA 30340

470.268.6403

TapestryInclusivePractices.org

Tapestry Public Charter School's Inclusive Practices

Research has shown that students benefit greatly from working with peers who are neurologically different from themselves. With high expectations, appropriate scaffolding, and determination to motivate, our teachers encourage all students to believe in themselves and reach their potential. These practices correlate with self-efficacy in students, which results in positive behaviors, social-emotional learning, and academic achievement. Creative teaching techniques—paired with ***high expectations for learning***—drive our innovative practices.

TAPESTRY PUBLIC CHARTER SCHOOL

www.TapestryInclusivePractices.org

TAPESTRY PUBLIC CHARTER SCHOOL

www.TapestryInclusivePractices.org

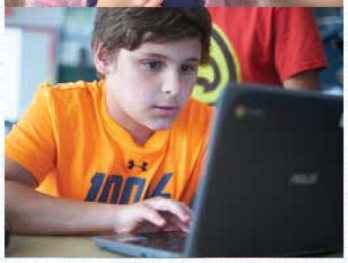
The mission of Tapestry Public Charter School is to offer an inclusive, individualized learning environment that is academically engaging, both for neurotypical students and those on the autism spectrum, and to create a positive school culture that empowers all students to take possession of their innate talents and become creative builders of their own futures.

Tapestry provides a rigorous and enriching education for a neurodiverse student body in grades 6-12. Through our position as one of the first truly inclusive secondary schools in the nation, we have become innovators in educating students with diverse learning abilities. As such, we have discovered through the application of unique methods and extensive research that six Best Practices are pivotal for success.

The Six Best Practices Pivotal for Success Include:

Inclusion

In education, inclusion refers to the practice of having **all students learn together in the same classroom environments,** which is diametrically opposed to the traditional notion that students with neurological differences should be taught separately, away from their peers. Schools that adopt inclusive practices and recognize each student's unique learning profile can help **all their students thrive.** Numerous academic, social, and emotional benefits have been found with an inclusive approach, for all types of learners.



Individualized Learning

Individualized learning is an instructional strategy where the **learning is informed by the student's prior knowledge, learning profile, and interests.** This differs significantly from the widely utilized approach of teaching where the entire class progresses together through the curriculum at a pace predetermined by the teacher.

School Climate & Culture

The foundation of our positive school culture is a **respect for diversity and an appreciation for each child's unique talents and abilities.** As a staff, we strive every day to develop personal, meaningful relationships with students and to be engaged and invested not only in their academic learning, but their personal development. Furthermore, we prioritize communication and strong relationships with all school members.

Co-Teaching

Co-teaching is the practice of having two teachers lead a classroom, **one who specializes in content and another who specializes in special education.** Both teachers are of equal importance and allow us to meet the varied needs of our student population. At Tapestry, our four core content areas are co-taught by a general education and special education teacher.

STEAM

As part of our commitment to innovation, we have created an inclusive STEAM program where **all students can participate, regardless of their learning differences.** We have accomplished this by extensively training our staff on how to utilize STEAM processes, including cross-curricular approaches, in all facets of the students' learning. Purposeful STEAM elements are evident in all courses, not just Science and Mathematics, and the Arts are embedded in academic content.

Assessments

Assessments are a tool to evaluate the progress and current level of understanding our students have in a particular topic at a specific moment in time. By varying our assessments and **looking beyond the typical data to gain a better picture of the whole child,** we can guide all of our students to improved learning outcomes.

Let Us Help You Implement an Innovative, Individualized, Inclusive Program at Your School

Educators Helping Educators with Training Tailored to Your School's Specific Needs

Tapestry Inclusive Practices (TIPs) was established through a Georgia Department of Education grant to disseminate information on best practices in education. Realizing all schools' needs differ, we provide several opportunities to train your faculty and staff in the Best Practice areas at left.

WE OFFER THE FOLLOWING PROGRAMS

TIPs Trip
A Small Group of Faculty & Staff Members Can Visit Tapestry School for an Onsite Tour

Talkin' TIPs
We Visit Your School and Deliver Our Presentation to Faculty & Staff

TIPs Workshop
A Small Group of Faculty & Staff Members Take Part in a Day-long Full Immersion Plan

Coaching TIPs
A Full Semester of Support as You Launch Your Inclusion Program

TIPs Resources
Downloadable Files to Help Lay the Foundation of Your Program

For more information about our Tapestry Inclusive Practices (TIPs), please contact Mr. Matthew Tyson at (470) 268-6403, info@tapestryinclusivepractices.org, or visit www.tapestryinclusivepractices.org.

September 10, 2021

re: charter renewal for Tapestry Public Charter School

To whom it may concern:

As Program Director for Education and Transition Services at the Emory Autism Center (EAC) and the Principal Investigator for a state-funded project entitle, "Individualized Transition to Adulthood Plan" (ITAP), it is with great pleasure that I prepare this letter in support of Tapestry Public Charter School's (Tapestry) charter renewal.

ITAP, currently in its 5th year, is a project funded through the Georgia Department of Public Health with a vision that adolescents and young adults with autism spectrum disorder (ASD) who are exiting the school system transition to an interdependent life with a continuum of supports for positive life outcomes. It is well known that far too many autistic adults experience unemployment, under-employment, isolation, financial and family dependence, poor physical and mental health, and a host of other negative and avoidable outcomes. Thus, the mission of ITAP is to develop a person-centered transition planning process that prepares transition age youth with ASD to access and benefit from a comprehensive range of services and supports needed in adulthood.

Because of the aligned missions of the EAC and Tapestry, upon our notice of funding 5 years ago, I knew that a collaboration with Tapestry would be a worthy endeavor for ITAP. EAC has a 30 year history of supporting the inclusive lives of individuals with ASD, and Tapestry's identical school-based mission suggested a natural partnership. This has proved to be an authentically wonderful decision as our program has grown and the Tapestry community has grown; we have all learned about this transition planning process together.

This year, we have begun working with our 3rd cohort of students at Tapestry, conducting comprehensive transition assessments that result in the identification of critical goals and activities that will support the development of functional skills, necessary for adult life, for the consideration of the student, family and school. We have seen promising results, particularly in the integration of recommended goals and activities into the student's IEP. In addition, our project provides critical training and technical assistance for the Tapestry community, including educators and families. We also model and facilitate authentic multi-agency, multi-stakeholder collaborations and partnerships, and Tapestry has been an eager learner and implementor of these

processes. It truly takes a village, and Tapestry has helped us learn about the best ways to create these collaborative working groups and to be able to replicate with other schools and systems.

Throughout our collaboration and partnership with Tapestry, we have always felt their full support of our work. It is with returned gratitude that I prepare this letter and summary in support of their continued charter. Tapestry holds a very important place in our community, and they are playing a critical role in the development of a best-practices model of transition planning for youth with ASD. As the ITAP project continues to grow, analyze the data and information we are generating, and refine our resources, materials and procedures, the State of Georgia will benefit (and we are similarly optimistic that we will draw the attention of national partners as well).

Please feel free to contact me with any questions about our project and collaboration with Tapestry whatsoever. I hope that their application will get full and positive consideration.

Very best regards,

Matt Segall

Matt Segall, PhD
Program Director, Education and Transition Services
Emory Autism Center
Emory University School of Medicine
mattsegall@emory.edu

From: Sophie Austin <Sophie.Austin@selective.com>
Sent: Monday, September 13, 2021 9:07 AM
To: Avery Clark <aclark@sspins.com>
Subject: RE: Tapestry School, Inc. S2096362, WC7997930,

This Message originated outside your organization.

Hi Avery,

Correct - If they have no insurable interest in the property, there is no reason to add them as loss payee.

Thank you,
Sophie

Sophie Austin, AU, AINS, AIS | Underwriter
Selective Insurance Company of America
704.916.1782
sophie.austin@selective.com

General Liability Extension Endorsement

COMMERCIAL GENERAL LIABILITY
CG 73 00 01 19

SUMMARY OF COVERAGES (including index)

This is a summary of the various additional coverages and coverage modifications provided by this endorsement. No coverage is provided by this summary. Refer to the actual endorsement (Pages **3**-through-**9**) for changes affecting your insurance protection.

DESCRIPTION	PAGE FOUND
Additional Insureds - Primary and Non-Contributory Provision	Page 8
Blanket Additional Insureds - As Required By Contract	Page 5
• Owners, Lessees or Contractors (includes Architects, Engineers or Surveyors	
• Lessors of Leased Equipment	
• Managers or Lessors of Premises	
• Mortgagees, Assignees and Receivers	
• Any Other person or organization other than a joint venture	
• Grantors of Permits	
Broad Form Vendors Coverage	Page 7
Damage To Premises Rented To You (Including Fire, Lightning or Explosion)	Page 3
Electronic Data Liability ($100,000)	Page 4
Employee Definition Amended	Page 9
Employees As Insureds Modified	Page 5
Employer's Liability Exclusion Amended (Not applicable in New York)	Page 3
Incidental Malpractice Exclusion modified	Page 7
Knowledge of Occurrence, Claim, Suit or Loss	Page 7
Liberalization Clause	Page 8
Mental Anguish Amendment (Not applicable to New York)	Page 9
Newly Formed or Acquired Organizations	Page 5
Non-Owned Aircraft	Page 3
Non-Owned Watercraft (under 60 feet)	Page 3
Not-for-profit Members - as additional insureds	Page 5
Personal And Advertising Injury - Discrimination Amendment (Not applicable in New York)	Page 8
Products Amendment (Medical Payments)	Page 4
Supplementary Payments Amended - Bail Bonds ($5,000) and Loss of Earnings ($1,000)	Page 4
Two or More Coverage Parts or Policies Issued By Us	Page 8
Unintentional Failure to Disclose Hazards	Page 8
Waiver of Transfer of Rights of Recovery (subrogation)	Page 8
When Two or More Coverage Parts of this Policy Apply to a Loss	Page 3

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General Liability Extension Endorsement

COMMERCIAL GENERAL LIABILITY
CG 73 00 01 19

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

This endorsement modifies the insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

The **SECTIONS** of the Commercial General Liability Coverage Form identified in this endorsement will be amended as shown below. However, **if (a) two or more Coverage Parts of this policy, or (b) two or more forms or endorsements within the same Coverage Part apply to a loss,** coverage provision(s) with the broadest language will apply, unless specifically stated otherwise within the particular amendment covering that loss.

With respect to coverage provided by this endorsement, the provisions of the Coverage Form apply unless modified by the endorsement.

COVERAGES - Amendments

SECTION I - COVERAGE A BODILY INJURY AND PROPERTY DAMAGE LIABILITY

EXCLUSIONS

Employer's Liability Amendment

(This provision is not applicable in the State of New York).

The following is added to Exclusion **e. Employer's Liability** under **COVERAGE A BODILY INJURY AND PROPERTY DAMAGE LIABILITY, 2. Exclusions:**

This exclusion also does not apply to any "temporary worker".

Non-Owned Aircraft, Auto or Watercraft

A. Paragraph **(2)** of Exclusion **g. Aircraft, Auto Or Watercraft** under **COVERAGE A BODILY INJURY AND PROPERTY DAMAGE LIABILITY, 2. Exclusions** is deleted in its entirety and replaced with the following:

(2) A watercraft you do not own that is:

(a) Less than 26 feet long and not being used to carry persons or property for a charge; or

(b) At least 26 feet, but less than 60 feet long, and not being used to carry persons or property for a charge. Any person is an insured who uses or is responsible for the use of such watercraft with your expressed or implied consent. However, if the insured has any other valid and collectible insurance for "bodily injury" or "property damage" that would be covered under this provision, or on any other basis, this coverage is then excess, and subject to Condition **4. Other Insurance, b. Excess Insurance** under **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS.**

B. The following is added to Exclusion **g. Aircraft, Auto Or Watercraft** under **COVERAGE A BODILY INJURY AND PROPERTY DAMAGE LIABILITY, 2. Exclusions:**

This exclusion does not apply to:

(6) Any aircraft, not owned or operated by any insured, which is hired, chartered or loaned with a paid crew. However, if the insured has any other valid and collectible insurance for "bodily injury" or "property damage" that would be covered under this provision, or on any other basis, this coverage is then excess, and subject to Condition **4. Other Insurance, b. Excess Insurance** under **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS.**

Damage To Premises Rented to You

A. The last paragraph of Paragraph **2. Exclusions** under **COVERAGE A BODILY INJURY AND PROPERTY DAMAGE** is deleted in its entirety and replaced with the following:

Exclusions **c. through n.** do not apply to damage by fire, lightning or explosion to premises rented to you or temporarily occupied by you with the permission of the owner. A separate limit of insurance applies to this coverage as described in **SECTION III - LIMITS OF INSURANCE.**

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B. Paragraph **6.** under **SECTION III - LIMITS OF INSURANCE** is deleted in its entirety and replaced with the following:

6. Subject to Paragraph **5.** above, the most we will pay under **COVERAGE A** for damages because of "property damage" to any one premises, while rented to you, or in the case of damage caused by fire, lightning or explosion, while rented to you or temporarily occupied by you with permission of the owner, for all such damage caused by fire, lightning or explosion proximately caused by the same event, whether such damage results from fire, lightning or explosion or any combination of the three, is the amount shown in the Declarations for the Damage To Premises Rented To You Limit.

C. Paragraph **a.** of Definition **9.** "Insured contract" under **SECTION V - DEFINITIONS** is deleted in its entirety and replaced with the following:

a. A contract for a lease of premises. However, that portion of the contract for a lease of premises that indemnifies any person or organization for damage by fire, lightning or explosion to premises while rented to you or temporarily occupied by you with the permission of the owner is not an "insured contract";

Electronic Data Liability

A. Exclusion **p. Access or Disclosure Of Confidential Or Personal Information And Data-related Liability** under **COVERAGE A BODILY INJURY AND PROPERTY DAMAGE LIABILITY, 2. Exclusions** is deleted in its entirety and replaced by the following:

p. Access or Disclosure Of Confidential Or Personal Information And Data-related Liability

Damages arising out of:

(1) Any access to or disclosure of any person's or organization's confidential or personal information, including patents, trade secrets, processing methods, customer lists, financial information, credit card information or any other type of nonpublic information; or

(2) The loss of, loss of use of, damage to, corruption of, inability to access, or inability to manipulate "electronic data" that does not result from physical injury to tangible property.

This exclusion applies even if damages are claimed for notification costs, credit monitoring expenses, forensic expenses, public relations expenses or any other loss, cost or expense incurred by you or others arising out of that which is described in Paragraph **(1)** or **(2)** above.

B. The following paragraph is added to **SECTION III - LIMITS OF INSURANCE:**

Subject to **5.** above, the most we will pay under **COVERAGE A** for "property damage" because of all loss of "electronic data" arising out of any one "occurrence" is a sub-limit of $100,000.

