

Tapestry Charter School  
65 Great Arrow Avenue  
Buffalo, NY 14216  
(716) 332-0754  
[www.tapestryschool.org](http://www.tapestryschool.org)

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# **Family Handbook**



**Grades K - 5**

**2018-19**

Greetings Students and Families,

I am thrilled to be entering another amazing year as your K-5 Principal at Tapestry Charter School! Joining me for the 2018-2019 academic school year to ensure a safe, relevant, and rigorous learning experience for all students are Anthony Riccio, K-5 Assistant Principal, Dominic Ballachino as our K-12 Director of Special Education, Molly Rosinski as K-5 Counselor and Joe Mitrovits, our Coordinator of Curriculum, Instruction and Assessment. I am humbled to be working with such a knowledgeable and dedicated administrative team that always put students first.

Having the privilege to work side-by-side with teachers, parents, and students, I am excited by our programming entering the 2018-2019 school year. These shifts are designed to enhance our academic program by providing rigorous literacy and math instruction while integrating the arts. We are working to provide all students with the supports they need to achieve at high levels each day. The ultimate goal is to have our students feel safe enough to take risks and to want to push themselves in order to achieve their personal and academic goals. We continue to move forward and refine our Reader's Workshop model while marrying our Writer's Workshop model to our expedition curriculum. Students will feel motivated and confident in their passions to become young scholars and artists.

As an Expeditionary Learning school (EL) we are committed to embracing and enhancing EL structures, and empowering our students and families to have voice in the decisions and direction of our school. Tapestry Students will continue to receive support in Crew and take ownership of their learning in Student Led Conferences, (SLCs). With feedback from students, we have developed our Tapestry community agreements, which provide our school wide expectations that reflect our Compass Traits of Perseverance, Integrity, Responsibility, and Respect (PIRR). This summer our staff planned and developed specific initiatives around character and culture to not only maintain the highest standards of learning, but to enhance the community in which we live and learn in each day.

Each of these shifts are with the intent to strengthen our vision of Tapestry being a vibrant, sustainable school that empowers learners and leaders to make a positive impact in our communities and beyond. In doing so we will not lose sight of our identity or our history. We will continue to foster a school environment that cares for and is accepting of each other and will continue to build trusting, respectful relationships with students and families. Our school has established clear expectations to create a safe school community, provide meaningful, relevant teaching that instills a passion for learning and holds ourselves and our students to high expectations.

Our student and family handbook is a resource we provide with the intent of providing clarity to our policies, procedures, and expectations. We hope our student and family handbooks are helpful to you and that you review the contents with your children. If you have any questions pertaining to the contents of this document, please do not hesitate to contact your student's classroom teacher, for he or she is your first point of contact for any questions or concerns you may have.

On behalf of the staff of Tapestry Charter School K-5, we welcome you and hope you have a wonderful school year!

Sincerely,

Jennifer Pangborn  
K-5 Principal

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**SECTION 1: SCHOOL LOGISTICS**

**ORGINIZATIONAL CHART**  
Distributed Leadership Positions K-5 (2018-19)

<p><b>Executive Director</b> <b>Eric Klapper</b></p>
<p>Creates and drives the strategic vision for the organization. Oversees the Academic Administration and Development and evaluates the principals and directors. Serves as project manager for the school work plan.</p>

<p><b>Principal</b> <b>Jennifer Pangborn</b></p>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Support on student behavior expectations</li> <li><input type="checkbox"/> Student Support/Discipline, levels II, III</li> <li><input type="checkbox"/> Behavior Contracts and Expulsions</li> <li><input type="checkbox"/> Hall supervision/policy reinforcement</li> <li><input type="checkbox"/> Family concerns</li> <li><input type="checkbox"/> Counseling staff</li> <li><input type="checkbox"/> K-5 Nurse</li> <li><input type="checkbox"/> ILC Lead</li> <li><input type="checkbox"/> Staff meetings and professional development</li> <li><input type="checkbox"/> Hiring &amp; K-5 Staffing</li> <li><input type="checkbox"/> Enrollment &amp; Recruitment</li> <li><input type="checkbox"/> PAG</li> <li><input type="checkbox"/> Grades 3-5 NYS Assessments (assist Dr. Jones)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student promotion and retention</li> <li><input type="checkbox"/> Emergency Response/ School Safety (Support Eric)</li> <li><input type="checkbox"/> Attendance at IEP meetings (When needed)</li> <li><input type="checkbox"/> School Communication (Staff Weekly &amp; Parents Monthly) News Newsletter</li> <li><input type="checkbox"/> Start of school supervision 7:30 - 7:50</li> <li><input type="checkbox"/> After school outside supervision 3:00 - 4:00</li> <li><input type="checkbox"/> APPR</li> <li><input type="checkbox"/> Instructional Walk-Throughs</li> <li><input type="checkbox"/> Scheduling</li> <li><input type="checkbox"/> Attend Student Concern Meetings (Academic)</li> <li><input type="checkbox"/> Accountability Report (Annual)</li> <li><input type="checkbox"/> Board of Trustees Report K-5</li> </ul>

<p><b>Assistant Principal</b> <b>Anthony Riccio</b></p>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Start of school supervision 7:30 - 7:50am</li> <li><input type="checkbox"/> After school supervision 3:00 - 4:00pm</li> <li><input type="checkbox"/> Lead on student behavior expectations and positive reinforcement</li> <li><input type="checkbox"/> Student Support/Discipline levels I, II, III</li> <li><input type="checkbox"/> Behavior Contracts</li> <li><input type="checkbox"/> Hall supervision/policy reinforcement</li> <li><input type="checkbox"/> Family reentry meetings</li> <li><input type="checkbox"/> Oversee &amp; organize after school detention 3-5</li> <li><input type="checkbox"/> Parent communication regarding discipline</li> <li><input type="checkbox"/> Attendance &amp; behavioral data</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Emergency Response/ School Safety</li> <li><input type="checkbox"/> Attendance at IEP meetings</li> <li><input type="checkbox"/> School Communication</li> <li><input type="checkbox"/> APPR</li> <li><input type="checkbox"/> Instructional Walk-Throughs</li> <li><input type="checkbox"/> Teaching Partner Meetings</li> <li><input type="checkbox"/> Scheduling</li> <li><input type="checkbox"/> Attend Student Concern Meetings (Behavior)</li> <li><input type="checkbox"/> Board of Trustees Report K-5</li> <li><input type="checkbox"/> Community Meetings</li> <li><input type="checkbox"/> Accountability Report (Annual)</li> </ul>

<p><b>Coordinator of Curriculum, Instruction, and Assessment</b> <b>Joe Mitrovits</b></p>	<p><b>Expeditionary Learning Coach (K-12)</b> <b>Jessica Kauffman</b></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Coaching cycles with teachers in grades K-5</li> <li><input type="checkbox"/> New teacher mentoring with teachers in grades K-5</li> <li><input type="checkbox"/> Facilitate creation of vertically aligned curriculum</li> <li><input type="checkbox"/> Facilitate the creation of interim assessments aligned to state tests</li> <li><input type="checkbox"/> Facilitate professional development in alignment with our SIP goals</li> <li><input type="checkbox"/> SCI 4 NYS Assessment Point person</li> <li><input type="checkbox"/> Monitor interventions in grades K – 5</li> <li><input type="checkbox"/> Support teachers using assessment tools</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coaching cycles with teachers in grades K - 12</li> <li><input type="checkbox"/> New teacher mentoring grades K - 12</li> <li><input type="checkbox"/> Facilitate and monitor the creation of vertically aligned crew curriculum</li> <li><input type="checkbox"/> Facilitate and monitor all K - 12 fieldwork</li> <li><input type="checkbox"/> Facilitate the creation of case studies and expeditions</li> <li><input type="checkbox"/> Facilitate pd in alignment with our SIP goals</li> <li><input type="checkbox"/> Coordinate K - 12 student led conferences</li> <li><input type="checkbox"/> First point of contact for Field Work</li> </ul>

## Arrival and Dismissal

Tapestry Charter School doors open at 7:30 am.

- No student will be permitted in the building prior to 7:30 am.
- Between 7:30 am-7:50 am students will have the option for breakfast.
- Classrooms are not available for students unless previously arranged with the teacher and a pass is in hand.

Instruction begins promptly at 8:00 am for K-5 students.

When dropping off by car:

- Enter the parking lot and form two lines.
- A staff member will assist your child in exiting the vehicle.
- Please pull safely away from the curb.
- Do not leave your car at the curb to enter the school. This will prevent other families from safely dropping off their children in a timely manner.
- If you need to come into school at any time during the day, please park in a visitor spot and go to the main office.

### Dismissal

- Dismissal begins at 3:00 pm.

If you need to pick students up early, please call the office. Arriving between 2:00 pm and 2:50 pm to pick up your children without prior arrangements is very disruptive to the main office and our dismissal procedures.

Safety is our highest priority for our students and so we cannot allow visitors to walk through our school during this very busy time of day.