SECTION I - COVERAGE C MEDICAL PAYMENTS

EXCLUSIONS

Any Insured Amendment

Exclusion **a. Any Insured** under **COVERAGE C MEDICAL PAYMENTS, 2. Exclusions** is deleted in its entirety and replaced with the following:

a. Any Insured

To any insured.

This exclusion does not apply to:

(1) "Not-for-profit members";

(2) "Golfing facility" members who are not paid a fee, salary, or other compensation; or

(3) "Volunteer workers".

This exclusion exception does not apply if **COVERAGE C MEDICAL PAYMENTS** is excluded by another endorsement to this Coverage Part.

Product Amendment

Exclusion **f. Products-Completed Operations Hazard** under **COVERAGE C MEDICAL PAYMENTS, 2. Exclusions** is deleted in its entirety and replaced with the following:

f. Products-Completed Operations Hazard

Included within the "products-completed operations hazard".

This exclusion does not apply to "your products" sold for use or consumption on your premises, while such products are still on your premises.

This exclusion exception, does not apply if **COVERAGE C MEDICAL PAYMENTS** is excluded by another endorsement to this Coverage Part.

SECTION I - SUPPLEMENTARY PAYMENTS - COVERAGES A AND B

Expenses For Bail Bonds And Loss Of Earnings

A. Subparagraph **1.b.** under **SUPPLEMENTARY PAYMENTS - COVERAGES A AND B** is deleted in its entirety and replaced with the following:

b. Up to $5,000 for cost of bail bonds required because of accidents or traffic law violations arising out of the use of any vehicle to which Bodily Injury Liability Coverage applies. We do not have to furnish these bonds.

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B. Subparagraph **1.d.** under **SUPPLEMENTARY PAYMENTS - COVERAGES A AND B** is deleted in its entirety and replaced with the following:

d. All reasonable expenses incurred by the insured at our request to assist us in the investigation or defense of the claim or "suit", including actual loss of earnings up to $1,000 a day because of time off from work.

SECTION II - WHO IS AN INSURED - Amendments

Not-for-Profit Organization Members

The following paragraph is added to **SECTION II - WHO IS AN INSURED:**

If you are an organization other than a partnership, joint venture, or a limited liability company, and you are a not-for-profit organization, the following are included as additional insureds:

1. Your officials;

2. Your trustees;

3. Your members;

4. Your board members;

5. Your commission members;

6. Your agency members;

7. Your insurance managers;

8. Your elective or appointed officers; and

9. Your "not-for-profit members".

However only with respect to their liability for your activities or activities they perform on your behalf.

Employees As Insureds Modified

A. Subparagraph **2.a.(1)(a)** under **SECTION II - WHO IS AN INSURED** does not apply to "bodily injury" to a "temporary worker" caused by a co-"employee" who is not a "temporary worker".

B. Subparagraph **2.a.(2)** under **SECTION II - WHO IS AN INSURED** does not apply to "property damage" to the property of a "temporary worker" or "volunteer worker" caused by a co-"employee" who is not a "temporary worker" or "volunteer worker".

C. Subparagraph **2.a.(1)(d)** under **SECTION II - WHO IS AN INSURED** does not apply to "bodily injury" caused by cardio-pulmonary resuscitation or first aid services administered by a co-"employee".

With respect to this provision only, Subparagraph **(1)** of Exclusion **2. e. Employer's Liability** under **SECTION I - COVERAGES, COVERAGE A BODILY INJURY AND PROPERTY DAMAGE LIABILITY** does not apply.

Newly Formed Or Acquired Organizations

A. Subparagraph **3.a.** under **SECTION II - WHO IS AN INSURED** is deleted in its entirety and replaced with the following:

a. Coverage under this provision is afforded only until the 180th day after you acquire or form the organization or the end of the policy period, whichever is earlier. However, **COVERAGE A** does not apply to "bodily injury" or "property damage" that occurred before you acquired or formed the organization.

B. The following paragraph is added to **SECTION II - WHO IS AN INSURED,** Paragraph **3:**

If you are engaged in the business of construction of dwellings three stories or less in height, or other buildings three stories or less in height and less than 25,000 square feet in area, you will also be an insured with respect to "your work" only, for the period of time described above, for your liability arising out of the conduct of any partnership or joint venture of which you are or were a member, even if that partnership or joint venture is not shown as a Named Insured. However, this provision only applies if you maintain or maintained an interest of at least fifty percent in that partnership or joint venture for the period of that partnership or joint venture.

This provision does not apply to any partnership or joint venture that has been dissolved or otherwise ceased to function for more than thirty-six months.

With respect to the insurance provided by this provision, **Newly Formed or Acquired Organizations**, the following is added to **SECTION IV - COMMERCIAL GENERAL LIABILITY**, Paragraph **4. Other Insurance,** Subparagraph **b. Excess Insurance:**

The insurance provided by this provision, **Newly Formed or Acquired Organizations,** is excess over any other insurance available to the insured, whether primary, excess, contingent or on any other basis.

(All other provisions of this section remain unchanged)

Blanket Additional Insureds - As Required By Contract

Subject to the **Primary and Non-Contributory** provision set forth in this endorsement, **SECTION II - WHO IS AN INSURED** is amended to include as an additional insured:

A. Owners, Lessees or Contractors/Architects, Engineers and Surveyors

1. Any person or organization for whom you are performing operations when you and such person or organization have agreed in a written contract, written agreement or written permit that such person or organization be added as an additional insured on your commercial general liability policy; and

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2. Any other person or organization, including any architects, engineers or surveyors not engaged by you, whom you are required to add as an additional insured under your policy in the contract or agreement in Paragraph **1.** above:

Such person or organization is an additional insured only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by:

a. Your acts or omissions; or

b. The acts of omissions of those acting on your behalf;

in the performance of your ongoing operations performed for the additional insured in Paragraph **1.**, above.

However, this insurance does not apply to:

"Bodily injury", "property damage" or "personal and advertising injury" arising out of the rendering of, or the failure to render, any professional architectural, engineering or surveying services by or for you, including:

a. The preparing, approving, or failing to prepare or approve, maps, shop drawings, opinions, reports, surveys, field orders, change orders or drawings and specifications; and

b. Supervisory, inspection, architectural or engineering activities.

Professional services do not include services within construction means, methods, techniques, sequences and procedures employed by you in connection with your operations in your capacity as a construction contractor.

A person or organization's status as an additional insured under this endorsement ends when your operations for the person or organization described in Paragraph **1.** above are completed.

B. Other Additional Insureds

Any of the following persons or organizations with whom you have agreed in a written contract, written agreement or written permit that such persons or organizations be added as an additional insured on your commercial general liability policy:

1. Lessors of Leased Equipment

Any person or organization from whom you lease equipment, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your maintenance, operation or use of equipment leased to you by such person or organization.

With respect to the insurance afforded to these additional insureds, this insurance does not apply to any "occurrence" which takes place after the equipment lease expires.

2. Managers or Lessors of Premises

Any person or organization from whom you lease premises, but only with respect to liability arising out of the ownership, maintenance or use of that part of the premises leased to you.

This insurance does not apply to any "occurrence" which takes place after you cease to be a tenant of that premises.

3. Mortgagees, Assignees or Receivers

Any person or organization with respect to their liability as mortgagee, assignee or receiver and arising out of the ownership, maintenance or use of your premises.

This insurance does not apply to any "occurrence" which takes place after the mortgage is satisfied, or the assignment or receivership ends.

4. Any Person or Organization Other Than A Joint Venture

Any person or organization (other than a joint venture of which you are a member), but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts of omissions of those acting on your behalf in the performance of your ongoing operations or in connection with property owned by you.

5. State or Governmental Agency or Political Subdivision - Permits or Authorizations

Any state or governmental agency or subdivision or political subdivision, but only with respect to:

a. Operations performed by you or on your behalf for which the state or governmental agency or subdivision or political subdivision has issued a permit or authorization; or

b. The following hazards for which the state or governmental agency or subdivision or political subdivision has issued a permit or authorization in connection with premises you own, rent or control and to which this insurance applies:

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(1) The existence, maintenance, repair, construction, erection or removal of advertising signs, awnings, canopies, cellar entrances, coal holes, driveways, manholes, marquees, hoist away openings, sidewalk vaults, street banners or decorations and similar exposures;

(2) The construction, erection or removal of elevators; or

(3) The ownership, maintenance or use of any elevators covered by this insurance.

This insurance does not apply to:

(a) "Bodily injury" or "property damage" arising out of operations performed for the federal government, state or municipality; or

(b) "Bodily injury" or "property damage" included within the "products-completed operations hazard".

With respect to Paragraphs **2.** through **4.,** this insurance does not apply to structural alterations, new construction or demolition operations performed by or on behalf of such person or organization.

The provisions of this coverage extension do not apply unless the written contract or written agreement has been signed by the Named Insured or written permit issued prior to the "bodily injury" or "property damage" or "personal and advertising injury".

Broad Form Vendors Coverage

Subject to the **Primary and Non-Contributory** provision set forth in this endorsement, **SECTION II - WHO IS AN INSURED** is amended to include as an additional insured any person or organization (referred to below as vendor) for whom you have agreed in a written contract or written agreement to provide coverage as an additional insured under your policy. Such person or organization is an additional insured only with respect to "bodily injury" or "property damage" arising out of "your products" which are distributed or sold in the regular course of the vendor's business. However, the insurance afforded the vendor does not apply to:

a. "Bodily injury" or "property damage" for which the vendor is obligated to pay damages by reason of the assumption of liability in a contract or agreement; however this exclusion does not apply to liability for damages that the vendor would have in the absence of the contract or agreement;

b. Any express warranty unauthorized by you;

c. Any physical or chemical change in the product made intentionally by the vendor;

d. Repackaging, unless unpacked solely for the purpose of inspection, demonstration, testing, or the substitution of parts under instructions from the manufacturer, and then repackaged in the original container;

e. Any failure to make such inspections, adjustments, tests or servicing as the vendor has agreed to make or normally undertakes to make in the usual course of business in connection with the sale of the product; or

f. Products which, after distribution or sale by you, have been labeled or re-labeled or used as a container, part of ingredient of any other thing or substance by or for the vendor; however this insurance does not apply to any insured person or organization, from who you have acquired such products, or any ingredient, part or container, entering into, accompanying or containing such products.

The provisions of this coverage extension do not apply unless the written contract or written agreement has been signed by the Named Insured prior to the "bodily injury" or "property damage".

Incidental Malpractice

Subparagraph **2.a.(1)(d)** under **SECTION II - WHO IS AN INSURED** is deleted in its entirety and replaced with the following:

(d) Arising out of his or her providing or failing to provide professional health care services.

This does not apply to nurses, emergency medical technicians or paramedics if you are not in the business or occupation of providing any such professional services.

This also does not apply to "bodily injury" caused by cardio-pulmonary resuscitation or first aid services administered by a co-"employee".

This provision does not apply if you are a Social Service or Senior Living risk.

SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS - Amendments

Knowledge Of Occurrence, Claim, Suit Or Loss

The following is added to Paragraph **2. Duties in the Event of Occurrence, Offense, Claim or Suit** under **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS:**

The requirements under this paragraph do not apply until after the "occurrence" or offense is known to:

1. You, if you are an individual;

2. A partner, if you are a partnership;

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3. An "executive officer" or insurance manager, if you are a corporation;
4. Your members, managers or insurance manager, if you are a limited liability company; or
5. Your elected or appointed officials, officers, members, trustees, board members, commission members, agency members, or your administrator or your insurance manager if you are an organization other than a partnership, joint venture, or limited liability company.

Primary and Non-Contributory Provision

The following is added to Paragraph **4. Other Insurance, b. Excess Insurance** under **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS:**

This insurance is primary to and we will not seek contribution from any other insurance available to an additional insured under this policy provided that:

(1) The additional insured is a Named Insured under such other insurance; and

(2) You have agreed in a written contract, written agreement or written permit that this insurance would be primary and would not seek contribution from any other insurance available to the additional insured.

Unintentional Failure To Disclose Hazards

The following is added to Paragraph **6. Representations** under **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS:**

However, if you should unintentionally fail to disclose any existing hazards in your representations to us at the inception date of the policy, or during the policy period in connection with any additional hazards, we shall not deny coverage under this Coverage Part based upon such failure to disclose hazards.

Waiver Of Transfer Of Rights Of Recovery

The following is added to Paragraph **8. Transfer of Rights Of Recovery Against Others To Us** under **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS:**

We will waive any right of recovery we may have against a person or organization because of payments we make for "bodily injury" or "property damage" arising out of your ongoing operations or "your work" done under a written contract or written agreement and included in the "products-completed operations hazard", if:

1. You have agreed to waive any right of recovery against that person or organization in a written contract or written agreement;
2. Such person or organization is an additional insured on your policy; or
3. You have assumed the liability of that person or organization in that same contract, and it is an "insured contract".

The section above only applies to that person or organization identified above, and only if the "bodily injury" or "property damage" occurs subsequent to the execution of the written contract or written agreement.

Liberalization

The following condition is added to **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS:**

If we revise this Coverage Part to provide more coverage without additional premium charge, subject to our filed company rules, your policy will automatically provide the additional coverage as of the day the revision is effective in your state.

Two or More Coverage Parts or Policies Issued By Us

(This provision is not Applicable in the state of New York or Wisconsin).

The following condition is added to **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS:**

It is our intention that the various coverage parts or policies issued to you by us, or any company affiliated with us, do not provide any duplication or overlap of coverage. We have exercised diligence to draft our coverage parts and policies to reflect this intention. However, if the facts and circumstances that will respond to any claim or "suit" give rise to actual or claimed duplication or overlap of coverage between the various coverage parts or policies issued to you by us or any company affiliated with us, the limit of insurance under all such coverage parts or policies combined shall not exceed the highest applicable limit under this coverage, or any one of the other coverage forms or policies.

This condition does not apply to any Excess or Umbrella policy issued by us specifically to apply as excess insurance over this coverage part or policy to which this coverage part is attached.

SECTION V - DEFINITIONS

Discrimination

(This provision does not apply in New York).

A. The following is added to Definition **14.** "Personal and advertising injury":

"Personal and advertising injury" also means "discrimination" that results in injury to the feelings or reputation of a natural person, however only if such "discrimination" or humiliation is:

1. Not done by or at the direction of:
   a. The insured; or

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b. Anyone considered an insured under **SECTION II - WHO IS AN INSURED;**

2. Not done intentionally to cause harm to another person.

3. Not directly or indirectly related to the employment, prospective employment or termination of employment of any person or persons by any insured.

4. Not arising out of any "advertisement" by the insured.

B. The following definition is added to **SECTION V - DEFINITIONS:**

"Discrimination" means:

a. Any act or conduct that would be considered discrimination under any applicable federal, state, or local statute, ordinance or law;

b. Any act or conduct that results in disparate treatment of, or has disparate impact on, a person, because of that person's race, religion, gender, sexual orientation, age, disability or physical impairment; or

c. Any act or conduct characterized or interpreted as discrimination by a person based on that person's race, religion, gender, sexual orientation, age, disability or physical impairment.

It does not include acts or conduct characterized or interpreted as sexual intimidation or sexual harassment, or intimidation or harassment based on a person's gender.

Electronic Data

The following definition is added to **SECTION V - DEFINITIONS:**

"Electronic data" means information, facts or programs stored as or on, created or used on, or transmitted to or from computer software, including systems and applications software, hard or floppy disks, CD-ROMS, tapes, drives, cell, data processing devices or any other media which are used with electronically controlled equipment. For the purpose of the Electronic Data Liability coverage provided by this endorsement, Definition **17.** "Property damage" is deleted in its entirety and replaced by the following:

17. "Property damage" means:

a. Physical injury to tangible property, including all resulting loss of use of that property. All such loss of use shall be deemed to occur at the time of the physical injury that caused it; or

b. Loss of, loss of use of, damage to, corruption of, inability to access, or inability to properly manipulate "electronic data", resulting from physical injury to tangible property. All such loss of "electronic data" shall be deemed to occur at the time of the "occurrence" that caused it.

For the purpose of the Electronic Data Liability coverage provided by this endorsement, "electronic data" is not tangible property.

Employee Amendment

Definition **5.** "Employee" under **SECTION V - DEFINITIONS** is deleted in its entirety and replaced by the following:

5. "Employee" includes a "leased worker", or a "temporary worker". If you are a School, "Employee" also includes a student teacher.

Golfing Facility

The following definition is added to **SECTION V - DEFINITIONS:**

"Golfing facility" means a golf course, golf club, driving range, or miniature golf course.

Mental Anguish Amendment

(This provision does not apply in New York).

Definition **3.** "Bodily injury" under **SECTION V - DEFINITIONS** is deleted in its entirety and replaced with the following:

3. "Bodily injury" means bodily injury, sickness or disease sustained by a person, including death resulting from any of these at any time. This includes mental anguish resulting from any bodily injury, sickness or disease sustained by a person. (In New York, mental anguish has been determined to be "bodily injury").

Not-for-profit Member

The following definition is added to **SECTION V - DEFINITIONS:**

"Not-for-profit member" means a person who is a member of a not-for-profit organization, including clubs and churches, who receives no financial or other compensation.

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ENDORSEMENT

NAME OF COMPANY
SELECTIVE INSURANCE COMPANY OF THE SOUTHEAST

NCCI COMPANY NO.	ATTACHED TO AND FORMING PART OF POLICY NUMBER	ENDORSEMENT EFFECTIVE DATE
20583	**WC 7997930**	**09/09/21**

AGENT NUMBER	POLICY EFFECTIVE DATE	POLICY EXPIRATION DATE
31-00-09200-00000	**04/01/21**	**04/01/22**

INSURED'S NAME AND ADDRESS	PRODUCER'S NAME & ADDRESS
TAPESTRY SCHOOL INC DBA TAPESTRY PUBLIC CHARTER SCHOOL ATTENTION: BOARD OF 3130 RAYMOND DR ATLANTA, GA 30340-1827	**STERLING SEACREST PARTNERS, INC. 2500 CUMBERLAND PKWY SE STE 40 0 ATLANTA, GA 30339-3923**

THE NAMED INSURED ON THE DECLARATIONS IS CHANGED TO
TAPESTRY SCHOOL INC DBA TAPESTRY PUBLIC CHARTER SCHOOLATTENTION: BOARD OF TRUSTEES - FINANCE COMMITTEE

THE FOLLOWING WORKERS COMP FORM(S) AND ENDORSEMENT(S) ARE ADDED:

FORM62	**08/87**	**CHANGE ENDORSEMENT**
WC990611	**10/10**	**THIRD PARTY NOTICE TO DESIGNATED PERSON**

THE FOLLOWING WORKERS COMP FORM(S) AND ENDORSEMENT(S) ARE CHANGED:

WC000001A	**07/08**	**WC INFORMATION PAGE**

All Other Terms and Conditions Remain Unchanged.

ISSUE DATE: **SEPTEMBER 9, 2021** **GA** AUTHORIZED REPRESENTATIVE _____

Form-62 (08/87)

INSURED'S COPY

WC 00 00 01 A

POLICY NUMBER	PREVIOUS POLICY NUMBER
WC 7997930	WC 7997930

SELECTIVE INSURANCE COMPANY OF THE SOUTHEAST
3426 TORINGDON WAY, CHARLOTTE, NC 28277

INFORMATION PAGE

NCCI COMPANY NO. 20583

WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY

ITEM 1. NAME OF INSURED & MAILING ADDRESS	PRODUCER'S NAME AND MAILING ADDRESS
TAPESTRY SCHOOL INC DBA TAPESTRY PUBLIC CHARTER SCHOOL ATTENTION: BOARD OF 3130 RAYMOND DR ATLANTA, GA 30340-1827 SEE EXTENDED NAME ENDORSEMENT (WC53A).	STERLING SEACREST PARTNERS, INC. 2500 CUMBERLAND PKWY SE STE 40 0 ATLANTA, GA 30339-3923

INSURED IS: CORPORATION | FED ID NO. 321321321 | AGENT NUMBER: 31-00-09200-00000

ITEM 2. POLICY PERIOD The Policy Period is from APRIL 1, 2021 To APRIL 1, 2022
12:01 A.M., standard time at the insured's mailing address.

ITEM 3. COVERAGE

A. Workers Compensation Insurance: Part One of the policy applies to the Workers Compensation law of the states listed here:

GA

B. Employers Liability Insurance: Part Two of the policy applies to work in each stated listed in **Item 3.A.**

The limits of our liability under Part Two are:		
Bodily Injury By Accident	$1,000,000	each accident
Bodily Injury By Disease	$1,000,000	each employee
Bodily Injury By Disease	$1,000,000	policy limit

C. Other States Insurance: Part Three of the policy applies to the states, if any, listed here:

ALL STATES EXCEPT ND,OH,WA & WY.

ITEM 4. PREMIUM: The premium for this policy will be determined by our manuals of rules, classifications, rates and rating plans. All information required below is subject to verification and change by audit.

CLASSIFICATION	Code No.	Premium Basis Total Estimated Annual Remuneration	Rate Per $100 of Remuneration	Estimated Annual Premium
SEE ATTACHED SCHEDULE(S)				
EXPENSE CONSTANT	0900			160
TERRORISM - GA $.017	9740			489
CATASTROPHE - GA $.030	9741			863
GIIP ASSESSMENT (0.00%)	9690			NONE

Minimum Premium $1,150 | Total Estimated Cost | $20,950

If indicated below, interim adjustments of premium shall be made:
☐ Semi-Annually ☐ Quarterly ☐ Monthly Deposit Premium $20,950

This policy includes these endorsements and schedules: REFER TO WC-52

D/B - 10 - 173152522

Issue Date: SEPTEMBER 9, 2021 Issuing Office: SOUTHERN REGION

_____
Authorized Representative

Form-64 (07/08) Copyright 1987 National Council on Compensation Insurance.

INSURED'S COPY

WC 99 06 11
Tapestry Public Charter School

THIRD PARTY NOTICE TO DESIGNATED PERSON(S) OR ORGANIZATION(S)

This endorsement changes the policy to which it is attached effective on the inception date of the policy unless a different date is indicated below.

(The following "attaching clause" need be completed only when this endorsement is issued subsequent to preparation of the policy.)

This endorsement, effective on (DATE) at 12:01 A.M., standard time, forms a part of

Policy No. WC 7997930 Endorsement No. Premium (if any) $

of the (NAME OF INSURANCE COMPANY)

issued to

Avery Clark

Authorized Representative

The policy provisions relating to cancellation or nonrenewal as provided in the Condition Section or as amended by any applicable state cancellation endorsements are modified as follows:

If we cancel or non-renew this policy for any reason other than nonpayment of premium or at the request of or on behalf of the Named Insured, we agree that the individual person(s) or organization(s) listed in the Schedule below and the Named Insured will be notified prior to the effective date of cancellation when such notice is required in a written contract. The manner and timing of the notice will be as required by law, or the number of days shown in the Schedule below, whichever is greater. A transfer of this policy from one insurance affiliate to another within the same insurance holding group shall not be deemed a cancellation, unless prohibited by law.

If we cancel the policy for nonpayment of premium, the number of days advance notice provided to the person(s) or organization(s) listed in the Schedule below will be as required by law.

If notice is mailed, proof of mailing to the address shown in the Schedule below will be sufficient proof of notice.

In no event will coverage extend beyond the actual expiration, termination or cancellation of the policy.

Name of Person(s) or Organization(s)	Mailing Address	No. Of Days Notice
DEKALB COUNTY SCHOOL DISTRICT	1701 MOUNTAIN INDUSTRIAL BLVD STONE MOUNTAIN, GA 30083	45

INSURED'S COPY

Tapestry Public Charter School

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 04/01/2021

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	CONTACT NAME: Avery Clark	
Sterling Seacrest Partners, Inc P O Box 724137 Atlanta GA 31139	PHONE (A/C, No, Ext): (678) 424-6500	FAX (A/C, No): (678) 424-6527
	E-MAIL ADDRESS: aclark@sspins.com	

INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A :	Selective Way Insurance Co	26301
INSURER B :	Selective Ins Co of South Carolina	19259
INSURER C :	Selective Ins Co of America	12572
INSURER D :		
INSURER E :		
INSURER F :		

INSURED
Tapestry School, Inc., DBA: Tapestry Public Charter School
3130 Raymond DR
Atlanta GA 30340

COVERAGES **CERTIFICATE NUMBER:** 21-22 Master Liab. **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:	Y		S2096362	04/01/2021	04/01/2022	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG Employee Benefits Retro	$ 1,000,000 $ 1,000,000 $ 20,000 $ 1,000,000 $ 2,000,000 $ 2,000,000 $ 1,000,000
A	AUTOMOBILE LIABILITY [ ] ANY AUTO [ ] OWNED AUTOS ONLY [ ] SCHEDULED AUTOS [X] HIRED AUTOS ONLY [X] NON-OWNED AUTOS ONLY	Y		S2096362	04/01/2021	04/01/2022	~~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			S2096362	04/01/2021	04/01/2022	EACH OCCURRENCE AGGREGATE	$ 3,000,000 $ 3,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N [ ] (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A	Y	WC7997930	04/01/2021	04/01/2022	[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
C	Crime - Employee Theft Blanket Crime- employee theft S2096362			B6052524 S2096362	04/01/2021	04/01/2022	Excess Limit: Primary	750,000 250,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

DeKalb County School District is included as an Additional Insured by virtue of a written or oral contract or by the issuance of a permit but only with respect to operations by or on behalf of the insured, or to facilities of, or facilities used by the insured.

CERTIFICATE HOLDER

DeKalb County School District
GA

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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ADDITIONAL COVERAGES

Ref #	Description	Coverage Code	Form No.	Edition Date
	Abuse or Molestation Retro 3-1-2014			

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
1,000,000	1,000,000 agg		0		

Ref #	Description	Coverage Code	Form No.	Edition Date
	School Board Legal Liab retro date 3/1/2014			

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
1,000,000	2,000,000 agg	Umbrella $3M	5,000		

Ref #	Description	Coverage Code	Form No.	Edition Date
	School Board Legal Liab including Employment Practices Liab. included			

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
1,000,000	2,000,000	Umbrella $3M	5,000		

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

OFADTLCV

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Tapestry Public Charter School

Additional Named Insureds

Other Named Insureds

Tapestry Public Charter School Doing Business As

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Issued by The Stock Insurance Company

Tapestry Public Charter School

Policy Number
S 2096362

SELECTIVE WAY INSURANCE COMPANY
WANTAGE AVENUE, BRANCHVILLE, NJ 07890

COMMERCIAL POLICY INFORMATION PAGE

Named Insured and Address	**Policy Period**
TAPESTRY SCHOOL INC DBA TAPESTRY PUBLIC CHARTER SCHOOL ATTENTION: BOARD OF TRUSTEES - FINANCE COMMITTEE 3130 RAYMOND DR ATLANTA, GA 30340-1827	**From:** APRIL 1, 2021 **To:** APRIL 1, 2022 12:01 A.M Standard Time At Location of Designated Premises
Named Insured is: CORPORATION	**Producer Number:** 00-09200-00000

Producer:

STERLING SEACREST PARTNERS, INC.
GEORGIA

Schedule of Coverage

Schedule Effective Date: SEPTEMBER 9, 2021

COMMERCIAL PROPERTY COVERAGE
COMMERCIAL GENERAL LIABILITY COVERAGE
COMMERCIAL AUTOMOBILE COVERAGE
COMMERCIAL INLAND MARINE COVERAGE
COMMERCIAL UMBRELLA COVERAGE
COMMERCIAL ABUSE OR MOLESTATION COVG
COMMERCIAL CRIME COVERAGE
SCHOOL BOARD LEGAL LIABILITY

Date Issued: SEPTEMBER 9, 2021

Issuing office: SOUTHERN REGION

INSURED'S COPY

Endorsement Number	Policy Number
CO0001	S 2096362

SELECTIVE WAY INSURANCE COMPANY
WANTAGE AVENUE, BRANCHVILLE, NJ 07890

POLICY CHANGES

Named Insured and Address	Policy Period
TAPESTRY SCHOOL INC DBA TAPESTRY PUBLIC CHARTER SCHOOL ATTENTION: BOARD OF TRUSTEES - FINANCE COMMITTEE 3130 RAYMOND DR ATLANTA, GA 30340-1827	From: APRIL 1, 2021 To: APRIL 1, 2022 **Endorsement Effective Date:** SEPTEMBER 9, 2021
Producer STERLING SEACREST PARTNERS, INC.	**Producer Number:** 00-09200-00000

COVERAGE PART AFFECTED REFER TO SPECIFIC CHANGE SUMMARIES

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

THE NAMED INSURED ON THE DECLARATIONS IS CHANGED TO
TAPESTRY SCHOOL INC DBA TAPESTRY PUBLIC CHARTER
SCHOOLATTENTION: BOARD OF TRUSTEES - FINANCE COMMITTEE

THE FOLLOWING FORM(S) AND ENDORSEMENT(S) ARE ADDED AND ARE EFFECTIVE
WITH THE EFFECTIVE DATE OF THIS CHANGE:

IL7025A	11/89	COMMERCIAL POLICY INFORMATION PAGE
IL7028	03/94	POLICY CHANGES ENDORSEMENT
IL7990	08/18	THIRD PARTY NOTICE

THE FOLLOWING FORM(S) AND ENDORSEMENT(S) ARE CHANGED AND ARE EFFECTIVE
WITH THE EFFECTIVE DATE OF THIS CHANGE:

IL7025	11/89	COMMERCIAL POLICY COMMON DECLARATIONS

Forms and Endorsements:

PLEASE REFER TO SPECIFIC CHANGE SUMMARIES FOR
FORMS AND ENDORSEMENTS IMPACTED BY THIS CHANGE

NOTICE TO POLICY HOLDER: All the forms and endorsements contained in this coverage part as of the Endorsement Effective Date are listed above. Forms and endorsements added to this policy after this date will appear on another Policy Changes endorsement. Please read your policy and all "Policy Changes" carefully.