If you pick your child up by car, please:

- Post your child's name on the dash or window of your car
- Enter the parking lot from the entrance on Great Arrow only and form two lines.
- Once at the curb merge into one line by pulling forward around the corner, please alternate lines to ensure equity.
- Stay in your car at all times and pull forward when space becomes available.
- Please continue to pull forward. Staff will escort your student to your car.
- If you arrive well before dismissal, please turn off your engine to preserve the air quality around the school.

If you pick up your child on foot or by bike:

- Please give your child's name to the Tapestry staff member stationed outside.
- If you come into the school, please wait in the foyer or come into the office.

## **SECTION 2: SCHOOL FOUNDATIONS**

### **MISSION**

To educate and inspire a diverse community of K-12 learners by engaging them in rigorous real-world learning experiences which prioritize intellectual, social and emotional growth.

### **VISION**

Tapestry is a vibrant, sustainable school that empowers learners and leaders to make a positive impact in our communities and beyond.

### **HISTORY**

Tapestry Charter School is a tuition-free, nationally recognized Expeditionary Learning mentor school located in the city of Buffalo, NY. Founded by passionate individuals who shared a commitment to choice, accountability, and excellence, Tapestry received approval from the State University of New York Board of Trustees to open in September 2001.

In 2001, Tapestry opened with 100 K-4 students, and a core of supportive administration, faculty and staff, all sharing a common vision. The school grew one grade per year, adding the high school program in 2006 and becoming a full K-12 school by 2009. The high school was supported initially by a grant from the Gates Foundation, allowing an expanded grade 9 to 12 enrollment of a diverse population of students who mirrored the Buffalo public schools. The high school has grown to a total of approximately 330 students, with 82 per grade level.

By the 2013-14 school year, Tapestry doubled the size of its lower school, serving 52 students per grade with over 450 students across grades K-8. In 2011, the K-8 community relocated and joined the high school on the Tapestry campus at 65 Great Arrow Avenue in Buffalo.

Tapestry Charter School has become a name synonymous with student engagement, faculty and administrative innovation, and parent involvement. Tapestry provides a challenging and rigorous educational environment emphasizing the traits of perseverance, integrity, responsibility, and respect. Tapestry Charter School is a vibrant community of learners and leaders, where students and staff alike enjoy the freedom to pursue excellence through meaningful, active learning.

Historically, a traditional “tapestry” is a pictorial cloth; carefully woven for both form and function, its individual threads combined to create a unique work of art that was most often displayed to add warmth to the surroundings. Tapestry Charter School speaks to that tradition. Varied, unique “threads” of the Tapestry experience- from arts integration and crews, to fieldwork and service learning- are carefully woven together with attention to wonder, vision, passion, and voice. Therein, the story of our school unfolds.



## SECTION 3: SCHOOL OPERATIONS

### EMERGENCY PROCEDURES

#### Fire Drills

Evacuate the building as rehearsed. Escort students outside. Bring folder with attendance information. Close door. Teachers are to study the fire drill maps in their classrooms and review it with their students. Pay particular attention to the escape route designated.

#### Lockout

Something outside the building is happening. Outside doors are locked. Carry on with a normal day of instruction. P.A. and email will be used for more information.

#### Shelter in Place

Classroom is the safest place. Continue instruction. Clear hallways. No passes. No class changes. Listen for announcements regarding staying where you are, moving to a new location or class changes.

#### Lockdown

Clear hallways. Lock door. Keep students away from door and windows. Lights on, shades up. Take attendance. DO NOT respond to P.A., phone, email or fire alarms. Only open door when unlocked by school personnel or emergency respondents.

#### Long Term Building Evacuation

The entire building must be evacuated and all staff and students must be relocated to an off-site long-term evacuation site. Announcements will be made regarding first, entering into Shelter in Place, then moving to a new location and whether or not there is time to gather together coats and outerwear.

High School Long-Term Evacuation Site:  
The Nichols School, 1250 Amherst Street, Buffalo, NY 14216

Lower School Long-Term Evacuation Site:  
Frederick Law Olmsted PS 64, Great Arrow & Lincoln Parkway, Buffalo, NY 14216

## DAILY STUDENT PROCEDURES

#### Student Dress Guidelines

For students in grades K-5, the expectation is that students wear clothing appropriate for school on a daily basis. Students who are found to be wearing inappropriate or offensive materials may be referred to the office. Students should also dress appropriate for field work or class trips that may require alternative clothing options.

#### Student cell phones and personal electronics

For students in grades K-5 there are *no electronic devices allowed in school*. If a student is sent with an electronic device (i.e. emergency communication) it must be locked up at the beginning of each day and returned at day's end.

If a student is found to have, or in use of, an electronic device the following will occur:

- **First offense:** confiscated and returned to a parent/guardian at day's end
- **Second offense:** confiscated and returned to a parent/guardian after 24 hours
- **Third offense:** confiscated and returned to a parent/guardian after one week
- **More than three offenses:** confiscated and parent conference/contract

## SECTION 4: ACADEMIC PROGRAM

### INSTRUCTIONAL POLICIES

#### TCS K-4 Grading Scale

Tapestry Charter School was founded in 2001 as an arts-integrate, tuition-free, public school located in the city of Buffalo, NY. Expeditionary Learning (EL) harnesses students' natural passions to allow them to develop the curiosity, skills, knowledge, and courage needed to imagine and work toward creating a better world. Learning is accomplished through academic, cross-disciplinary learning expeditions, other active forms of teaching and learning, and a challenging and supportive school culture.

Grade reporting at Tapestry is done using a non-traditional, standards-based format, relying on a 4-point scale to recognize our unique, rigorous, instructional model. This model is quite different than a more common numeric grading system. Tapestry's criteria to identify where a student places on the 4-point scale has historically used the language identified in the chart below. Creating expectations that exceed traditional benchmarks has been a cultural decision, making it more challenging for students to obtain a 4. This has been indoctrinated into the culture of the program.

#### 2016-present\*

<b>4= Mastery</b>	<b>3= Proficient</b>	<b>2= Developing</b>	<b>1= Needs Improvement</b>
Work shows in-depth understanding of content knowledge and excellent demonstration of Learning Targets beyond typical expectations.	Work shows proficiency and demonstrates essential skills and knowledge of Learning Targets.	Work shows an attempt towards proficiency, but more time and practice is necessary to master Learning Targets.	Inadequate quality of work at this time, including failure to demonstrate knowledge and skills of the Learning Targets.

\*Created by administration and the K-4 Instructional Leadership Council (ILC), summer 2016

## Grade 5 Academic Rubric for PARENTS & TEACHERS

	Grade	Standards Based Grading Vocabulary	Percentage Conversion	What Should the Student Do?
<b>Doing well. Keep going for Exemplary.</b>	4.0 3.9 3.8 3.7 3.6	<b>Mastery</b> Work shows in-depth understanding of content knowledge and excellent demonstration of Learning Targets beyond typical expectations.	<b>92 - 100%</b>	<b>4.0</b> Self-reflect on behaviors and skills to determine what student did to be successful and continue!  <b><u>To Improve a Grade, the Student Should:</u></b>
	3.5 3.4 3.3	<b>Accomplished</b> Work is of high quality and demonstrates a high level of essential skills and knowledge of Learning Targets.	<b>86 - 91%</b>	<ul style="list-style-type: none"> <li>• Arrive to class prepared</li> <li>• Listen intently</li> <li>• Ask questions in class as needed</li> <li>• Complete all my classwork and homework on time</li> </ul>
	3.2 3.1 3.0	<b>Proficient</b> Work shows proficiency and demonstrates essential skills and knowledge of Learning Targets.	<b>80 - 85%</b>	<ul style="list-style-type: none"> <li>• Study for assessments</li> <li>• Study with a peer</li> <li>• Seek extra help before school</li> <li>• Seek extra help after school</li> <li>• Utilize my agenda well</li> <li>• Organize my class materials</li> <li>• Remediate my work</li> </ul>
	2.9 2.8 2.7 2.6 2.5	<b>Approaching Proficiency</b> Work shows an attempt towards Proficiency, but more effort is necessary to master Learning Targets.	<b>65 – 79%</b>	
	2.4 2.3 2.2 2.1 2.0	<b>Lacking Proficiency</b> Inadequate quality of work at this time, including failure to demonstrate knowledge and skills of the Learning Targets.	<b>64 – 60%</b>	
	1.9 1.8 1.7 1.6 1.5 1.4 1.3 1.2 1.1 1.0	<b>Major Concern</b> Unacceptable quality of work towards Learning Targets. Without major change in effort and work quality, course failure is likely.	<b>59 – or less</b>	<b><u>Danger Zone Next Steps:</u></b> <ul style="list-style-type: none"> <li>• Reflect on effort, attendance, and attitude</li> <li>• Ask teachers for help</li> <li>• Ask parents for help</li> <li>• Check with teachers on missing assignments</li> <li>• Student Academic Intervention Plan advised</li> <li>• Meeting with family and teachers</li> </ul>

## **Homework Policy**

Tapestry Charter School recognizes the need for homework to develop independent study habits and reinforce basic learning skills. Homework is also a valuable extension of student learning time.