Endorsement Premium

NIL

D/B - 10

(This premium may be subject to adjustment.)

Date Issued: SEPTEMBER 9, 2021

Authorized Representative_____

Issuing Office: SOUTHERN REGION

IL-7028 (03/94)

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Issued by The Stock Insurance Company

Tapestry Public Charter School

Policy Number
S 2096362

SELECTIVE WAY INSURANCE COMPANY
WANTAGE AVENUE, BRANCHVILLE, NJ 07890

COMMERCIAL POLICY COMMON DECLARATION

Named Insured and Address TAPESTRY SCHOOL INC DBA TAPESTRY PUBLIC CHARTER SCHOOL ATTENTION: BOARD OF TRUSTEES - FINANCE COMMITTEE 3130 RAYMOND DR ATLANTA, GA 30340-1827	**Policy Period** From: APRIL 1, 2021 To: APRIL 1, 2022 12:01 A.M Standard Time At Location of Designated Premises.
Named Insured is: CORPORATION	**Producer Number:** 00-09200-00000
Producer: STERLING SEACREST PARTNERS, INC. GEORGIA	

Schedule of Coverage

COMMERCIAL PROPERTY COVERAGE
COMMERCIAL GENERAL LIABILITY COVERAGE
COMMERCIAL AUTOMOBILE COVERAGE
COMMERCIAL INLAND MARINE COVERAGE
COMMERCIAL UMBRELLA COVERAGE
COMMERCIAL ABUSE OR MOLESTATION COVG
COMMERCIAL CRIME COVERAGE
SCHOOL BOARD LEGAL LIABILITY

PREMIUM INCLUDES TERRORISM - CERTIFIED ACTS $377.00

In return for payment of the premium, and subject to all the terms of this policy, we agree with you to provide the insurance indicated in the schedule above. Insurance is provided only for those coverages for which a specific limit is shown on the attached coverage declaration(s).

PAYMENT METHOD
D/B - 10

Total Policy Premium $0.00
(This premium may be subject to adjustment.)

Date Issued: SEPTEMBER 9, 2021
Issuing Office: SOUTHERN REGION

Authorized Representative _____

IL-7025 (11/89)

INSURED'S COPY

THIRD PARTY NOTICE TO DESIGNATED PERSON(S) OR ORGANIZATION(S)

POLICY NUMBER: S 2096362 **IL 79 90 08 18**

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART
BUSINESS AUTO COVERAGE PART
COMMERCIAL UMBRELLA LIABILITY COVERAGE PART
AUTO DEALERS COVERAGE PART
BUSINESSOWNERS COVERAGE PART

The policy provisions relating to cancellation or nonrenewal as provided in the Condition Section or as amended by any applicable state cancellation endorsements are modified as follows:

If we cancel or non-renew this policy for any reason other than nonpayment of premium or at the request of or on behalf of the Named Insured, we agree that the individual person(s) or organization(s) listed in the Schedule below and the Named Insured will be notified prior to the effective date of cancellation when such notice is required in a written contract. The manner and timing of the notice will be as required by law, or the number of days shown in the Schedule below, whichever is greater. A transfer of this policy from one insurance affiliate to another within the same insurance holding group shall not be deemed a cancellation, unless prohibited by law.

If we cancel the policy for nonpayment of premium, the number of days advance notice provided to the person(s) or organization(s) listed in the Schedule below will be as required by law.

If notice is mailed, proof of mailing to the address shown in the Schedule below will be sufficient proof of notice.

In no event will coverage extend beyond the actual expiration, termination or cancellation of the policy.

Nothing in this endorsement shall confer additional insured status on any entity scheduled herein.

Name of Person(s) or Organization(s)	Mailing Address	No. Of Days Notice
DEKALB COUNTY SCHOOL DISTRICT	1701 MOUNTAIN INDUSTRIAL BLVD STONE MOUNTAIN, GA 30083	45

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Previous Policy Number	Policy Number
S 2096362	S 2096362

SELECTIVE WAY INSURANCE COMPANY

WANTAGE AVENUE, BRANCHVILLE, NJ 07890

DECLARATIONS - COMMERCIAL UMBRELLA LIABILITY COVERAGE

Item One - Name of Insured & Mailing Address	Policy Period
SEE COMMERCIAL POLICY COMMON DECLARATION: IL-7025	From: APRIL 1, 2021 To: APRIL 1, 2022 12:01 A.M., Standard Time At The Insured's Mailing Address.
Producer: SEE COMMERCIAL POLICY COMMON DECLARATION: IL-7025	**Producer Number:** 00-09200-00000

Named Insured is: CORPORATION

Business of the Named Insured: CHARTER SCHOOL

Limits Of Insurance

Occurrence Limit $3,000,000.00 **Aggregate Limit** $3,000,000.00

Self Retained Limit: $.00

Schedule of Underlying Insurance and Limits

Standard Employers Liability or Stop-Gap Employers Liability Policy **Policy No.** WC7997930

Company SELECTIVE INS CO OF THE S

Policy Period
From: APRIL 1, 2021
To: APRIL 1, 2022

Employers Liability Each Accident	$1,000,000
Disease Each Employee	$1,000,000
Disease Each Policy	$1,000,000

Commercial General Liability Policy **Policy No.** S 209636207

Company SELECTIVE WAY INSURANCE C

Policy Period
From: APRIL 1, 2021
To: APRIL 1, 2022

General Aggregate	$2,000,000
Products-Completed Operations	$2,000,000
Personal and Advertising Injury Limit	$1,000,000
Each Occurrence Limit	$1,000,000

Automobile Liability Policy **Policy No.** S 209636207

Company SELECTIVE WAY INSURANCE C

Policy Period
From: APRIL 1, 2021
To: APRIL 1, 2022

Bodily Injury and Property Damage Combined Each Accident	$1,000,000

Premium Schedule:

Estimated Exposure Base	Rate	Rate Per	Annual Minimum Premium	Estimated Premium Due

In the event of cancellation by the Named Insured we will receive and retain not less than as the Policy Minimum Premium. **N/A**

Forms and Endorsements:

SEE FORMS AND ENDORSEMENT SCHEDULE: IL-7035

Estimated Total Premium

$2,783.00

MARCH 24, 2021 — Issue Date

SOUTHERN REGION — Issuing Office

Authorized Representative

CX-0003 (01/99)

INSURED'S COPY

Coverage Effective Date	Policy Number
APRIL 1, 2021	S 2096362

Tapestry Public Charter School

DECLARATIONS – COMMERCIAL UMBRELLA LIABILITY COVERAGE
SCHEDULE OF UNDERLYING INSURANCE AND LIMITS EXTENSION

School Board

Legal Liab

Company SELECTIVE WAY INSURANCE C

Policy No. S 209636207

AGGREGATE LIMIT: $2,000,000

PER CLAIM LIMIT: $1,000,000

Policy Period
From: APRIL 1, 2021
To: APRIL 1, 2022

Employee

Benefits

Company SELECTIVE WAY INSURANCE C

Policy No. S 209636207

AGGREGATE LIMIT: $2,000,000

PER CLAIM LIMIT: $1,000,000

Policy Period
From: APRIL 1, 2021
To: APRIL 1, 2022

Company

Policy No.

Policy Period
From:
To:

Company

Policy No.

Policy Period
From:
To:

Company

Policy No.

Policy Period
From:
To:

Company

Policy No.

Policy Period
From:
To:

CX-0004 (01/99)

INSURED'S COPY

Commercial Automobile Extension

COMMERCIAL AUTO
CA 78 09 11 17

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

This endorsement modifies insurance provided under the following:

BUSINESS AUTO COVERAGE FORM

With respect to coverage provided by this endorsement, the provisions of the Business Auto Coverage Form apply unless modified by the endorsement.

AMENDMENTS TO SECTION II - LIABILITY COVERAGE

A. If this policy provides Auto Liability coverage for Owned Autos, the following extensions are applicable accordingly:

NEWLY ACQUIRED OR FORMED ORGANIZATIONS

The following is added to **SECTION II, A.1. - Who Is An Insured:**

Any organization you newly acquire or form, other than a partnership, joint venture or limited liability company over which you maintain ownership or majority interest, will qualify as a Named Insured if there is no similar insurance available to that organization. However:

1. Coverage under this provision is afforded only until the 180th day after you acquire or form the organization or the end of the policy period, whichever is earlier;
2. Coverage does not apply to "bodily injury" or "property damage" resulting from an "accident" that occurred before you acquired or formed the organization.

No person or organization is an "insured" with respect to the conduct of any current or past partnership, joint venture or limited liability company that is not shown as a Named Insured in the Declarations.

EXPENSES FOR BAIL BONDS AND LOSS OF EARNINGS

Paragraphs **(2)** and **(4)** of **SECTION II, A.2.a. - Supplementary Payments** are deleted in their entirety and replaced with the following:

(2) Up to the Limit of Insurance shown on the ElitePac Schedule for the cost of bail bonds (including bonds for related traffic law violations) required because of an "accident" covered under this policy. We do not have to furnish these bonds.

(4) All reasonable expenses incurred by the "insured" at our request. This includes actual loss of earnings because of time off from work, which we will pay up to the Limit of Insurance shown on the ElitePac Schedule.

EMPLOYEE INDEMNIFICATION AND EMPLOYER'S LIABILITY AMENDMENT

The following is added to **SECTION II, B.4. - Exclusions:**

This exclusion does not apply to a "volunteer worker" who is not entitled to workers compensation, disability or unemployment compensation benefits.

FELLOW EMPLOYEE COVERAGE

The **Fellow Employee** Exclusion, **SECTION II, B.5. -** is deleted in its entirety.

CARE, CUSTODY OR CONTROL AMENDMENT

The following is added to **SECTION II, B.6. - Exclusions:**

This exclusion does not apply to property owned by anyone other than an "insured", subject to the following:

1. The most we will pay under this exception for any one "accident" is the Limit of Insurance stated in the ElitePac Schedule; and
2. A per "accident" deductible as stated in the ElitePac Schedule applies to this exception.

B. If this policy provides Auto Liability coverage for Owned Autos or Non-Owned Autos, the following extension is applicable accordingly:

LIMITED LIABILITY COMPANIES

The following is added to **SECTION II, A.1. - Who Is An Insured:**

If you are a limited liability company, your members and managers are "insureds" while using a covered "auto" you don't own, hire or borrow during the course of their duties for you.

BLANKET ADDITIONAL INSUREDS - As Required By Contract

The following is added to **SECTION II, A.1. - Who Is An Insured:**

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Any person or organization whom you have agreed in a written contract, written agreement or written permit that such person or organization be added as an additional "insured" on your policy. Such person or organization is an additional "insured" only with respect to liability for "bodily injury" or "property damage" caused, in whole or in part, by your ownership, maintenance or use of a covered "auto". This coverage shall be primary and non-contributory with respect to the additional "insured". This provision only applies if:

1. It is required in the written contract, written agreement or written permit identified in this section;
2. It is permitted by law; and
3. The written contract or written agreement has been executed (executed means signed by a named insured) or written permit issued prior to the "bodily injury" or "property damage".

C. If this policy provides Auto Liability coverage for Non-Owned Autos, the following extension is applicable accordingly:

EMPLOYEES AS INSUREDS

If this policy provides Auto Liability coverage for Non-Owned Autos, the following is added to **SECTION II, A.1. - Who Is An Insured:**

Any "employee" of yours is an "insured" while using a covered "auto" you don't own, hire or borrow in your business or your personal affairs.

An "employee" of yours is an "insured" while operating an "auto" hired or rented under a contract or agreement in that "employee's" name with your permission, while performing duties related to the conduct of your business.

AMENDMENTS TO SECTION III - PHYSICAL DAMAGE COVERAGE

If this policy provides Comprehensive, Specified Causes of Loss or Collision coverage, the following extensions are applicable for those "autos" for which Comprehensive, Specified Causes of Loss or Collision coverage is purchased:

TOWING AND LABOR

SECTION III, A.2. - Towing is deleted in its entirety and replaced with the following:

We will pay all reasonable towing and labor costs up to the maximum Limit of Insurance shown on the ElitePac Schedule per tow each time a covered "Private Passenger Auto", "Social Service Van or Bus" or "Light Truck" is disabled and up to the maximum Limit of Insurance per tow each time a covered "Medium Truck", "Heavy Truck" or "Extra Heavy Truck" is disabled.

For labor charges to be eligible for reimbursement the labor must be performed at the place of disablement.

This coverage extension does not apply to Emergency Services Organizations and Governmental Entities.

GLASS BREAKAGE DEDUCTIBLE

The following is added to **SECTION III, A.3. - Glass Breakage - Hitting A Bird Or Animal - Falling Objects or Missiles:**

If damaged glass is repaired rather than replaced, no deductible will apply for such repair. This extension does not apply to Emergency Services Organizations and Governmental Entities.

ADDITIONAL TRANSPORTATION EXPENSES SECTION III, A.4.a. - Transportation Expenses is deleted in its entirety and replaced with the following:

We will pay up to the maximum Limit of Insurance shown on the ElitePac Schedule for temporary transportation expenses that you incur because of any "loss" to a covered "auto", but only if the covered "auto" carries the coverages and meets the requirements described in **1.** or **2.** below:

1. We will pay temporary transportation expenses for total theft of a covered "auto". We will only pay for such expenses incurred during the period beginning 24 hours after the theft and ending, regardless of the policy's expiration, when the covered "auto" is returned to use or we pay for its "loss".
2. For "loss" other than total theft of a covered "auto" under Comprehensive or Specified Causes of Loss Coverage, or for any "loss" under Collision Coverage to a covered "auto", we will only pay for those temporary transportation expenses incurred during the policy period beginning 24 hours after the "loss" and ending, regardless of the policy's expiration, with the lesser of the number of days reasonably required to repair or replace the covered "auto" or 30 days.

   Paragraph **2.** of this extension does not apply while there are spare or reserve "autos" available to you for your operations.

This coverage extension does not apply to Emergency Services Organizations and Governmental Entities.

HIRED AUTO PHYSICAL DAMAGE COVERAGE

The following is added to **SECTION III, A.4. - Coverage Extensions:**

Physical Damage coverage is hereby extended to apply to Physical Damage "loss" to "autos" leased, hired, rented or borrowed without a driver. We will provide coverage equal to the broadest coverage available to any covered "auto" shown in the Declarations. But, the most we will pay for "loss" to each "auto" under this coverage extension is the lesser of:

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1. The Limit of Insurance stated in the ElitePac Schedule; or
2. The actual cash value of the damaged or stolen property as of the time of the "loss"; or
3. The actual cost of repairing or replacing the damaged or stolen property with other property of like kind and quality. A part is of like kind and quality when it is of equal or better condition than the pre-accident part. We will use the original equipment from the manufacturer when:
   (a) The operational safety of the vehicle might otherwise be impaired;
   (b) Reasonable and diligent efforts to locate the appropriate rebuilt, aftermarket or used part have been unsuccessful; or
   (c) A new original equipment part of like kind and quality is available and will result in the lowest overall repair cost.

For each leased, hired, rented or borrowed "auto" our obligation to pay "losses" will be reduced by a deductible equal to the highest deductible applicable to any owned "auto" for that coverage. No deductible will be applied to "losses" caused by fire or lightning.

SECTION IV, B.5. Other Insurance Condition, Paragraph **5.b.** is deleted in its entirety and replaced by the following:

For Hired Auto Physical Damage Coverage, the following are deemed to be covered "autos'" you own:

1. Any covered "auto" you lease, hire, rent, or borrow; and
2. Any covered "auto" hired or rented by your "employee" under a contract or agreement in that "employee's" name, with your permission, while performing duties related to the conduct of your business.

However, any "auto" that is leased, hired, rented or borrowed with a driver is not a covered "auto".

This coverage extension does not apply to Emergency Services Organizations and Governmental Entities.

HIRED AUTO LOSS OF USE COVERAGE

The following is added to **SECTION III, A.4. - Coverage Extensions:**

We will pay expenses for which you are legally responsible to pay up to the Limit of Insurance shown on the ElitePac Schedule per "accident" for loss of use of a leased, hired, rented or borrowed "auto" if it results from an "accident".

This coverage extension does not apply to Emergency Services Organizations, Governmental Entities, and Schools.

AUTO LOAN/LEASE GAP COVERAGE (Not Applicable in New York)

The following is added to **SECTION III, A.4. - Coverage Extensions:**

In the event of a total "loss" to a covered "auto" we will pay any unpaid amount due on the lease or loan for a covered "auto", less:

1. The amount paid under the Physical Damage Coverage Section of the policy; and
2. Any:
   a. Overdue lease/loan payments at the time of "loss";
   b. Financial penalties imposed under a lease for excessive use, abnormal wear and tear, high mileage or similar charges;
   c. Security deposits not refunded by the lessor or financial institution;
   d. Costs for extended warranties, credit life, health, accident, or disability insurance purchased with the loan or lease; and
   e. Carry-over balances from previous leases or loans.

You are responsible for the deductible applicable to the "loss" for the covered "auto".

PERSONAL EFFECTS

The following is added to **SECTION III, A.4. - Coverage Extensions:**

If this policy provides Comprehensive Coverage for a covered "auto" you own and that covered "auto" is stolen, we will pay up to the Limit of Insurance shown on the ElitePac Schedule, without application of a deductible, for lost personal effects that were in the covered "auto" at the time of theft. Personal effects do not include jewelry, tools, money, or securities. This coverage is excess over any other collectible insurance.

AIRBAG COVERAGE

The following is added to **SECTION III, B.3.a. - Exclusions:**

Mechanical breakdown does not include the accidental discharge of an airbag.

This coverage extension does not apply to Emergency Services Organizations and Governmental Entities.

EXPANDED AUDIO, VISUAL, AND DATA ELECTRONIC EQUIPMENT COVERAGE

SECTION III, B.4. - Exclusions

This exclusion does not apply to the following:

1. Global positioning systems;
2. "Telematic devices"; or
3. Electronic equipment that reproduces, receives or transmits visual or data signals and accessories used with such equipment, provided such equipment is:

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a. Permanently installed in or upon the covered "auto" at the time of the "loss";

b. Removable from a housing unit that is permanently installed in the covered "auto" at the time of the "loss";

c. Designed to be solely operated by use of power from the "auto's" electrical system; or

d. Designed to be used solely in or upon the covered "auto".

For each covered "loss" to such equipment, a deductible of $50 shall apply, unless the deductible otherwise applicable to such equipment is less than $50, at which point the lower deductible, if any, will apply.

COMPREHENSIVE DEDUCTIBLE - LOCATION TRACKING DEVICE

The following is added to **SECTION III, D. - Deductible:**

Any Comprehensive Coverage Deductible shown in the Declarations will be reduced by 50% for any "loss" caused by theft if the covered "auto" is equipped with a location tracking device and that device was the sole method used to recover the "auto".

PHYSICAL DAMAGE LIMIT OF INSURANCE

SECTION III, C. - Limit Of Insurance is deleted in its entirety and replaced with the following:

The most we will pay for a "loss" in any one "accident" is the lesser of:

1. The actual cash value of the damaged or stolen property as of the time of the "loss"; or

2. The cost of repairing or replacing the damaged or stolen property with other property of like kind and quality.

This coverage extension does not apply to Emergency Services Organizations and Governmental Entities.

AMENDMENTS TO SECTION IV - BUSINESS AUTO CONDITIONS

DUTIES IN THE EVENT OF ACCIDENT, CLAIM, SUIT OR LOSS

The following is added to **SECTION IV, A.2.a. - Duties In The Event Of Accident, Claim, Suit Or Loss:**

The notice requirements for reporting "accident" claim, "suit" or "loss" information to us, including provisions related to the subsequent investigation of such "accident", claim, "suit" or "loss" do not apply until the "accident", claim, "suit" or "loss" is known to:

1. You, if you are an individual;

2. A partner, if you are a partnership;

3. An executive officer or insurance manager, if you are a corporation;

4. Your members, managers or insurance manager, if you are a limited liability company;

5. Your elected or appointed officials, trustees, board members or your insurance manager, if you are an organization other than a partnership, joint venture or limited liability company.

But, this section does not amend the provisions relating to notification of police or protection or examination of the property that was subject to the "loss".

WAIVER OF SUBROGATION

SECTION IV, A.5. - Transfer Of Rights Of Recovery Against Others To Us is deleted in its entirety and replaced with the following:

We waive any right of recovery we may have against any person or organization because of payments we make for "bodily injury" or "property damage" resulting from the ownership, maintenance or use of a covered "auto" but only when you have assumed liability for such "bodily injury" or "property damage" in an "insured contract". In all other circumstances, if a person or organization to or for whom we make payment under this Coverage Form has rights to recover damages from another, those rights are transferred to us.

MULTIPLE DEDUCTIBLES

The following is added to **SECTION IV, A. - Loss Conditions:**

If a "loss" from one event involves two or more covered "autos" and coverage under Comprehensive or Specified Causes of Loss applies, only the highest applicable deductible will be applied.

CONCEALMENT, MISREPRESENTATION OR FRAUD

The following is added to **SECTION IV, B.2. - Concealment, Misrepresentation Or Fraud:**

If you should unintentionally fail to disclose any existing hazards in your representations to us prior to the inception date of the policy or during the policy period in connection with any newly discovered hazards, we will not deny coverage under this Coverage Form based upon such failure.

POLICY PERIOD, COVERAGE TERRITORY

SECTION IV, B.7. - Policy Period, Coverage Territory is deleted in its entirety and replaced with the following:

Under this Coverage Form, we cover "accidents" and "losses" occurring:

a. During the policy period shown in the Declarations; and

b. Within the "Coverage Territory".

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We also cover "loss" to or "accidents" involving a covered "auto" while being transported between any of these places.

TWO OR MORE COVERAGE FORMS OR POLICIES ISSUED BY US - DEDUCTIBLES

The following is added to **SECTION IV, B.8. - Two Or More Coverage Forms Or Policies Issued By Us:**

If a "loss" covered under this Coverage Form also involves a "loss" to other property resulting from the same "accident" that is covered under this policy or another policy issued by us or any member company of ours, only the highest applicable deductible will be applied.

AMENDMENTS TO SECTION V - DEFINITIONS

BODILY INJURY INCLUDING MENTAL ANGUISH (Not Applicable in New York)

The definition of bodily injury is deleted in its entirety and replaced by the following:

"Bodily injury" means bodily injury, sickness, or disease sustained by a person, including death resulting from any of these. "Bodily injury" includes mental anguish resulting from bodily injury, sickness or disease sustained by a person.

ADDITIONS TO SECTION V - DEFINITIONS

COVERAGE TERRITORY

"Coverage Territory" means:

1. The United States of America (including its territories and possessions), Canada and Puerto Rico; and
2. Anywhere in the world, except for any country or jurisdiction that is subject to trade or other economic sanction or embargo by the United States of America, if a covered "auto" is leased, hired, rented, or borrowed without a driver for a period of 30 days or less, and the insured's responsibility to pay "damages" is determined in a "suit" on the merits in and under the substantive law of the United States of America (including its territories and possessions), Puerto Rico, or Canada, or in a settlement we agree to.

If we are prevented by law, or otherwise, from defending the "insured" in a "suit" brought in a location described in Paragraph **2.** above, the insured will conduct a defense of that "suit". We will reimburse the "insured" for the reasonable and necessary expenses incurred for the defense of any such "suit" seeking damages to which this insurance applies, and that we would have paid had we been able to exercise our right and duty to defend.

EXTRA HEAVY TRUCK

"Extra Heavy Truck" means a truck with a gross vehicle weight rating of 45,001 pounds or more.

HEAVY TRUCK

"Heavy Truck" means a truck with a gross vehicle weight rating of 20,001 pounds to 45,000 pounds.

LIGHT TRUCK

"Light Truck" means a truck with a gross vehicle weight rating of 10,000 pounds or less.

MEDIUM TRUCK

"Medium Truck" means a truck with a gross vehicle weight rating of 10,001 pounds to 20,000 pounds.

PRIVATE PASSENGER AUTO

"Private Passenger Auto" means a four-wheel "auto" of the private passenger or station wagon type. A pickup, panel truck or van not used for business is included within the definition of a "private passenger auto".

SOCIAL SERVICE VAN OR BUS

"Social Service Van or Bus" means a van or bus used by a government entity, civic, charitable or social service organization to provide transportation to clients incidental to the social services sponsored by the organization, including special trips and outings.

TELEMATIC DEVICE

"Telematic Device" includes devices designed for the collection and dissemination of data for the purpose of monitoring vehicle and/or driver performance. This includes Global Positioning System technology, wireless safety communications and automatic driving assistance systems, all integrated with computers and mobile communications technology in automotive navigation systems.

VOLUNTEER WORKER

"Volunteer worker" means a person who performs business duties for you, for no financial or other compensation.

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WAIVER OF TRANSFER OF RIGHTS OF RECOVERY AGAINST OTHERS TO US

POLICY NUMBER: S 2096362

COMMERCIAL GENERAL LIABILITY
CG 24 04 05 09

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART
PRODUCTS/COMPLETED OPERATIONS LIABILITY COVERAGE PART

SCHEDULE

Name Of Person Or Organization:
NORTHEAST BAPTIST CHURCH
4046 CHAMBLEE TUCKER RD
ATLANTA, GA 30340

DEKALB COUNTY SCHOOL DISTRICT
1701 MOUNTAIN INDUSTRIAL BOULEVARD
STONE MOUNTAIN, GA 30083

Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

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INSURED'S COPY

EVIDENCE OF PROPERTY INSURANCE

DATE (MM/DD/YYYY): 9/9/2021

THIS EVIDENCE OF PROPERTY INSURANCE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE ADDITIONAL INTEREST NAMED BELOW. THIS EVIDENCE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS EVIDENCE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE ADDITIONAL INTEREST.

AGENCY	PHONE (A/C, No, Ext): (678)424-6500
Sterling Seacrest Pritchard P O Box 724137 Atlanta GA 31139	FAX (A/C, No): (678)424-6527 E-MAIL ADDRESS: aclark@sspins.com
CODE:	SUB CODE:
AGENCY CUSTOMER ID #: 00021027	

COMPANY
Selective Way Insurance Co 3420 Toringdon Way Suite 300 Charlotte NC 28277

INSURED	LOAN NUMBER	POLICY NUMBER
Tapestry School, Inc., DBA: Tapestry Public Charter 3130 Raymond DR Atlanta GA 30340		S2096362
	EFFECTIVE DATE: 4/1/2021 — EXPIRATION DATE: 4/1/2022 — ☐ CONTINUED UNTIL TERMINATED IF CHECKED	
	THIS REPLACES PRIOR EVIDENCE DATED:	

PROPERTY INFORMATION

LOCATION/DESCRIPTION

Loc# 1
3130 Raymond Dr
Atlanta, GA 30340

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 EVIDENCE OF PROPERTY INSURANCE 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.

COVERAGE INFORMATION

COVERAGE / PERILS / FORMS	AMOUNT OF INSURANCE	DEDUCTIBLE
Building, Replacement Cost, Special (Including theft) - Detail	3,756,561	500
BI Education, Special (Including theft) - Detail	550,000	72
Business Personal Property, Replacement Cost, Special (Including theft) - D	265,721	500

REMARKS (Including Special Conditions)

DeKalb County School District is an additional insured per contract.

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.

ADDITIONAL INTEREST

NAME AND ADDRESS			
DeKalb County School District GA	☐ MORTGAGEE ☐ LOSS PAYEE	X	ADDITIONAL INSURED
	LOAN #		
	AUTHORIZED REPRESENTATIVE P McCarthy/ACLARK		

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ENDORSEMENT

NAME OF COMPANY
SELECTIVE INSURANCE COMPANY OF THE SOUTHEAST

NCCI COMPANY NO. **20583**	ATTACHED TO AND FORMING PART OF POLICY NUMBER **WC 7997930**	ENDORSEMENT EFFECTIVE DATE **09/09/21**

AGENT NUMBER	POLICY EFFECTIVE DATE	POLICY EXPIRATION DATE
31-00-09200-00000	**04/01/21**	**04/01/22**

INSURED'S NAME AND ADDRESS	PRODUCER'S NAME & ADDRESS
TAPESTRY SCHOOL INC DBA TAPESTRY PUBLIC CHARTER SCHOOL ATTENTION: BOARD OF 3130 RAYMOND DR ATLANTA, GA 30340-1827	**STERLING SEACREST PARTNERS, INC. 2500 CUMBERLAND PKWY SE STE 40 0 ATLANTA, GA 30339-3923**

IN CONSIDERATION OF ADDITIONAL PREMIUM DUE $377
THE TOTAL ESTIMATED COST IS $20,950

THE POLICY IS AMENDED AS FOLLOWS:

SEE ATTACHED SCHEDULE

THE NAMED INSURED ON THE DECLARATIONS IS CHANGED TO
TAPESTRY SCHOOL INC DBA TAPESTRY PUBLIC CHARTER SCHOOLATTENTION: BOARD OF TRUSTEES - FINANCE COMMITTEE

THE FOLLOWING WORKERS COMP FORM(S) AND ENDORSEMENT(S) ARE ADDED:

FORM62	**08/87**	**CHANGE ENDORSEMENT**
FORM63	**11/88**	**SCHEDULE OF OPERATIONS**
WC000313A	**04/84**	**WAIVER OF OUR RIGHT TO RECOVER END**

THE FOLLOWING WORKERS COMP FORM(S) AND ENDORSEMENT(S) ARE CHANGED:

WC000001A	**07/08**	**WC INFORMATION PAGE**

All Other Terms and Conditions Remain Unchanged.