It is the responsibility of the teacher to inform students and parents, verbally and in writing, of homework expectations. It is also a teacher's responsibility to assign homework that is in keeping with the ability level of the student and related to current instruction, to assign work in a consistent pattern that encourages student planning, to check homework in a timely fashion that will promote student learning and to inform students of the effect homework will have on grades assigned. Homework expectations will be explained to students in class and to students and parents in the course syllabus.

## **Homework policy for absent students**

Each teacher should develop a system so that students who are absent for the day can access the homework assignment that they missed. This system should be communicated to students during the first week of school. A parent/guardian may request homework for the student's classes. The homework needs to be ready for pick-up within 24 hours in the main office.

## **Alternative Instruction Expectations**

Alternative instruction is provided as a service to pupils who are confined to their homes because of physical disability or suspension. It is expected that teachers provide daily work for students on home instruction by placing work in the folder that is labeled with their name. This folder can be found in the main office.

## **Parent/Guardian Communication via phone calls or e-mails**

Teachers are required to return phone calls or e-mails to parents or guardians within 48 hours. If you need assistance in returning a phone call or email, contact an Assistant Principal.

## **Parent/Guardian Communication**

Teachers communicate with families through a weekly newsletter and daily notifications that are transported to and from school by means of a take home folder.

## **Teacher websites/Google classroom**

Although not required, teachers are encouraged to keep an updated website or google classroom to encourage communication with parents and students. Anything posted on the teacher website or google classroom should adhere to Tapestry Charter School's electronic communication policies.

## **Interim Assessments**

Interim assessments are designed to help teachers gain a better understanding of what students knows and what concepts they must focus on to ensure grade-level performance. The following non-negotiables are meant to promote school wide consistencies. Adherence to these guidelines will ensure that the information that teachers receive from these interims is representative of their students' current understandings.

1. Interim assessments will occur three times throughout the year.
2. These interims will be concise, short, and valid.

## **National Elementary Honor Society**

The Tapestry Charter School Chapter of the National Elementary Honor Society serves to recognize those students who have demonstrated excellence in the areas of scholarship, responsibility, service, and, leadership. Students who excel academically and model exceptional responsibility can become members.

Students who excel academically and model exceptional responsibility can become members through the selection process that concludes with induction into the Tapestry's National Elementary Honor Society chapter. To be considered students:

- Must be in 4<sup>th</sup> or 5<sup>th</sup> grade
- Must be enrolled in the school for the equivalent of one semester
- Per national guidelines, at a minimum, must have a cumulative GPA of 3.0 on a scale of 4.0

Members will attend monthly meetings and complete four projects over the course of the year. One of the projects will be a service project for the school or community.

## **EXPEDITIONARY LEARNING STRUCTURES AND SUPPORTS**

### **Student Led Conferences**

Two times during the school year, Tapestry invites students and their families to attend formal conferences during which report cards are given to families. Student-Led Conferences replace the traditional parent/teacher conference and are attended by the student, parent/guardian, crew leader/classroom teacher, and other adults the student would like present. The crew leader facilitates the meeting, but the student is responsible for presenting what he/she has learned this year.

During the conference, students explain their progress toward and mastery of both academic (content/skill) and character (habits of work) learning targets. Students justify their progress by leading their families through a portfolio of assignments culled from academic classes. Students reference specific assignments, projects, and/or tests/quizzes that show their mastery of learning targets. Students also complete reflections about their performance in each class and share them with their families. Students are held accountable for their progress when they explain areas of strength and areas in need of improvement. The tone of the conference is positive and solution focused on what can be done to ensure success as opposed to what has been done poorly.

### **Teambuilding**

At the beginning of each year, students and crew leaders spend time in team-building activities as a grade level and within crew in an effort to get to know each other as individuals and to build a sense of community and cooperation.

### **Community Meetings**

Community Meetings are a time when the entire K-5 community comes together to reinforce the school wide code of character and to celebrate the growth and achievement of members of the school community.

### **Schedule: Monday 8-9 am in our school gym**

September 24<sup>th</sup>

October 29<sup>th</sup>

November 26<sup>th</sup>

December 17<sup>th</sup>

January 14<sup>th</sup>

February 11<sup>th</sup>

March 25<sup>th</sup>

April 15<sup>th</sup>

May 20<sup>th</sup>

End of Year Celebration June 25<sup>th</sup>

## **FIELDWORK**

At Tapestry, we believe that it is important to make the learning in the classroom connected to our community. One way we do this is by going outside of the classroom and into the community to visit natural environments, historic sites and/or to learn from experts in the community.

### **Permission Slips for Fieldwork**

At the beginning of the year, every parent signed a form giving permission for students to go on fieldwork using any form of transportation, including busing, walking, etc. However, teachers are encouraged to send home a permission slip before taking students out of the building to inform parents of the purpose of work, the specifics (clothing, plans for lunch, etc.) for the fieldwork and to be sure they have an emergency phone number. Teachers must bring the emergency contact information with them on fieldwork.

### **Cost of Fieldwork**

In K-5, a \$5.00 flat fee is charged to cover transportation, expert fees, entrance fees, and other related costs.

### **Exclusion from Fieldwork/Class Trips**

Although students typically would not be excluded from participating in Field Work or Class Trips, if there are academic or behavior concerns, students may be disqualified or require parental supervision while attending off campus events. In the event of an emergency, students may be transported back to campus via a staff member.

## **SECTION 5: ATTENDANCE POLICY**

Tapestry Charter School's (TCS) Attendance Policy is based on the principle that regular school attendance maximizes each student's interaction with his/her teachers and peers and is a major component of academic success. It is the expectation of TCS that students maintain a 95% attendance rate. Therefore, an attendance policy that provides for the early identification of attendance concerns and effective methods to address them is necessary to help students succeed.

### **Excused and Unexcused Absences**

Regular, punctual school and class attendance is essential to a student's educational success. Unless a student is excused, attendance is required every day.

- Excused absences include:
  - Personal illness.
  - Appointment with a health professional that could not be scheduled after school.
  - Observance of a religious holiday.
  - Bereavement due to death in the family.
- A signed note from a parent/guardian is requested when the reason for absence is any of those listed above. Without a note, the absence is marked as "UNEXCUSED."
- A doctor's note is requested if multiple, consecutive days are missed due to illness.

### **Tardiness**

Tapestry Charter School doors open to students at 7:30am.

- Students may have breakfast in the cafeteria.
- K-2 students may wait in the designated areas.
- 3-5 students may wait in the school gym.
- Class begins at 8:00am. Students arriving to class after 8:00 will be marked tardy.
- Students who arrive after 8:15 am must report to the office to sign in before going to class. Failure to sign in at the office will result in a child being marked absent.
- The number of absences and tardies/early departures may be reported on report cards and progress reports.
- Bi-weekly reports will be generated to monitor and communicate tardy concerns.
- If a student is continuously tardy a conference will be scheduled.

### **Early Departure**

- Dismissal begins at 3:00 for K-5
- Students who leave school prior to these times will be marked as an “Early Departure”
- If the reason for an Early Departure is a medical appointment, 24-hour advanced notice is required and a doctor’s note submitted to the office.
- No students will be dismissed after 2:15 pm without 24 hours-notice to the office. Unscheduled departures at this time of day are very disruptive to our already busy dismissal process and to the child’s learning.
- If you must pick up your child please do so before 2:30pm to avoid this disruption.
- The number of absences and tardies/early departures may be reported on report cards and progress reports.

### **Interventions for Attendance Concerns**

Each day that a child is marked absent, an automated phone call to the family will be generated reminding families that attendance is vital to a child’s academic success. Interventions may be escalated should a student fail to maintain a 95% attendance rate at the discretion of the school attendance team.

#### **At six (6) absences:**

- Classroom teacher will contact home.
- A copy of the TCS, K-5 Attendance Policy will be sent home with a copy of the student’s attendance report.
- Students may be required to stay after school to ensure they are completing required work they missed.

#### **At ten (10) absences:**

- Assistant Principal or School Counselor will call home to schedule a parent conference.
- A parent conference may be held with the Classroom teacher, AP, and/or School Counselor to discuss plan for improvement.
- A contract will be drafted and signed by all involved parties to commit to improved attendance.
- A third copy of the TCS, K-5 Attendance Policy will be sent home with a copy of the student’s current attendance report.

#### **At fifteen (15) absences:**

- The Principal will call home to schedule a meeting.
- A parent conference will be held with the Classroom teacher, School Counselor, Principal and/or Assistant Principal to discuss the violation of the contract and possible consequences of attendance including retention.

#### **Beyond fifteen (15) absences:**

- The administrative team will pursue formal sanctions, such as referral to Committee on Special Education for re-evaluation of appropriate placement, referral to Child Protective Services for educational neglect, or a referral to the PINS (Person In Need of Supervision) Diversion Program, if appropriate.
- A child is at risk of disenrollment beyond 20 consecutive absences.

### **Leaving School Grounds**

Once students arrive at school and are noted as present by staff, they are not permitted to leave the premises without adult supervision or specific permission until 2:50 pm. Any student departure during the school day will result in a phone call home, the completion of a Reflection Sheet, and the possible imposition of further consequences.

Tapestry Charter School’s (TCS) Attendance Policy is based on the principle that regular school attendance maximizes each student’s interaction with his/her teachers and peers and is a major component of academic success. It is the expectation of TCS that students maintain a 95% attendance rate. Therefore, an attendance policy that provides for the early identification of attendance concerns and effective methods to address them is necessary to help students succeed.

## **Student Athlete Academic and Attendance Policy**

### **Minimum Attendance Requirement**

Participation in athletics is a privilege granted after a student's academic responsibilities are met. Since attendance is a contributing factor to academic success, students will be ineligible to play in games if in a week they have:

- More than 2 tardies as indicated in Jumprope or Powerschool
- More than 1 class cut (present to school but missing from class)
- More than 1 unexcused absence from school
- Any combination of the above attendance issues

The following definitions are meant to provide clarity of terms:

Unexcused absence – This includes absences from school and from class

- Unexcused absence from school: Any student athlete who is absent from school the whole day without a valid note from a parent. This determination is made at the principal's discretion.
- Unexcused absence from class: Any student athlete who is marked as present to school but is not present in a class.

A student athlete's eligibility for participation in games is dependent upon his or her attendance in school the previous week. Attendance eligibility will be examined every weekend and the high school principal and athletic coaches will be notified of a player's eligibility by Sunday night. Students who are deemed ineligible may participate in team practices but may not participate in games.

### **Minimum Academic Requirement**

Student athletes are expected to maintain a minimum 2.5 academic grade in all of their classes

A student who fails to meet the required grade point average in one or more subjects during any grade period will be automatically placed on a five-week academic probation. Students who improve their grades so they have a minimum 2.5 academic grade in all of their classes at the end of the five-week period will be removed from academic probation. Students who are unable to remove themselves from academic probation within the five-week period will not be permitted to participate in extracurricular activities for as long as he or she is failing one or more subjects.



## SECTION 6: CODE OF CONDUCT

### **K-5 Student Pledge:**

- I can listen carefully and follow all directions.
- I can respect myself and others.
- I can work hard and never give up.
- I am kind.
- I am intelligent.
- I am proud.

### **Introduction**

The Tapestry Charter School community fosters a positive and safe learning environment to ensure success in and outside of school. This responsibility is shared by students, parents, staff, and administration. The Tapestry community is committed to upholding our school-wide norms and our values- **Perseverance, Integrity, Responsibility, and Respect (PIRR)**. These four traits are the foundation for which success can be obtained in school and in life. Most situations that are faced in life, academically and personally, can be mastered with the acquisition and demonstration of these character traits. In conjunction, our student pledge ensures that our students never lose sight of the fact that the world is in need of kind, empathetic, intelligent people who are willing to work hard and have a positive impact on our community.

As each year begins, all students and staff will carefully examine the TCS Code of Conduct. These qualities will form the basis for relationships among the members of the TCS community and with the community around us. Students and staff are expected to demonstrate these values both in and outside of school. Many TCS routines and structures are designed to encourage students to develop these valued traits, along with an ethic of self-discipline and understanding of community principles. Consequences for violation of the Code of Conduct will be applied with fairness and consistency. Our goal is to treat instances as a means to educate our students and restore relationships in a positive fashion.

### **Discipline Philosophies**

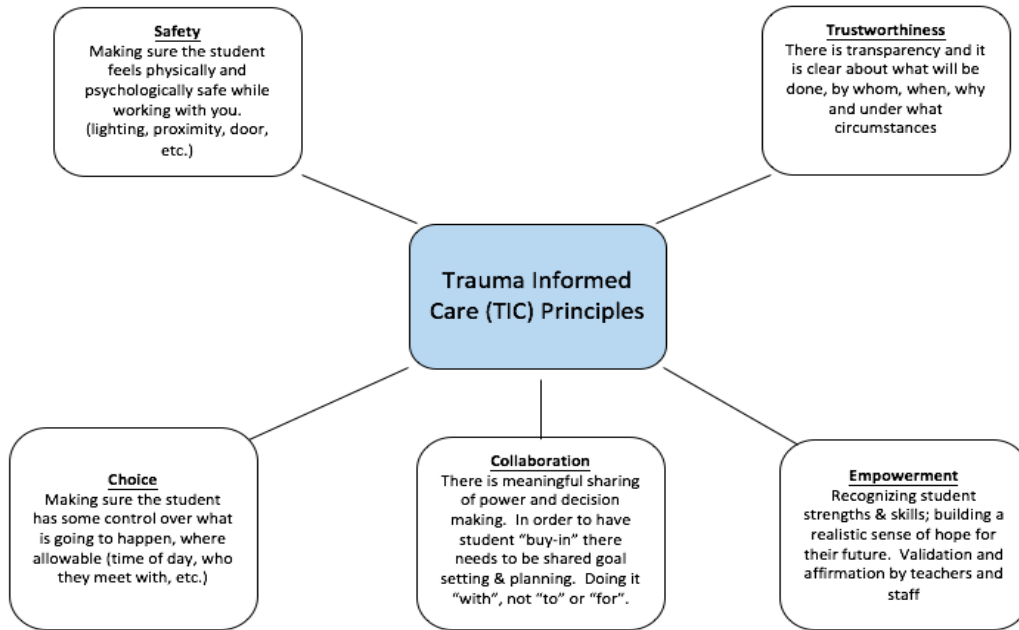
#### **Fostering Community**

Fostering Community is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. Implemented well, this shifts the focus of discipline from punishment to learning and from the individual to the community. At Tapestry Charter School, we use these practices by:

- Intentionally creating a school community that is anchored in our shared PIRR values.
- Making participation in the community a requirement, not an option through practices such as community meetings, grade level meetings and crew.
- Modeling and teaching our community values through crew lessons.
- Enforcing our PIRR values and holding students accountable to the expectations.

#### **Solution Focused Trauma Informed Care**

All schools and educators work with children who have experienced trauma. Schools have an important role to play in providing stability and a safe space for children and connecting them to caring adults. In addition to serving as a link to supportive services, schools can adapt curricula and behavioral interventions to better meet the educational needs of students who have experienced trauma. The diagram below shows how the solution focused trauma informed care principles are practiced at Tapestry Charter School:



**Tapestry Charter School K-5: Student Responsibilities, Rights, and Privileges**

<b>Student Rights</b>	<b>Student Responsibilities</b>
A free public education.	Attend school on a regular basis and to be in class on time.
A safe school.	Follow and exemplify our Character Traits of Perseverance, Integrity, Responsibility, and Respect (PIRR).
A school free of discrimination.	Complete all required academic work both in and out of class.
A classroom atmosphere conducive to learning.	Bring appropriate materials to class daily.
Physical safety and protection of privacy.	Respect school property.
Fair and just treatment by school staff.	Participate in class and encourage others.
A clean, well-maintained educational facility.	Dress appropriately for school and school functions, refraining from comments about other's clothing.
A healthy breakfast and lunch.	Use appropriate language.
Open and honest feedback/communication.	Obey school and classroom rules/policies.

## Student Privileges

- Recess activities
- Classroom celebrations
- Class/grade level trips

Students may be excluded from various classroom or school celebrations, recess activities, or class/grade level trips based upon behaviors that are deemed overly disruptive to the class setting. Students have various privileges that need to be earned throughout the course of a school day.

## Tiered Discipline & Intervention Matrix

Tapestry's Code of Conduct, Behavior Expectations, Interventions and Consequences are in compliance with New York State Discipline Laws and Regulations including Schools Against Violence in Education (SAVE) Law, and Dignity For All Students Act (DASA).

Tapestry is committed to teaching, modeling, and enforcing high standards of conduct in order to ensure that Tapestry is a safe, healthy learning environment for all students and staff. The following matrix indicates the types of disciplinary action and interventions that may apply to each type of infraction. In each instance, an opportunity to repair harm and teach appropriate behavior through the use of intervention, restorative practices and corrective action is stated. Each situation or violation involving student conduct should be individualized and the least punitive action should be taken when possible. The administrator shall, however, determine whether a specific infraction warrants 1 or more of the corrective actions described on the chart.

**Level I** Infractions will be managed on the spot by classroom teachers or other site staff. Teachers will be supported by instructional coaches and administrative staff to create a classroom space that is conducive to student learning. Corrective action, taken by the administrator shall take place after progressive discipline interventions by the school fail to bring about proper conduct.