ISSUE DATE: **SEPTEMBER 9, 2021** **GA** AUTHORIZED REPRESENTATIVE _____

POLICY NUMBER	PREVIOUS POLICY NUMBER
WC 7997930	WC 7997930

SELECTIVE INSURANCE COMPANY OF THE SOUTHEAST
3426 TORINGDON WAY, CHARLOTTE, NC 28277

INFORMATION PAGE

NCCI COMPANY NO. 20583

WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY

ITEM 1. NAME OF INSURED & MAILING ADDRESS	PRODUCER'S NAME AND MAILING ADDRESS
TAPESTRY SCHOOL INC DBA TAPESTRY PUBLIC CHARTER SCHOOL ATTENTION: BOARD OF 3130 RAYMOND DR ATLANTA, GA 30340-1827 SEE EXTENDED NAME ENDORSEMENT (WC53A).	STERLING SEACREST PARTNERS, INC. 2500 CUMBERLAND PKWY SE STE 40 0 ATLANTA, GA 30339-3923

INSURED IS: CORPORATION | FED ID NO. 321321321 | AGENT NUMBER: 31-00-09200-00000

ITEM 2. POLICY PERIOD The Policy Period is from APRIL 1, 2021 To APRIL 1, 2022 12:01 A.M., standard time at the insured's mailing address.

ITEM 3. COVERAGE

A. Workers Compensation Insurance: Part One of the policy applies to the Workers Compensation law of the states listed here:

GA

B. Employers Liability Insurance: Part Two of the policy applies to work in each stated listed in **Item 3.A.**

The limits of our liability under Part Two are:		
Bodily Injury By Accident	$1,000,000	each accident
Bodily Injury By Disease	$1,000,000	each employee
Bodily Injury By Disease	$1,000,000	policy limit

C. Other States Insurance: Part Three of the policy applies to the states, if any, listed here:

ALL STATES EXCEPT ND,OH,WA & WY.

ITEM 4. PREMIUM: The premium for this policy will be determined by our manuals of rules, classifications, rates and rating plans. All information required below is subject to verification and change by audit.

CLASSIFICATION	Code No.	Premium Basis Total Estimated Annual Remuneration	Rate Per $100 of Remuneration	Estimated Annual Premium
SEE ATTACHED SCHEDULE(S)				
EXPENSE CONSTANT	0900			160
TERRORISM - GA $.017	9740			489
CATASTROPHE - GA $.030	9741			863
GIIP ASSESSMENT (0.00%)	9690			NONE

Minimum Premium $1,150 Total Estimated Cost $20,950

If indicated below, interim adjustments of premium shall be made:

☐ Semi-Annually ☐ Quarterly ☐ Monthly Deposit Premium $20,950

This policy includes these endorsements and schedules: REFER TO WC-52

D/B - 10 - 173152522

Issue Date: SEPTEMBER 9, 2021 Issuing Office: SOUTHERN REGION

_____
Authorized Representative

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Attached to and Forming Part of
Policy Number **WC 7997930**

Name of Company **SELECTIVE INSURANCE COMPANY OF THE SOUTHEAST**

Policy Effective Date **04/01/21**

FED ID NO. 321321321

NCCI COMPANY NO. **20583**

BUREAU FILE NO. 101377644

SCHEDULE OF OPERATIONS

Extension of Item No. 4 of the Information Page WC-00-00-01A

Location of Operations	Insured's Name and State Location
	TAPESTRY SCHOOL INC DBA **GEORGIA**

Producer

STERLING SEACREST PARTNERS, INC. **31-00-09200-00000**

Classification of Operations	Code No.	Estimated Total Remuneration ☐ Annual ☐ 3 Year	Rate Per $100 of remuneration	Estimated Premium ☐ Annual ☐ 3 Year
LOCATION # 002 **SCHOOL PROFESSIONAL EMPLOYEES & CLERICAL (02)**	**8868**	**2,854,097**	**0.67**	**19,122**
UNINSD SUBS- RATED AS SCHOOL PROFESSIONAL EMPLOYEES & CLERICAL (02)	**8868**	**IF ANY**	**0.67**	**NONE**
SCHOOL ALL OTHER EMPLOYEES (04)	**9101**	**22,182**	**8.37**	**1,857**

ESTIMATED ANNUAL PREMIUM			**20,979**
WAIVER OF SUBROGATION	**(0930)**		**420**
DEDUCTIBLE CREDIT	**(9664)**		**NONE**
PREMIUM FOR INCREASED LIMITS PART TWO 1.10%	**(9812)**		**231**
PREMIUM SUBJECT TO EXPERIENCE MODIFICATION			**21,630**
APPLICABLE EXPERIENCE MODIFICATION (FINAL)			**.980**
PREMIUM ADJUSTED BY APPLICATION OF EXPERIENCE MODIFICATION	**(9898)**		**21,197**
SCHEDULE MODIFICATION			**NONE**
DRUG FREE WORKPLACE CREDIT	**(9846)**		**NONE**
MANAGED CARE CREDIT	**(9874)**		**NONE**
PER CAPITA PREMIUM			**NONE**
FOREIGN VOLUNTARY COVERAGE	**(9685)**		**NONE**
POLICY MINIMUM PREMIUM CHARGE	**(0990)**		**NONE**
TOTAL ESTIMATED STANDARD PREMIUM			**21,197**
PREMIUM DISCOUNT 8.30%	**(0063)**		**(1,759)**
LARGE DEDUCTIBLE CREDIT			**NONE**
EXPENSE CONSTANT	**(0900)**		**160**
TERRORISM - GA $.017	**(9740)**		**489**
CATASTROPHE - GA $.030	**(9741)**		**863**
GIIP ASSESSMENT	**(9690)**		**NONE**
PAID FURLOUGHED EMPLOYEES PAYROLL	**$0** **(0012)**		**NONE**
PREMIUM SUBTOTAL			**20,950**

All Other Terms and Conditions Remain Unchanged.

Issue Date: **SEPTEMBER 9, 2021**

GA Authorized Representative _____

Form-63 (11/88)

INSURED'S COPY

WC 00 03 13
WAIVER OF OUR RIGHT TO RECOVER FROM OTHERS ENDORSEMENT

This endorsement changes the policy to which it is attached effective on the inception date of the policy unless a different date is indicated below.

(The following "attaching clause" need be completed only when this endorsement is issued subsequent to preparation of the policy.)

This endorsement, effective on *09/09/2021* (DATE) at 12:01 A.M., standard time, forms a part of

Policy No. WC 7997930 Endorsement No. Premium (if any) $

of the *Selective Insurance Company of the Southeast*
(NAME OF INSURANCE COMPANY)

issued to

Avery Clark
Authorized Representative

We have the right to recover our payments from anyone liable for an injury covered by this policy. We will not enforce our right against the person or organization named in the Schedule. This agreement applies only to the extent that you perform work under a written contract that requires you to obtain this agreement from us.

This agreement shall not operate directly or indirectly to benefit any one not named in the Schedule.

Schedule

Any party for whom you have agreed via written contract to waive subrogation prior to any loss.

This waiver is not applicable in any jurisdiction where prohibited by statute or regulation.

EXHIBIT 32
ALTERNATE BUDGET

5 YEAR BUDGET PROJECTION

School Name:	FY2022		FY2023		FY2024		FY2025		FY2026		FY2027	
	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	265		266		266		266		266		266	
Facility Square Footage	63,000		63,000		63,000		63,000		63,000		63,000	
Number of Full Time Employees	48		48		48		48		48		48	
Full Time Employees (eligible for benefits)	48		48		48		48		48		48	
Number of Administrators	5		5		5		5		5		5	
Number of Teachers	37		37		37		37		37		37	
Number of Other Instructional Staff	8		8		8		8		8		8	
Number of Clerical Staff	3		3		3		3		3		3	
Number of Maintenance Staff	0		0		0		0		0		0	
Number of Food Service Staff	0		0		0		0		0		0	
Student Teacher Ratio	7		7		7		7		7		7	
Revenue Per Pupil (State and/or Local)	$13,099		$13,467		$13,734		$14,007		$14,285		$14,568	
Average Teacher Salary	$51,779		$52,814		$53,871		$54,948		$56,047		$57,168	
REVENUES												
State and/or Local Revenue (Rev Per Pupil*# of students)	$3,471,235	89.8%	$3,582,217	89.7%	$3,653,297	92.3%	$3,725,799	92.3%	$3,799,751	92.0%	$3,875,182	91.6%
3% District Administrative Fee (Explain any changes in notes)	($104,137)	-2.7%	($107,467)	-2.7%	($109,599)	-2.8%	($111,774)	-2.8%	($113,993)	-2.8%	($116,255)	-2.7%
Meal Fees	$29,171	0.8%	$29,171	0.7%	$29,171	0.7%	$29,171	0.7%	$29,171	0.7%	$29,171	0.7%
Grants / Donations / Benefits / Events	$424,776	11.0%	$475,000	11.9%	$348,050	8.8%	$372,855	9.2%	$400,141	9.7%	$430,155	10.2%
Student Activity Fees	$13,289	0.3%	$13,289	0.3%	$13,289	0.3%	$13,289	0.3%	$13,289	0.3%	$13,289	0.3%
From Reserves	$30,000	0.8%		0.0%	$22,000	0.6%	$8,000	0.2%		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	**$3,864,334**		**$3,992,210**		**$3,956,208**		**$4,037,340**		**$4,128,360**		**$4,231,542**	
EXPENSES												
PERSONNEL												
Principal	$102,250	2.6%	$103,273	2.6%	$104,305	2.6%	$106,652	2.6%	$107,719	2.6%	$108,796	2.6%
Asst Principal	$92,025	2.4%	$92,945	2.4%	$93,875	2.4%	$95,987	2.4%	$96,947	2.4%	$97,916	2.4%
Social Services (Nurse / Internship Coord / Media Spec)	$58,270	1.5%	$58,853	1.5%	$59,441	1.5%	$60,779	1.5%	$61,386	1.5%	$62,000	1.5%
Technology Support	$6,000	0.2%	$6,060	0.2%	$6,121	0.2%	$6,258	0.2%	$6,321	0.2%	$6,384	0.2%
Teachers	$1,955,165	50.7%	$1,974,717	50.5%	$1,994,464	50.5%	$2,039,340	50.6%	$2,059,733	50.6%	$2,080,330	50.6%
HR Manager	$61,350	1.6%	$61,964	1.6%	$62,583	1.6%	$63,991	1.6%	$64,631	1.6%	$65,277	1.6%
Guidance Counselors	$58,796	1.5%	$59,384	1.5%	$59,978	1.5%	$61,327	1.5%	$61,940	1.5%	$62,560	1.5%
Special Education Teacher / Para Pros	$229,300	5.9%	$231,593	5.9%	$233,909	5.9%	$239,172	5.9%	$241,564	5.9%	$243,979	5.9%
Office Manager	$38,376	1.0%	$38,760	1.0%	$39,147	1.0%	$40,028	1.0%	$40,428	1.0%	$40,832	1.0%

5 YEAR BUDGET PROJECTION

School Name:	FY2022		FY2023		FY2024		FY2025		FY2026		FY2027	
	Planning Year	% of Total	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total
Office Assistant	$32,411	0.8%	$32,735	0.8%	$33,062	0.8%	$33,806	0.8%	$34,144	0.8%	$34,486	0.8%
Registrar	$32,411	0.8%	$32,735	0.8%	$33,062	0.8%	$33,806	0.8%	$34,144	0.8%	$34,486	0.8%
Development Director / Grant Mgmt	$35,788	0.9%	$36,145	0.9%	$36,507	0.9%	$37,328	0.9%	$37,702	0.9%	$38,079	0.9%
Retirement Benefits	$526,184	13.6%	$531,446	13.6%	$536,760	13.6%	$548,837	13.6%	$554,326	13.6%	$559,869	13.6%
Health Benefits	$94,845	2.5%	$95,793	2.4%	$96,751	2.4%	$98,928	2.5%	$99,918	2.5%	$100,917	2.5%
FICA	$38,514	1.0%	$38,899	1.0%	$39,288	1.0%	$40,172	1.0%	$40,574	1.0%	$40,980	1.0%
Other Payroll Taxes	$14,130	0.4%	$14,271	0.4%	$14,414	0.4%	$14,738	0.4%	$14,886	0.4%	$15,035	0.4%
		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 Personnel	**$3,375,814**	**87.5%**	**$3,409,572**	**87.1%**	**$3,443,668**	**87.1%**	**$3,521,150**	**87.3%**	**$3,556,362**	**87.3%**	**$3,591,925**	**87.4%**
INSTRUCTION												
Textbooks	$2,200	0.1%	$2,244	0.1%	$2,289	0.1%	$2,335	0.1%	$2,381	0.1%	$2,429	0.1%
Classroom Supplies	$5,000	0.1%	$5,100	0.1%	$5,202	0.1%	$5,306	0.1%	$5,412	0.1%	$5,520	0.1%
Computers		0.0%	$9,600	0.2%	$9,792	0.2%	$9,988	0.2%	$10,188	0.3%	$10,391	0.3%
Software	$13,276	0.3%	$13,542	0.3%	$13,812	0.3%	$14,089	0.3%	$14,370	0.4%	$14,658	0.4%
Instructional Equipment	$5,433	0.1%	$5,542	0.1%	$5,652	0.1%	$5,766	0.1%	$5,881	0.1%	$5,998	0.1%
Library and Media Center	$4,740	0.1%	$4,835	0.1%	$4,931	0.1%	$5,030	0.1%	$5,131	0.1%	$5,233	0.1%
Other	$1,500	0.0%	$1,530	0.0%	$1,561	0.0%	$1,592	0.0%	$1,624	0.0%	$1,656	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 Instruction	**$32,149**	**0.8%**	**$42,392**	**1.1%**	**$43,240**	**1.1%**	**$44,105**	**1.1%**	**$44,987**	**1.1%**	**$45,886**	**1.1%**
SERVICES & SUPPLIES												
Athletic Program	$8,690	0.2%	$8,690	0.2%	$8,690	0.2%	$8,690	0.2%	$8,690	0.2%	$8,690	0.2%
Office Supplies	$1,500	0.0%	$1,530	0.0%	$1,561	0.0%	$1,592	0.0%	$1,624	0.0%	$1,656	0.0%
Office Computers & Software	$4,450	0.1%	$11,950	0.3%	$12,189	0.3%	$12,433	0.3%	$12,681	0.3%	$12,935	0.3%
Printing and Copy Services	$10,000	0.3%	$10,200	0.3%	$10,404	0.3%	$10,612	0.3%	$10,824	0.3%	$11,041	0.3%
Postage and Shipping	$2,000	0.1%	$2,000	0.1%	$2,000	0.1%	$2,000	0.0%	$2,000	0.0%	$2,000	0.0%
Audit	$84,000	2.2%	$84,000	2.1%	$84,000	2.1%	$84,000	2.1%	$84,000	2.1%	$84,000	2.0%
Payroll Services	$6,559	0.2%	$6,559	0.2%	$6,559	0.2%	$6,559	0.2%	$6,559	0.2%	$6,559	0.2%
Legal Services	$18,000	0.5%	$18,000	0.5%	$18,000	0.5%	$18,000	0.4%	$18,000	0.4%	$18,000	0.4%
Insurance	$37,613	1.0%	$38,365	1.0%	$39,133	1.0%	$39,915	1.0%	$40,714	1.0%	$41,528	1.0%
Staff Recruitment	$500	0.0%	$500	0.0%	$500	0.0%	$500	0.0%	$500	0.0%	$500	0.0%
Phone/Internet Service	$8,600	0.2%	$8,600	0.2%	$8,600	0.2%	$8,600	0.2%	$8,600	0.2%	$8,600	0.2%
Food Service	$38,337	1.0%	$38,337	1.0%	$38,337	1.0%	$38,337	1.0%	$38,337	0.9%	$38,337	0.9%
Pest Control	$2,810	0.1%	$2,810	0.1%	$2,810	0.1%	$2,810	0.1%	$2,810	0.1%	$2,810	0.1%