**Level II** and **Level III** Infractions may also be managed by classroom teachers but consequences will be issued by site administration. **Level I** infractions should be addressed by classroom teachers, unless the behavior is chronic and detrimental to the learning environment. For **Level II** behaviors that happen in the teacher's classroom, the teacher, or administration, will call home to inform the parent of the incident and the impact it had on the students learning and how the behavior was not in accordance with established classroom expectations.

Teachers are responsible for teaching and establishing respectful, trusting relationships with all students and set clear procedures and expectations that are in alignment to our Compass Traits of Perseverance, Integrity, Responsibility, and Respect. In doing so it is expected that students behave in accordance with set expectations. Interventions are done with the intent of correcting the behavior and allowing students to reflect on how they impacted the school community. Below is a sample of **Level I**, **Level II** and **Level III** violations.

# CODE OF CONDUCT

## Level One Infractions

*Refers to minor misbehavior that disrupts orderly classroom procedures or school operations. These misbehaviors are handled by classroom teachers and do not require administrative intervention.*

Example of Student Behaviors	Recommended Intervention/Response
<ul style="list-style-type: none"> <li>Classroom/school disturbance or disruption</li> <li>Interrupting instruction</li> <li>Verbal harassment</li> <li>Inappropriate language</li> <li>Leaving seat without permission</li> <li>Eating outside of designated areas</li> <li>Defiance of rules or authority</li> </ul>	<ul style="list-style-type: none"> <li>Infraction entered in JumpRope</li> <li>Verbal warning</li> <li>Reflection Sheet (PIRR)</li> <li>Parent contact</li> <li>Counseling (coaching conversation)</li> <li>Behavior Reflection/Private conversation</li> <li>Privileges revoked</li> <li>Reteach expected behavior</li> </ul>

## Level Two Infractions

*Refers to misbehavior with seriousness or frequency that tends to disrupt the learning climate of the school and/or consequences that endanger the health or safety of others in the school. Administrative intervention is necessary.*

Example of Student Behaviors	Recommended Intervention/Response
<ul style="list-style-type: none"> <li>Chronic level 1 infractions</li> <li>Continuous classroom/school disturbance</li> <li>Continuous interrupting instruction</li> <li>Continuous defiance of rules or authority</li> <li>Insubordination, defiance of authority, disrespectful behavior to staff</li> <li>Verbal harassment of others</li> <li>Touching other students/rough-housing (“playing”)</li> <li>Name calling, insulting others, or being unkind</li> <li>Vandalism/destruction of school property</li> <li>Possession of unauthorized materials</li> <li>Plagiarism/cheating</li> <li>Non-compliance with Zero Tolerance hands policy</li> </ul>	<ul style="list-style-type: none"> <li>Infraction entered in JumpRope</li> <li>Reflection Sheet (PIRR)</li> <li>Parent contact</li> <li>Privileges revoked</li> <li>Counseling (coaching conversation)</li> <li>Removal from class</li> <li>Administrative intervention</li> <li>After school detention (grades 3-5)</li> <li>Short Term Suspension               <ul style="list-style-type: none"> <li>In School Suspension</li> <li>Out of School Suspension</li> </ul> </li> <li>Confiscation of unauthorized materials</li> <li>Reteach expected behavior</li> </ul>

## Level Three Infractions

*Refers to acts whose frequency or seriousness disrupt the learning climate of the school or acts directed against persons or property that pose a threat to the health, safety or welfare of others in the school. Administration should be notified ASAP and action could result in immediate removal of student from the school.*

Example of Student Behaviors	Recommended Intervention/Response
<ul style="list-style-type: none"> <li>Chronic Level 2 infractions</li> <li>Physical abuse, bullying, threatening behavior</li> <li>Inappropriate language/behavior toward faculty</li> <li>Aggressive language/gestures</li> <li>drugs/alcohol/tobacco</li> <li>Weapons</li> <li>Bullying</li> <li>Fighting</li> <li>Vandalism/Graffiti</li> <li>Theft</li> <li>Refusal to turn over prohibited items</li> <li>Non-compliance with Zero Tolerance hands policy</li> </ul>	<ul style="list-style-type: none"> <li>Immediate Administration Contact</li> <li>Removal from class</li> <li>Infraction entered in JumpRope</li> <li>Parent contact (from admin)</li> <li>Short Term Suspension               <ul style="list-style-type: none"> <li>In School Suspension</li> <li>Out of School Suspension</li> </ul> </li> <li>Denial of Privileges</li> <li>Confiscation of unauthorized materials</li> <li>Long Term suspension/Expulsion hearing</li> <li>Behavior Contract</li> </ul>

\*\*Regardless of infraction level, it is staff responsibility to enter comment into JumpRope and add appropriate staff and administration to the comment.

## Staff/Administration Response Chart

**Level One Infractions:** *should be handled in class, placed in JumpRope, administration and parent notification.*

### Process for Level One Infraction:

When a student has a Level One infraction, the teacher/staff member should address the situation during class or during an opportune time within or after the lesson. If the situation takes place outside of the classroom, the student should be addressed at that moment. Students should not be sent to the office for Level One infractions.

The infraction should be logged in JumpRope under Level One. A detailed description should be provided as well as how the issue was resolved. Administration should be included on the CC. If the problem persists, it has now escalated to a Level Two under “continuous” or “chronic” disturbances. In this scenario, a student may be referred or sent to the office. When sending a student to the office, please do not let them leave the room. Contact the office and an administrator, or other staff if necessary, will escort the student to the main office. If no one is available in the main office, and the student needs to be removed, direct contact to an administrator or staff member is suggested. Parents should be notified of the incident by staff that same day.

Examples of Inappropriate Student Behavior	Behavior/Redirecting Strategies	Possible Consequences if Behavior Does Not Improve with redirection
<ul style="list-style-type: none"> <li>● Interrupting, calling out, talking out of turn, inappropriate noise level</li> <li>● Leaving seat without permission</li> <li>● Not following teacher instructions</li> <li>● Not following common areas/hallway expectations</li> <li>● Refusing to complete work, sleeping/head down not engaging</li> <li>● Using inappropriate language</li> <li>● Consuming food or drink without permission</li> <li>● Unprepared for class</li> </ul>	<ul style="list-style-type: none"> <li>● Greet students at the door</li> <li>● Use a Do Now or opening routine</li> <li>● Make intentional seating chart</li> <li>● Clearly post expectations and possible consequences</li> <li>● Develop activities for total student engagement</li> <li>● Whole class reminder of expectations</li> <li>● Use positive language to narrate the appropriate behaviors</li> <li>● Private conversation to understand the issue</li> <li>● Redirection of behavior</li> <li>● Replacement behavior</li> <li>● Offer encouragement</li> <li>● Offer space for student to self-correct</li> <li>● Warn student of possible consequences if they choose to make poor choices</li> </ul>	<ul style="list-style-type: none"> <li>● Parent contact</li> <li>● Revoked Privileges</li> <li>● Administrative support</li> <li>● Level II</li> <li>● Teacher documents in JumpRope</li> </ul> <p><i>If level one behaviors become chronic or behavior is continuously disruptive to classroom instruction it becomes a level 2 behavior. Please see level 2 for the protocol.</i></p>

**Level Two Infractions:** *should be handled in class with administrative support if necessary, placed in JumpRope, student may be removed from class, may result in In School or Out of School suspension on Short Term basis (less than 5 days).*

**Process for Level Two Infraction:**

When a student has a Level Two infraction, depending on circumstance, teacher/staff member should address the situation immediately. This may be with redirection or may result in the need for office assistance. If a student needs to be removed, please contact the office and an administrator will escort student to the main office.

The infraction should be logged into JumpRope under Level Two. Please add administration to the CC where it will be resolved. Parents should be notified by phone or email by staff and/or administration that same day. If a child needs to be suspended, a letter will be sent home and a re-admission conference will be scheduled. Staff involved in incident are invited but not required to attend conference.

<b>Level Two Offenses</b>	<b>First Offense Suggested corrective action/ consequence</b>	<b>Second Offense Suggested corrective action/ consequence</b>	<b>Third Offense Suggested corrective action/ consequence</b>	<b>Intervention</b>
<p>Chronic Level 1 Infractions</p> <p>If a student is removed from a class please follow the protocol for referring a student to the office.</p>	<ul style="list-style-type: none"> <li>● Parent contact</li> <li>● Redirect/ reminder of expectations</li> <li>● Possible Administrative detention (grades 3-5)</li> </ul>	<ul style="list-style-type: none"> <li>● Parent contact</li> <li>● Redirect/ reminder of expectations</li> <li>● Administrative detention (grades 3-5)</li> <li>● Meeting with teacher/ student family to address concerns</li> <li>● Possible short-term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Parent contact</li> <li>● Redirect/ reminder of expectations</li> <li>● Administrative Detention(s)</li> <li>● Meeting with teacher/student/counselor family to address concerns</li> <li>● Short term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Review/ re-teach Code of Conduct</li> <li>● Counselor/ mentor</li> <li>● Develop behavior support plan</li> <li>● Repair and restore harm to the community</li> </ul>

<b>Level Two Offenses</b>	<b>First Offense Suggested corrective action/consequence</b>	<b>Second Offense Suggested corrective action/consequence</b>	<b>Third Offense Suggested corrective action/consequence</b>	<b>Intervention</b>
Possession of any prohibited device.	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/ reminder of expectations</li> <li>● After school administrative detention</li> <li>● Office holds item until the end of the day</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/ reminder of expectations</li> <li>● Office holds item for 24 hours</li> <li>● Meeting with family</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/ reminder of expectations</li> <li>● Office holds for one week and parent conference will be scheduled</li> </ul>	<ul style="list-style-type: none"> <li>● Review/ re-teach Code of Conduct</li> <li>● Counselor/ Mentor</li> <li>● Develop Behavior Support Plan</li> <li>● Repair and restore harm to the community</li> <li>Meeting with family</li> </ul>
<b>Level Two Offenses</b>	<b>First Offense Suggested corrective action/consequence</b>	<b>Second Offense Suggested corrective action/consequence</b>	<b>Third Offense Suggested corrective action/consequence</b>	<b>Intervention</b>
Leaving or entering a classroom without permission.  Eloping.	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/ reminder of expectations</li> <li>● possible Administrative detention (3-5)</li> <li>● Possible short term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/ reminder of expectations</li> <li>● possible Administrative detention (3-5)</li> <li>● Meeting with teacher/student family to address concerns</li> <li>● Possible short term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/ reminder of expectation</li> <li>● Administrative Detention (3-5)</li> <li>● Meeting with teacher/ student family to address concerns</li> <li>● Short term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Review/ re-teach Code of Conduct</li> <li>● Counselor/ Mentor</li> <li>● Develop behavior support plan</li> <li>● Repair and restore harm to the community</li> </ul>

<b>Level Two Offenses</b>	<b>First Offense Suggested corrective action/consequence</b>	<b>Second Offense Suggested corrective action/consequence</b>	<b>Third Offense Suggested corrective action/consequence</b>	<b>Intervention</b>
Verbal harassment/bullying.	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/ reminder of expectations</li> <li>● Administrative Detention (3-5)</li> <li>Meeting with teacher/student family to address concerns</li> <li>● Possible short term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/ reminder of expectations</li> <li>● Administrative Detention (3-5)</li> <li>Meeting with teacher/student family to address concerns</li> <li>● Possible short term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/ reminder of expectations</li> <li>● Administrative Detention(s) (3-5)</li> <li>● Meeting with teacher/ student family to address concerns</li> <li>● Short term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Review/ Reteach Code of Conduct.</li> <li>● Counselor/ Mentor</li> <li>● Develop Behavior Support Plan</li> <li>● Repair and restore harm to the community</li> </ul>
<b>Level Two Offenses</b>	<b>First Offense Suggested corrective action/consequence</b>	<b>Second Offense Suggested corrective action/consequence</b>	<b>Third Offense Suggested corrective action/consequence</b>	<b>Intervention</b>
Possession of offensive materials  <i>Depending on the nature of the materials may result in a level three consequence.</i>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/ reminder of expectations</li> <li>● Possible Administrative Detention (3-5)</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/ reminder of expectations</li> <li>● Administrative Detention (3-5)</li> <li>● Meeting with teacher/student family to address concerns</li> <li>● Possible short term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/ reminder of expectations</li> <li>● Administrative detention(s) (3-5)</li> <li>● Meeting with teacher/ student family to address concerns</li> <li>● Short term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Review/ re-teach Code of Conduct</li> <li>● Counselor/ Mentor</li> <li>● Develop Behavior Support Plan</li> <li>● Repair and restore harm to the community</li> </ul>



<b>Level Two Offenses</b>	<b>First Offense Suggested corrective action/consequence</b>	<b>Second Offense Suggested corrective action/consequence</b>	<b>Third Offense Suggested corrective action/consequence</b>	<b>Intervention</b>
Inappropriately using school computers/visiting unauthorized websites	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/reminder of expectations</li> <li>● Loss of internet/computer access suspended (1-2 days)</li> <li>● Possible short term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/reminder of expectations</li> <li>● Loss of internet/computer access suspended (3-5 days)</li> <li>● Possible short term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/reminder of expectations</li> <li>● Meeting with teacher/ student family to address concerns</li> <li>● Short term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Review/ re-teach Code of Conduct</li> <li>● Counselor/Mentor</li> <li>● Develop Behavior Support Plan</li> <li>● Repair and restore harm to the community</li> <li>● Crew Support</li> </ul>

<b>Level Two Offenses</b>	<b>First Offense Suggested corrective action/consequence</b>	<b>Second Offense Suggested corrective action/consequence</b>	<b>Third Offense Suggested corrective action/consequence</b>	<b>Intervention</b>
Vandalism/destruction of school property	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/reminder of expectations</li> <li>● Possible Administrative Detention (3-5)</li> <li>● Possible short term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/reminder of expectations</li> <li>● Administrative Detention (3-5)</li> <li>● Meeting with teacher/student family to address concerns</li> <li>● Possible short term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/reminder of expectations</li> <li>● Administrative detention(s) (3-5)</li> <li>● Meeting with teacher/ student family to address concerns</li> <li>● Short term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Review/ re-teach Code of Conduct</li> <li>● Counselor/Mentor</li> <li>● Develop Behavior Support Plan</li> <li>● Repair and restore harm to the community</li> </ul>

<b>Level Two Offenses</b>	<b>First Offense Suggested corrective action/consequence</b>	<b>Second Offense Suggested corrective action/consequence</b>	<b>Third Offense Suggested corrective action/consequence</b>	<b>Intervention</b>
Inappropriate hands/touching/rough housing “zero tolerance”	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/reminder of expectations</li> <li>● Possible Administrative Detention (3-5)</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/reminder of expectations</li> <li>● Administrative Detention (3-5)</li> <li>● Meeting with teacher/student family to address concerns</li> <li>● Possible short term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/reminder of expectations</li> <li>● Administrative detention(s) (3-5)</li> <li>● Meeting with teacher/ student family to address concerns</li> <li>● Short term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Review/ re-teach Code of Conduct</li> <li>● Counselor/ Mentor</li> <li>● Develop Behavior Support Plan</li> <li>● Repair and restore harm to the community</li> </ul>

**Level Three Infractions:** *immediate administrative assistance required, student removed from class, may warrant short or long term suspension, could result in expulsion.*

**Process for Level Three Infraction:**

When a student has a Level Three infraction, the office should be contacted immediately. Administration will resolve the issue and provide parent contact. Depending on the nature of the violation, students may receive in or out of school suspension on either a short or long term basis.

The infraction should be logged into JumpRope under Level Three. Please add administration to the CC where it will be resolved. In some instances, JumpRope will be logged by administration. Parents will be notified by administration that same day. If a child needs to be suspended, a letter will be sent home and a re-admission conference will be scheduled. Staff involved in incident are invited but not required to attend conference.

<b>Level Three Infractions</b>	<b>First Offense Suggested corrective action/consequence</b>	<b>Second Offense Suggested corrective action/consequence</b>	<b>Third Offense Suggested corrective action/consequence</b>	<b>Intervention</b>
Disrupted School Activities or Willfully Defied the Valid Authority of School. This includes chronic level 1 and level 2 Infractions	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/ Reminder of Expectations</li> <li>● Two level 2 offense in the same day may result in a suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact and Scheduled Visit</li> <li>● Behavior Contract</li> <li>● Counseling Referral</li> <li>● Short term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 1-3 day suspension</li> <li>● Loss of privileges (sport/club/ activities)</li> </ul>	<ul style="list-style-type: none"> <li>● Review/ Reteach Code of Conduct</li> <li>● Counselor/ Mentor</li> <li>● Develop Behavior Support Plan</li> <li>● Repair and restore harm to the community</li> </ul>

<b>Level Three Infractions</b>	<b>First Offense Suggested corrective action/consequence</b>	<b>Second Offense Suggested corrective action/consequence</b>	<b>Third Offense Suggested corrective action/consequence</b>	<b>Intervention</b>
Caused, Attempted, Or Threatened to Cause Physical Injury To Another Student	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Conflict Mediation</li> <li>● 2-4 day Suspension</li> <li>● Behavior Contract</li> <li>● Loss of privileges (sport/club/ activities)</li> <li>● Counseling referral</li> <li>● Re-entry/ restorative meeting with students and families</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 3-5-day Suspension</li> </ul>	<ul style="list-style-type: none"> <li>● 5-day Suspension</li> <li>● Recommendation for Expulsion</li> </ul>	<ul style="list-style-type: none"> <li>● Behavior Reflection Sheet</li> <li>● Review/ re-teach Code of Conduct</li> <li>● Counselor/ Mentor</li> <li>● Parent Attendance</li> <li>● Develop Behavior Support Plan</li> <li>● Repair and restore harm to the community</li> </ul>