5 YEAR BUDGET PROJECTION

School Name:	FY2022		FY2023		FY2024		FY2025		FY2026		FY2027	
	Planning Year	% of Total	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total
Janitorial Supplies & Services	$71,000	1.8%	$72,420	1.9%	$73,868	1.9%	$75,346	1.9%	$76,853	1.9%	$78,390	1.9%
Waste Disposal	$4,600	0.1%	$4,600	0.1%	$4,600	0.1%	$4,600	0.1%	$4,600	0.1%	$4,600	0.1%
Marketing	$9,978	0.3%	$9,978	0.3%	$9,978	0.3%	$9,978	0.2%	$9,978	0.2%	$9,978	0.2%
Other	$10,000	0.3%	$10,000	0.3%	$10,000	0.3%	$10,000	0.2%	$10,000	0.2%	$10,000	0.2%
		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%		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 Services & Supplies	**$318,637**	**8.3%**	**$328,539**	**8.4%**	**$331,229**	**8.4%**	**$333,972**	**8.3%**	**$336,770**	**8.3%**	**$339,624**	**8.3%**
FACILITIES												
Rent/Lease/Mortgage	$1,750	0.0%	$1,750	0.0%	$1,750	0.0%	$1,750	0.0%	$1,750	0.0%	$1,750	0.0%
Grounds Maintenance	$7,000	0.2%	$7,140	0.2%	$7,283	0.2%	$7,428	0.2%	$7,577	0.2%	$7,729	0.2%
Maintenance & Repair	$47,300	1.2%	$47,300	1.2%	$47,300	1.2%	$47,300	1.2%	$47,300	1.2%	$47,300	1.2%
Utilities	$73,412	1.9%	$73,412	1.9%	$73,412	1.9%	$73,412	1.8%	$73,412	1.8%	$73,412	1.8%
Fire Safety and Compliance	$3,950	0.1%	$3,950	0.1%	$3,950	0.1%	$3,950	0.1%	$3,950	0.1%	$3,950	0.1%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Total Facilities	**$133,412**	**3.5%**	**$133,552**	**3.4%**	**$133,695**	**3.4%**	**$133,840**	**3.3%**	**$133,989**	**3.3%**	**$134,141**	**3.3%**
Total Expenses	**$3,860,012**		**$3,914,055**		**$3,951,831**		**$4,033,066**		**$4,072,107**		**$4,111,577**	
Contingency Fund	$4,000		$4,000		$4,000		$4,000		$4,000		$4,000	
Surplus (Deficit)	**$322**		**$74,155**		**$377**		**$274**		**$52,252**		**$115,965**	

Cash Balance

Beginning Cash (Renewals, conversions, or org. funding amounts)	**$2,425,633**		**$2,395,955**		**$2,470,111**		**$2,470,488**		**$2,470,762**		**$2,523,014**	
Net Surplus (Deficit)	**$322**		**$74,155**		**$377**		**$274**		**$52,252**		**$115,965**	
Ending Cash	**$2,395,955**		**$2,470,111**		**$2,470,488**		**$2,470,762**		**$2,523,014**		**$2,638,979**	

CASH FLOW PROJECTIONS-YEAR 0/Planning Year

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$2,425,633	$2,423,160	$2,420,687	$2,418,214	$2,415,740	$2,413,267	$2,410,794	$2,408,321	$2,405,848	$2,403,375	$2,400,902	$2,398,428	
Cash Receipts:													
State and/or Local Revenue (Rev Per Pupil*# of students)	$280,591	$280,591	$280,591	$280,591	$280,591	$280,591	$280,591	$280,591	$280,591	$280,591	$280,591	$280,591	$3,367,098
3% District Administrative Fee (Explain any changes in notes)	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$29,171
Meal Fees	$35,398	$35,398	$35,398	$35,398	$35,398	$35,398	$35,398	$35,398	$35,398	$35,398	$35,398	$35,398	$424,776
Grants / Donations / Benefits / Events	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$13,289
Student Activity Fees	$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
From Reserves													$0
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$322,028**	**$322,028**	**$322,028**	**$322,028**	**$322,028**	**$322,028**	**$322,028**	**$322,028**	**$322,028**	**$322,028**	**$322,028**	**$322,028**	**$3,864,334**
Cash Disbursements:													
PERSONNEL													
Principal	$8,521	$8,521	$8,521	$8,521	$8,521	$8,521	$8,521	$8,521	$8,521	$8,521	$8,521	$8,521	$102,250
Asst Principal	$7,669	$7,669	$7,669	$7,669	$7,669	$7,669	$7,669	$7,669	$7,669	$7,669	$7,669	$7,669	$92,025
Social Services (Nurse / Internship Coord / Media Spec)	$4,856	$4,856	$4,856	$4,856	$4,856	$4,856	$4,856	$4,856	$4,856	$4,856	$4,856	$4,856	$58,270
Technology Support	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$6,000
Teachers	$162,930	$162,930	$162,930	$162,930	$162,930	$162,930	$162,930	$162,930	$162,930	$162,930	$162,930	$162,930	$1,955,165
HR Manager	$5,113	$5,113	$5,113	$5,113	$5,113	$5,113	$5,113	$5,113	$5,113	$5,113	$5,113	$5,113	$61,350
Guidance Counselors	$4,900	$4,900	$4,900	$4,900	$4,900	$4,900	$4,900	$4,900	$4,900	$4,900	$4,900	$4,900	$58,796
Special Education Teacher / Para Pros	$19,108	$19,108	$19,108	$19,108	$19,108	$19,108	$19,108	$19,108	$19,108	$19,108	$19,108	$19,108	$229,300
Office Manager	$3,198	$3,198	$3,198	$3,198	$3,198	$3,198	$3,198	$3,198	$3,198	$3,198	$3,198	$3,198	$38,376
Office Assistant	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$32,411
Registrar	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$2,701	$32,411
Development Director / Grant Mgmt	$2,982	$2,982	$2,982	$2,982	$2,982	$2,982	$2,982	$2,982	$2,982	$2,982	$2,982	$2,982	$35,788
Retirement Benefits	$43,849	$43,849	$43,849	$43,849	$43,849	$43,849	$43,849	$43,849	$43,849	$43,849	$43,849	$43,849	$526,184
Health Benefits	$7,904	$7,904	$7,904	$7,904	$7,904	$7,904	$7,904	$7,904	$7,904	$7,904	$7,904	$7,904	$94,845
FICA	$3,210	$3,210	$3,210	$3,210	$3,210	$3,210	$3,210	$3,210	$3,210	$3,210	$3,210	$3,210	$38,514
Other Payroll Taxes	$1,178	$1,178	$1,178	$1,178	$1,178	$1,178	$1,178	$1,178	$1,178	$1,178	$1,178	$1,178	$14,130
													$0
													$0
Total Personnel	**$281,318**	**$281,318**	**$281,318**	**$281,318**	**$281,318**	**$281,318**	**$281,318**	**$281,318**	**$281,318**	**$281,318**	**$281,318**	**$281,318**	**$3,375,814**
INSTRUCTION													
Textbooks	$183	$183	$183	$183	$183	$183	$183	$183	$183	$183	$183	$183	$2,200
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	
Software	$1,106	$1,106	$1,106	$1,106	$1,106	$1,106	$1,106	$1,106	$1,106	$1,106	$1,106	$1,106	$13,276

CASH FLOW PROJECTIONS-YEAR 0/Planning Year

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
Instructional Equipment	$453	$453	$453	$453	$453	$453	$453	$453	$453	$453	$453	$453	$5,433
Library and Media Center	$395	$395	$395	$395	$395	$395	$395	$395	$395	$395	$395	$395	$4,740
Other	$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	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
Total Instruction	**$2,679**	**$2,679**	**$2,679**	**$2,679**	**$2,679**	**$2,679**	**$2,679**	**$2,679**	**$2,679**	**$2,679**	**$2,679**	**$2,679**	**$32,149**
SERVICES & SUPPLIES													
Athletic Program	$724	$724	$724	$724	$724	$724	$724	$724	$724	$724	$724	$724	$8,690
Office Supplies	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$1,500
Office Computers & Software	$371	$371	$371	$371	$371	$371	$371	$371	$371	$371	$371	$371	$4,450
Printing and Copy Services	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Postage and Shipping	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$2,000
Audit	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$84,000
Payroll Services	$547	$547	$547	$547	$547	$547	$547	$547	$547	$547	$547	$547	$6,559
Legal Services	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$18,000
Insurance	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$37,613
Staff Recruitment	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Phone/Internet Service	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$8,600
Food Service	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$38,337
Pest Control	$234	$234	$234	$234	$234	$234	$234	$234	$234	$234	$234	$234	$2,810
Janitorial Supplies & Services	$5,917	$5,917	$5,917	$5,917	$5,917	$5,917	$5,917	$5,917	$5,917	$5,917	$5,917	$5,917	$71,000
Waste Disposal	$383	$383	$383	$383	$383	$383	$383	$383	$383	$383	$383	$383	$4,600
Marketing	$832	$832	$832	$832	$832	$832	$832	$832	$832	$832	$832	$832	$9,978
Other	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
	$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	$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 Services & Supplies	**$26,553**	**$26,553**	**$26,553**	**$26,553**	**$26,553**	**$26,553**	**$26,553**	**$26,553**	**$26,553**	**$26,553**	**$26,553**	**$26,553**	**$318,637**

CASH FLOW PROJECTIONS-YEAR 0/Planning Year													
School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
FACILITIES													
Rent/Lease/Mortgage	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$1,750
Grounds Maintenance	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$7,000
Maintenance & Repair	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$47,300
Utilities	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$73,412
Fire Safety and Compliance	$329	$329	$329	$329	$329	$329	$329	$329	$329	$329	$329	$329	$3,950
	$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 Facilities	**$11,118**	**$11,118**	**$11,118**	**$11,118**	**$11,118**	**$11,118**	**$11,118**	**$11,118**	**$11,118**	**$11,118**	**$11,118**	**$11,118**	**$133,412**
(C) TOTAL DISPURSEMENTS	**$321,668**	**$321,668**	**$321,668**	**$321,668**	**$321,668**	**$321,668**	**$321,668**	**$321,668**	**$321,668**	**$321,668**	**$321,668**	**$321,668**	**$3,860,012**
CONTINGENCY FUND	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$4,000
(D) NET REVENUE	**$27**	**$27**	**$27**	**$27**	**$27**	**$27**	**$27**	**$27**	**$27**	**$27**	**$27**	**$27**	**$322**
ENDING CASH (A+D)	**$2,423,160**	**$2,420,687**	**$2,418,214**	**$2,415,740**	**$2,413,267**	**$2,410,794**	**$2,408,321**	**$2,405,848**	**$2,403,375**	**$2,400,902**	**$2,398,428**	**$2,395,955**	

CASH FLOW PROJECTIONS-YEAR 1

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$2,395,955	$2,402,135	$2,408,314	$2,414,494	$2,420,674	$2,426,853	$2,433,033	$2,439,213	$2,445,392	$2,451,572	$2,457,751	$2,463,931	
Cash Receipts:													
State and/or Local Revenue (Rev Per Pupil*# of students)	$289,563	$289,563	$289,563	$289,563	$289,563	$289,563	$289,563	$289,563	$289,563	$289,563	$289,563	$289,563	$3,474,750
Meal Fees	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$29,171
Grants / Donations / Benefits / Events	$39,583	$39,583	$39,583	$39,583	$39,583	$39,583	$39,583	$39,583	$39,583	$39,583	$39,583	$39,583	$475,000
Student Activity Fees	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$13,289
From Reserves	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
													$0
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$332,684**	**$332,684**	**$332,684**	**$332,684**	**$332,684**	**$332,684**	**$332,684**	**$332,684**	**$332,684**	**$332,684**	**$332,684**	**$332,684**	**$3,992,210**
Cash Disbursements:													
PERSONNEL													
Principal	$8,606	$8,606	$8,606	$8,606	$8,606	$8,606	$8,606	$8,606	$8,606	$8,606	$8,606	$8,606	$103,273
Asst Principal	$7,745	$7,745	$7,745	$7,745	$7,745	$7,745	$7,745	$7,745	$7,745	$7,745	$7,745	$7,745	$92,945
Social Services (Nurse / Internship Coord / Media Spec)	$4,904	$4,904	$4,904	$4,904	$4,904	$4,904	$4,904	$4,904	$4,904	$4,904	$4,904	$4,904	$58,853
Technology Support	$505	$505	$505	$505	$505	$505	$505	$505	$505	$505	$505	$505	$6,060
Teachers	$164,560	$164,560	$164,560	$164,560	$164,560	$164,560	$164,560	$164,560	$164,560	$164,560	$164,560	$164,560	$1,974,717
HR Manager	$5,164	$5,164	$5,164	$5,164	$5,164	$5,164	$5,164	$5,164	$5,164	$5,164	$5,164	$5,164	$61,964
Guidance Counselors	$4,949	$4,949	$4,949	$4,949	$4,949	$4,949	$4,949	$4,949	$4,949	$4,949	$4,949	$4,949	$59,384
Special Education Teacher / Para Pros	$19,299	$19,299	$19,299	$19,299	$19,299	$19,299	$19,299	$19,299	$19,299	$19,299	$19,299	$19,299	$231,593
Office Manager	$3,230	$3,230	$3,230	$3,230	$3,230	$3,230	$3,230	$3,230	$3,230	$3,230	$3,230	$3,230	$38,760
Office Assistant	$2,728	$2,728	$2,728	$2,728	$2,728	$2,728	$2,728	$2,728	$2,728	$2,728	$2,728	$2,728	$32,735
Registrar	$2,728	$2,728	$2,728	$2,728	$2,728	$2,728	$2,728	$2,728	$2,728	$2,728	$2,728	$2,728	$32,735
Development Director / Grant Mgmt	$3,012	$3,012	$3,012	$3,012	$3,012	$3,012	$3,012	$3,012	$3,012	$3,012	$3,012	$3,012	$36,145
Retirement Benefits	$44,287	$44,287	$44,287	$44,287	$44,287	$44,287	$44,287	$44,287	$44,287	$44,287	$44,287	$44,287	$531,446
Health Benefits	$7,983	$7,983	$7,983	$7,983	$7,983	$7,983	$7,983	$7,983	$7,983	$7,983	$7,983	$7,983	$95,793
FICA	$3,242	$3,242	$3,242	$3,242	$3,242	$3,242	$3,242	$3,242	$3,242	$3,242	$3,242	$3,242	$38,899
Other Payroll Taxes	$1,189	$1,189	$1,189	$1,189	$1,189	$1,189	$1,189	$1,189	$1,189	$1,189	$1,189	$1,189	$14,271
													$0
													$0
Total Personnel	**$284,131**	**$284,131**	**$284,131**	**$284,131**	**$284,131**	**$284,131**	**$284,131**	**$284,131**	**$284,131**	**$284,131**	**$284,131**	**$284,131**	**$3,409,572**
INSTRUCTION													
Textbooks	$187	$187	$187	$187	$187	$187	$187	$187	$187	$187	$187	$187	$2,244
Classroom Supplies	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$5,100
Computers	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$9,600
Software	$1,128	$1,128	$1,128	$1,128	$1,128	$1,128	$1,128	$1,128	$1,128	$1,128	$1,128	$1,128	$13,542