<b>Level Three Infractions</b>	<b>First Offense Suggested corrective action/consequence</b>	<b>Second Offense Suggested corrective action/consequence</b>	<b>Third Offense Suggested corrective action/consequence</b>	<b>Intervention</b>
Engaged in a physical altercation/ fighting	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 2-4 day suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Behavior Contract</li> <li>● 3-5 day Suspension</li> <li>● Counseling Referral</li> <li>● Loss of Privileges</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 5-day suspension</li> <li>● Recommendation for Expulsion</li> </ul>	
Students Identified Inciting Conflicts or Fights:	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 1-day suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Behavior Contract</li> <li>● 2-4 day Suspension</li> <li>● Counseling Referral</li> <li>● Loss of Privileges</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 5-day suspension</li> <li>● Recommendation for Expulsion</li> </ul>	
Willfully Used Force Or Violence Upon The Person of Another Requiring Medical Attention	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 5-day suspension</li> <li>● Recommendation for Expulsion</li> </ul>			
Possessed, Sold Or Furnished Any Firearm, Explosive, Furnished Any Knife Or Dangerous Object	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 5-day suspension</li> <li>● Recommendation for Expulsion</li> </ul>			

<b>Level Three Infractions</b>	<b>First Offense Suggested corrective action/consequence</b>	<b>Second Offense Suggested corrective action/consequence</b>	<b>Third Offense Suggested corrective action/consequence</b>	<b>Intervention</b>
Possessed, Used, Furnished, Or Been Under The Influence Of Any Controlled Substance, Tobacco or alcohol	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Behavior Contract</li> <li>● 2-5 day suspension</li> <li>● Counseling Referral</li> <li>● Loss of privileges (sport/club/activities)</li> <li>● Re-entry/ restorative meeting with students and family</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 5-day suspension</li> <li>● Recommendation for Expulsion</li> </ul>		<ul style="list-style-type: none"> <li>● Behavior Reflection Sheet</li> <li>● Review/ re-teach Code of Conduct</li> <li>● Counselor/ Mentor</li> <li>● Drug and alcohol counseling</li> <li>● Parent Attendance</li> <li>● Develop Behavior Support Plan</li> <li>● Repair and restore harm to the community</li> </ul>
Sold, Offered, Arranged or Negotiated to Sell Any Controlled Substance	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 5-day suspension</li> <li>● Recommendation for Expulsion</li> <li>● Police notification</li> </ul>			

<b>Level Three Infractions</b>	<b>First Offense Suggested corrective action/consequence</b>	<b>Second Offense Suggested corrective action/consequence</b>	<b>Third Offense Suggested corrective action/consequence</b>	<b>Intervention</b>
Caused Or Attempted To Cause Damage To School Property Or Private Property	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Restitution</li> <li>● 1-3 day suspension</li> <li>● Re-entry restorative meeting with students and families</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Restitution</li> <li>● Behavior Contract</li> <li>● 2-4 day suspension</li> <li>● Counseling Referral</li> <li>● Loss of privileges (sport/club/ activities)</li> <li>● Re-entry restorative meeting with students and families</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 5-day suspension</li> <li>● Recommend - action for Expulsion</li> </ul>	<ul style="list-style-type: none"> <li>● Behavior Reflection Sheet.</li> <li>● Review / reteach Code of Conduct</li> <li>● Counselor/ Mentor</li> <li>● Develop Behavior Support Plan</li> <li>● Repair and restore harm to the community</li> </ul>
Stolen Or Attempted To Steal School Property Or Private Property	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Behavior Contract</li> <li>● Loss of privileges (sport/club/ activities)</li> <li>● 2-4 day suspension</li> <li>● Re-entry restorative meeting with students and families</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 5-day suspension</li> <li>● Recommendation for Expulsion</li> <li>● Police Notification</li> </ul>		<ul style="list-style-type: none"> <li>● Behavior Reflection Sheet.</li> <li>● Review/ Reteach Code of Conduct</li> <li>● Counselor/Mentor</li> <li>● Develop Behavior Support Plan</li> <li>● Repair and restore harm to the community</li> </ul>
<b>Level Three Infractions</b>	<b>First Offense Suggested corrective action/consequence</b>	<b>Second Offense Suggested corrective action/consequence</b>	<b>Third Offense Suggested corrective action/consequence</b>	<b>Intervention</b>
Committed an Obscene Act or Verbal Assault Toward School Authority	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Verbal Apology</li> <li>● 1-3 day suspension</li> <li>● Re-entry restorative meeting with students and families</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Behavior Contract</li> <li>● Written Apology</li> <li>● Counseling Referral</li> <li>● 2-4 day suspension</li> <li>● Re-entry restorative meeting with students and families</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 5-day suspension</li> <li>● Recommendation for Expulsion</li> </ul>	<ul style="list-style-type: none"> <li>● Review/ Reteach Code of Conduct</li> <li>● Counselor/ Mentor</li> <li>● Develop Behavior Support Plan</li> <li>● Repair and restore harm to the community</li> </ul>

Engaged In Habitual Profanity or Vulgarity	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Redirect/ Reminder of Expectations</li> <li>● Possible detention (3-5)</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Behavior Contract</li> <li>● Possible detention (3-5)</li> <li>● Possible short term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Counseling Referral</li> <li>● 1-2 day suspension</li> <li>● Re-entry restorative meeting with students and families</li> <li>● Possible short term suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Review/ Re-teach Code of Conduct</li> <li>● Counselor/ Mentor</li> <li>● Develop Behavior Support Plan</li> <li>● Repair and restore harm to the community</li> </ul>
<b>Level Three Infractions</b>	<b>First Offense Suggested corrective action/consequence</b>	<b>Second Offense Suggested corrective action/consequence</b>	<b>Third Offense Suggested corrective action/consequence</b>	<b>Intervention</b>
Committed Or Attempted to Commit a Sexual Assault	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Police Notification</li> <li>● 5 day suspension &amp; recommendation for expulsion</li> </ul>			
Engaged In, or Attempted To Engage In, Hazing Or Engaged In An Act Of Bullying Including Cyber Bullying)  Hate Motivated Behavior: <i>DASA</i>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Counseling Referral</li> <li>● 1-3 day suspension</li> <li>● Behavior contract</li> <li>● Re-entry restorative meeting with students and families</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 2-4 day suspension</li> <li>● Outside counseling referral</li> <li>● Loss of privileges (sport/club/ activities)</li> <li>● Re-entry restorative meeting with students and families</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 5 day suspension and recommendation for expulsion</li> </ul>	<ul style="list-style-type: none"> <li>● Review/ Reteach Code of Conduct</li> <li>● Counselor/ Mentor</li> <li>● Develop Behavior Support Plan</li> <li>● Repair and restore harm to the community</li> </ul>

Committed Sexual Harassment	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 1-3 day suspension</li> <li>● Conflict Mediation</li> <li>● Counseling Referral</li> <li>● Re-entry restorative meeting with students and families.</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 2-4 day suspension</li> <li>● Outside Counseling</li> <li>● Referral</li> <li>● Loss of privileges (sport/club/ activities)</li> <li>● Re-entry restorative meeting with students and families</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 5 day suspension and recommendation for expulsion</li> </ul>	<ul style="list-style-type: none"> <li>● Review/ Reteach Code of Conduct</li> <li>● Counselor/ Mentor</li> <li>● Develop Behavior Support Plan</li> <li>● Repair and restore harm to the community</li> </ul>
<b>Level Three Infractions</b>	<b>First Offense Suggested corrective action/consequence</b>	<b>Second Offense Suggested corrective action/consequence</b>	<b>Third Offense Suggested corrective action/consequence</b>	<b>Intervention</b>
Created An Intimidating /Hostile Environment By Engaging In Harassment, Threats, Or Intimidation. Including False Accusations and False Fire Alarms	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 1-3 day suspension</li> <li>● Behavior contract</li> <li>● Re-entry restorative meeting with students and families</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 2-4 day suspension</li> <li>● Outside Counseling Referral</li> <li>● Loss of privileges (sport/club/ activities)</li> <li>● Re-entry restorative meeting with students and families</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● 5 day suspension and recommendation for expulsion</li> </ul>	<ul style="list-style-type: none"> <li>● Review/ Re-teach Code of Conduct</li> <li>● Counselor/ Mentor</li> <li>● Develop Behavior Support Plan</li> <li>● Repair and restore harm to the community</li> </ul>
Violent Threats, Including Bomb Threats, Against School Personnel or Property	<ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Police Notification</li> <li>● 5 day suspension &amp; recommendation for expulsion</li> </ul>			