CASH FLOW PROJECTIONS-YEAR 1

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
Instructional Equipment	$462	$462	$462	$462	$462	$462	$462	$462	$462	$462	$462	$462	$5,542
Library and Media Center	$403	$403	$403	$403	$403	$403	$403	$403	$403	$403	$403	$403	$4,835
Other	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$1,530
	$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 Instruction	**$3,533**	**$3,533**	**$3,533**	**$3,533**	**$3,533**	**$3,533**	**$3,533**	**$3,533**	**$3,533**	**$3,533**	**$3,533**	**$3,533**	**$42,392**
SERVICES & SUPPLIES													
Athletic Program	$724	$724	$724	$724	$724	$724	$724	$724	$724	$724	$724	$724	$8,690
Office Supplies	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$1,530
Office Computers & Software	$996	$996	$996	$996	$996	$996	$996	$996	$996	$996	$996	$996	$11,950
Printing and Copy Services	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$10,200
Postage and Shipping	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$2,000
Audit	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$84,000
Payroll Services	$547	$547	$547	$547	$547	$547	$547	$547	$547	$547	$547	$547	$6,559
Legal Services	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$18,000
Insurance	$3,197	$3,197	$3,197	$3,197	$3,197	$3,197	$3,197	$3,197	$3,197	$3,197	$3,197	$3,197	$38,365
Staff Recruitment	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Phone/Internet Service	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$8,600
Food Service	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$38,337
Pest Control	$234	$234	$234	$234	$234	$234	$234	$234	$234	$234	$234	$234	$2,810
Janitorial Supplies & Services	$6,035	$6,035	$6,035	$6,035	$6,035	$6,035	$6,035	$6,035	$6,035	$6,035	$6,035	$6,035	$72,420
Waste Disposal	$383	$383	$383	$383	$383	$383	$383	$383	$383	$383	$383	$383	$4,600
Marketing	$832	$832	$832	$832	$832	$832	$832	$832	$832	$832	$832	$832	$9,978
Other	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
	$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	$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 Services & Supplies	**$27,378**	**$27,378**	**$27,378**	**$27,378**	**$27,378**	**$27,378**	**$27,378**	**$27,378**	**$27,378**	**$27,378**	**$27,378**	**$27,378**	**$328,539**

CASH FLOW PROJECTIONS-YEAR 1

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
FACILITIES													
Rent/Lease/Mortgage	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$1,750
Grounds Maintenance	$595	$595	$595	$595	$595	$595	$595	$595	$595	$595	$595	$595	$7,140
Maintenance & Repair	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$47,300
Utilities	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$73,412
Fire Safety and Compliance	$329	$329	$329	$329	$329	$329	$329	$329	$329	$329	$329	$329	$3,950
													$0
													$0
Total Facilities	**$11,129**	**$11,129**	**$11,129**	**$11,129**	**$11,129**	**$11,129**	**$11,129**	**$11,129**	**$11,129**	**$11,129**	**$11,129**	**$11,129**	**$133,552**
(C) TOTAL DISPURSEMENTS	**$326,171**	**$326,171**	**$326,171**	**$326,171**	**$326,171**	**$326,171**	**$326,171**	**$326,171**	**$326,171**	**$326,171**	**$326,171**	**$326,171**	**$3,914,055**
CONTINGENCY FUND	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$4,000
(D) NET REVENUE	**$6,180**	**$6,180**	**$6,180**	**$6,180**	**$6,180**	**$6,180**	**$6,180**	**$6,180**	**$6,180**	**$6,180**	**$6,180**	**$6,180**	**$74,155**
ENDING CASH (A+D)	**$2,402,135**	**$2,408,314**	**$2,414,494**	**$2,420,674**	**$2,426,853**	**$2,433,033**	**$2,439,213**	**$2,445,392**	**$2,451,572**	**$2,457,751**	**$2,463,931**	**$2,470,111**	

CASH FLOW PROJECTIONS-YEAR 2

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$2,470,111	$2,470,142	$2,470,173	$2,470,205	$2,470,236	$2,470,268	$2,470,299	$2,470,331	$2,470,362	$2,470,394	$2,470,425	$2,470,456	
Cash Receipts:													
State and/or Local Revenue (Rev Per Pupil*# of students)	$295,308	$295,308	$295,308	$295,308	$295,308	$295,308	$295,308	$295,308	$295,308	$295,308	$295,308	$295,308	$3,543,698
Meal Fees	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$2,431	$29,171
Grants / Donations / Benefits / Events	$29,004	$29,004	$29,004	$29,004	$29,004	$29,004	$29,004	$29,004	$29,004	$29,004	$29,004	$29,004	$348,050
Student Activity Fees	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$1,107	$13,289
From Reserves	$1,833	$1,833	$1,833	$1,833	$1,833	$1,833	$1,833	$1,833	$1,833	$1,833	$1,833	$1,833	$22,000
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$329,684**	**$329,684**	**$329,684**	**$329,684**	**$329,684**	**$329,684**	**$329,684**	**$329,684**	**$329,684**	**$329,684**	**$329,684**	**$329,684**	**$3,956,208**
Cash Disbursements:													
PERSONNEL													
Principal	$8,692	$8,692	$8,692	$8,692	$8,692	$8,692	$8,692	$8,692	$8,692	$8,692	$8,692	$8,692	$104,305
Asst Principal	$7,823	$7,823	$7,823	$7,823	$7,823	$7,823	$7,823	$7,823	$7,823	$7,823	$7,823	$7,823	$93,875
Social Services (Nurse / Internship Coord / Media Spec)	$4,953	$4,953	$4,953	$4,953	$4,953	$4,953	$4,953	$4,953	$4,953	$4,953	$4,953	$4,953	$59,441
Technology Support	$510	$510	$510	$510	$510	$510	$510	$510	$510	$510	$510	$510	$6,121
Teachers	$166,205	$166,205	$166,205	$166,205	$166,205	$166,205	$166,205	$166,205	$166,205	$166,205	$166,205	$166,205	$1,994,464
HR Manager	$5,215	$5,215	$5,215	$5,215	$5,215	$5,215	$5,215	$5,215	$5,215	$5,215	$5,215	$5,215	$62,583
Guidance Counselors	$4,998	$4,998	$4,998	$4,998	$4,998	$4,998	$4,998	$4,998	$4,998	$4,998	$4,998	$4,998	$59,978
Special Education Teacher / Para Pros	$19,492	$19,492	$19,492	$19,492	$19,492	$19,492	$19,492	$19,492	$19,492	$19,492	$19,492	$19,492	$233,909
Office Manager	$3,262	$3,262	$3,262	$3,262	$3,262	$3,262	$3,262	$3,262	$3,262	$3,262	$3,262	$3,262	$39,147
Office Assistant	$2,755	$2,755	$2,755	$2,755	$2,755	$2,755	$2,755	$2,755	$2,755	$2,755	$2,755	$2,755	$33,062
Registrar	$2,755	$2,755	$2,755	$2,755	$2,755	$2,755	$2,755	$2,755	$2,755	$2,755	$2,755	$2,755	$33,062
Development Director / Grant Mgmt	$3,042	$3,042	$3,042	$3,042	$3,042	$3,042	$3,042	$3,042	$3,042	$3,042	$3,042	$3,042	$36,507
Retirement Benefits	$44,730	$44,730	$44,730	$44,730	$44,730	$44,730	$44,730	$44,730	$44,730	$44,730	$44,730	$44,730	$536,760
Health Benefits	$8,063	$8,063	$8,063	$8,063	$8,063	$8,063	$8,063	$8,063	$8,063	$8,063	$8,063	$8,063	$96,751
FICA	$3,274	$3,274	$3,274	$3,274	$3,274	$3,274	$3,274	$3,274	$3,274	$3,274	$3,274	$3,274	$39,288
Other Payroll Taxes	$1,201	$1,201	$1,201	$1,201	$1,201	$1,201	$1,201	$1,201	$1,201	$1,201	$1,201	$1,201	$14,414
	$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 Personnel	**$286,972**	**$286,972**	**$286,972**	**$286,972**	**$286,972**	**$286,972**	**$286,972**	**$286,972**	**$286,972**	**$286,972**	**$286,972**	**$286,972**	**$3,443,668**
INSTRUCTION													
Textbooks	$191	$191	$191	$191	$191	$191	$191	$191	$191	$191	$191	$191	$2,289
Classroom Supplies	$434	$434	$434	$434	$434	$434	$434	$434	$434	$434	$434	$434	$5,202
Computers	$816	$816	$816	$816	$816	$816	$816	$816	$816	$816	$816	$816	$9,792
Software	$1,151	$1,151	$1,151	$1,151	$1,151	$1,151	$1,151	$1,151	$1,151	$1,151	$1,151	$1,151	$13,812

CASH FLOW PROJECTIONS-YEAR 2

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
Instructional Equipment	$471	$471	$471	$471	$471	$471	$471	$471	$471	$471	$471	$471	$5,652
Library and Media Center	$411	$411	$411	$411	$411	$411	$411	$411	$411	$411	$411	$411	$4,931
Other	$130	$130	$130	$130	$130	$130	$130	$130	$130	$130	$130	$130	$1,561
	$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 Instruction	**$3,603**	**$3,603**	**$3,603**	**$3,603**	**$3,603**	**$3,603**	**$3,603**	**$3,603**	**$3,603**	**$3,603**	**$3,603**	**$3,603**	**$43,240**
SERVICES & SUPPLIES													
Athletic Program	$724	$724	$724	$724	$724	$724	$724	$724	$724	$724	$724	$724	$8,690
Office Supplies	$130	$130	$130	$130	$130	$130	$130	$130	$130	$130	$130	$130	$1,561
Office Computers & Software	$1,016	$1,016	$1,016	$1,016	$1,016	$1,016	$1,016	$1,016	$1,016	$1,016	$1,016	$1,016	$12,189
Printing and Copy Services	$867	$867	$867	$867	$867	$867	$867	$867	$867	$867	$867	$867	$10,404
Postage and Shipping	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$2,000
Audit	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$84,000
Payroll Services	$547	$547	$547	$547	$547	$547	$547	$547	$547	$547	$547	$547	$6,559
Legal Services	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$18,000
Insurance	$3,261	$3,261	$3,261	$3,261	$3,261	$3,261	$3,261	$3,261	$3,261	$3,261	$3,261	$3,261	$39,133
Staff Recruitment	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Phone/Internet Service	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$8,600
Food Service	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$3,195	$38,337
Pest Control	$234	$234	$234	$234	$234	$234	$234	$234	$234	$234	$234	$234	$2,810
Janitorial Supplies & Services	$6,156	$6,156	$6,156	$6,156	$6,156	$6,156	$6,156	$6,156	$6,156	$6,156	$6,156	$6,156	$73,868
Waste Disposal	$383	$383	$383	$383	$383	$383	$383	$383	$383	$383	$383	$383	$4,600
Marketing	$832	$832	$832	$832	$832	$832	$832	$832	$832	$832	$832	$832	$9,978
Other	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
	$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	$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 Services & Supplies	**$27,602**	**$27,602**	**$27,602**	**$27,602**	**$27,602**	**$27,602**	**$27,602**	**$27,602**	**$27,602**	**$27,602**	**$27,602**	**$27,602**	**$331,229**

CASH FLOW PROJECTIONS-YEAR 2

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
FACILITIES													
Rent/Lease/Mortgage	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$1,750
Grounds Maintenance	$607	$607	$607	$607	$607	$607	$607	$607	$607	$607	$607	$607	$7,283
Maintenance & Repair	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$3,942	$47,300
Utilities	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$6,118	$73,412
Fire Safety and Compliance	$329	$329	$329	$329	$329	$329	$329	$329	$329	$329	$329	$329	$3,950
													$0
													$0
Total Facilities	**$11,141**	**$11,141**	**$11,141**	**$11,141**	**$11,141**	**$11,141**	**$11,141**	**$11,141**	**$11,141**	**$11,141**	**$11,141**	**$11,141**	**$133,695**
(C) TOTAL DISPURSEMENTS	**$329,319**	**$329,319**	**$329,319**	**$329,319**	**$329,319**	**$329,319**	**$329,319**	**$329,319**	**$329,319**	**$329,319**	**$329,319**	**$329,319**	**$3,951,831**
CONTINGENCY FUND	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	**$4,000**
(D) NET REVENUE	**$31**	**$31**	**$31**	**$31**	**$31**	**$31**	**$31**	**$31**	**$31**	**$31**	**$31**	**$31**	**$377**
ENDING CASH (A+D)	**$2,470,142**	**$2,470,173**	**$2,470,205**	**$2,470,236**	**$2,470,268**	**$2,470,299**	**$2,470,331**	**$2,470,362**	**$2,470,394**	**$2,470,425**	**$2,470,456**	**$2,470,488**	

School Name:	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Surplus (Deficit)	OK	OK	OK	OK	OK	OK
Ending Cash Balance	OK	OK	OK	OK	OK	OK
Total Facilities Costs>15% of Total Expenses	OK	OK	OK	OK	OK	OK

Cash Flow Projections: Do the Cash Flow Proj. From the 5yr Budget match yr 0-2 Cash Flow Proj.?	YES	YES	YES			