## Student Expectations for Common Areas

<b>Recess Expectations</b>	<b>Lunch Expectations</b>
<p>During recess students will:</p> <ul style="list-style-type: none"> <li>● Keep hands to self.</li> <li>● No rough play (play fights, wrestling, pushing, kicking, etc.).</li> <li>● Leave personal belongings such as toys, electronics, etc. at home. <b>Tapestry is not responsible for lost or stolen items.</b></li> <li>● Treat others with kindness.</li> <li>● Take turns with equipment/activities.</li> <li>● Immediately stop play and lineup when recess is ending. Clean all areas of play (Leave No Trace).</li> <li>● Enter building silently.</li> </ul>	<p>During lunch students will:</p> <ul style="list-style-type: none"> <li>● Bring appropriate items such as lunch and/or lunch card.</li> <li>● Enter cafeteria silently and find appropriate table.</li> <li>● Remain seated unless told otherwise.</li> <li>● Walk at all times.</li> <li>● Use appropriate level voice so only close neighbors can hear.</li> <li>● Use appropriate meal-time manners.</li> <li>● Take care of garbage and wipe down tables (Leave No Trace).</li> <li>● Line up silently and transition to next class.</li> </ul>
<b>Super Subject Expectations</b>	<b>Hallway Expectations</b>
<p>During Super Subjects students will:</p> <ul style="list-style-type: none"> <li>● Line up in hallway before entering.</li> <li>● Follow all classroom procedures.</li> <li>● Treat each other with kindness.</li> <li>● Follow the 5 Star System.</li> <li>● Participate in all activities.</li> </ul>	<p>While in hallway students will:</p> <ul style="list-style-type: none"> <li>● Stay on designated side of hallway.</li> <li>● Walk in a Straight, Silent, and Together line (SST).</li> <li>● Follow all teacher and staff directions.</li> <li>● Remain silent while lined up in hallway.</li> </ul>
<b>Bathroom Expectations</b>	<b>Community Meeting Expectations</b>
<p>On trips to the bathroom students will:</p> <ul style="list-style-type: none"> <li>● Remain silent in hall.</li> <li>● Have a hall/bathroom pass.</li> <li>● Use appropriate voice levels.</li> <li>● Respect the privacy of others.</li> <li>● Use proper hygiene habits.</li> <li>● Keep the bathroom clean and safe.</li> <li>● Wait silently in hall if bathroom is full.</li> </ul>	<p>During Community Meetings students will:</p> <ul style="list-style-type: none"> <li>● Enter the gym quietly.</li> <li>● Find appropriate area and sit down.</li> <li>● Actively participate.</li> <li>● Be kind.</li> <li>● Have fun!</li> <li>● Exit the gym when grade is dismissed.</li> <li>● Respect all performers and guests.</li> </ul>

## **Student Dress Guidelines**

For students in grades K-5, the expectation is that students wear clothing appropriate for school on a daily basis. Students found to be wearing inappropriate or offensive materials may be referred to the office where they will remain until a parent/guardian can provide an acceptable change of clothes. Students should dress appropriately for field work or class trips that may require alternative clothing options. On days when students have physical education or dance classes, they should wear loose fitting, comfortable clothing, appropriate for school activity.

## **Student cell phones and personal electronics**

For students in grades K-5 electronic devices are not allowed in school. In the event a student may need to bring a cell phone to school (i.e. emergency communication) it must be locked up at the beginning of each day and returned at day's end. If a child is found to have an electronic device, it will be confiscated by staff. Tapestry is not responsible for any lost or stolen electronic devices and it is strongly recommended that these devices remain at home.

If a student is found to have, or in use of, an electronic device the following will occur:

- **First offense:** confiscated and returned to a parent/guardian at day's end
- **Second offense:** confiscated and returned to a parent/guardian after 24 hours
- **Third offense:** confiscated and returned to a parent/guardian after one week
- **More than three offenses:** confiscated and parent conference/contract

## **Morning Cell Phone Collection**

Students in grades 4-5 will submit electronics to the cart in the foyer upon entering the building. In grade 3, students will turn electronics in to classroom teacher as part of morning routine. If the student provides a cell phone, ensure that it is turned off. Then place it in the bin. Electronics will be placed in plastic bin and delivered to office where they will be locked. Please note that there is a ***no electronics policy for K-5*** and students should only bring in for emergency purposes.

## **Afternoon Cell Phone Return**

Teachers/teaching partner will retrieve bins at day's end for return. Grade 5 students will retrieve device in foyer from carts.

## **Response to Classroom Discipline**

### **JumpRope**

JumpRope is the comment pod system used to track level 1, 2 and 3 infractions and Positive Behavior based on PIRR traits. While it is not feasible to track all behavior infractions as they happen, it is expected that teachers will enter any comments into JumpRope by the end of the school day. This will help to ensure that site consequences are delivered in a timely manner.

### **After School Detention**

Students in grade 5 may be assigned detention for any Level 2 infraction at staff's discretion. 5th grade detention will be monitored by an assigned member of the grade 5 team and will be held after school.

### **Administrative Detention**

Students in grades 3-5 may be assigned detention for any Level 2 infraction at the assistant principal's discretion. Only the assistant principal can assign an administrative detention. Administrative detention will be held after school for students in grades 3-5. The assistant principal will assign administrative detention and notify parents.

## **Chronic Problems**

If disruptive behavior continues, a teacher and/or administrator will contact parent/guardian after initial interventions have taken place. In-school or out-of-school suspension may be required when a student's attitude and conduct result in the need to temporarily remove the student from the classroom community. In the case of students with significant behavioral concerns, administration, classroom teachers, support staff, and counselors will meet to determine appropriate strategies to assist the student. This may include a behavior plan or contract developed with parent/guardians.

## **In-School Suspension**

Students may be temporarily removed from the classroom and placed in another area of the school where the student will receive instruction in an alternative location. Administration will assign in-school short-term suspension.

## **Short Term Suspension**

A student who is determined to have committed any of the incidents listed below shall be subject minimally to a short term suspension, unless administration determines an exception should be made based on individual circumstances of the incident and the student's disciplinary record and, depending on the severity of the infraction, a long-term suspension may also be imposed and referrals to law enforcement authorities may be made. A short-term suspension, under New York State Law and Regulations, is an out of school suspension for five school days or fewer. Parent/guardian must be notified within 24 hours in writing that the student has been removed from school and reason(s) why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal to discuss the removal.

All students are required to attend a re-admittance conference with a parent/guardian, assistant principal, and/or principal and/or guidance counselors if deemed necessary, before returning to the classroom.

### **Disciplinary Infractions That May Result in Short Term Suspension (includes but not limited to):**

- Attempt to assault any student or staff member.
- Acts of physical aggression.
- Vandalize school or personal property resulting in minor damage.
- Endanger the physical safety of another by use of force or threats of force.
- Engage in conduct that disrupts school or classroom activity or endangers or threatens to endanger the health, safety, welfare, or morals of others.
- Engage in insubordination.
- Fails to complete assignments, carry out directions, or comply with disciplinary sanctions.
- Cheating on exams or quizzes, or commits plagiarism.
- Use of forged notes or excuses.
- Stealing, attempt to steal, or possession of property known by the student to be stolen.
- Trespassing on school property.
- Abuse of school property or equipment.
- Use of obscene or abusive language or gestures.

## **Long Term Suspension**

A student who is determined to have committed any of the infractions listed below, or repeats an offense listed above, shall be subject minimally to a long-term suspension, unless the principal determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. A long-term suspension is an out-of-school suspension (or out of class) suspension for more than five school days.

When the principal determines that a suspension for more than five days may be warranted, he/she shall give reasonable notice to the student and student's parent/guardian of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him/her and the right to present witnesses and other evidence on his or her behalf.

The executive director or principal shall designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him/her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and, when warranted, recommendations as to the appropriate measure of discipline to the principal or executive director. The report of the hearing officer shall be advisory only, and the executive director may accept all or any part thereof.

The executive director or principal may impose a long-term suspension and shall issue a written decision informing the parent of the outcome and their right to appeal first to the Board of Trustees, and next to the New York State Commissioner of Education.

**Disciplinary Infractions That May Result in Long Term Suspension (includes but not limited to):**

- Possession, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, slingshot, or other dangerous object of no reasonable use to the student at school.
- Commits or attempts to commit arson on school property.
- Possession, sale, purchase, distribution, or use of any alcoholic beverage, controlled substance, imitation controlled substance, on school property or at any school-sponsored event.
- Assault of any other student or staff member.
- Intentionally causing physical injury to another person.
- Vandalize school or personal property resulting in major damage.
- Threats of violence or acts of intimidation (in school or electronically).
- Bullying.
- Improper conduct that significantly disrupts or threatens to disrupt the education of other students.

**Behavior Contracts**

School staff may design written agreements with students subject to sanctions under this code to identify target behaviors, define expectations, and describe consequences, provided that the affected student and his/her parent/guardian are informed that the decision to enter into such a contract is voluntary.

**Bullying and Harassment**

Harassment/bullying means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying as defined in Education Law that

- Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or
- Reasonably cause or would reasonably be expected to cause a student to fear for his/her physical safety; or
- Reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
- Occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

## **Dignity for All Students Act (DASA) NYS's Anti-Bullying Law**

All children have the right to attend school in a safe, welcoming, and caring environment. DASA specifically ensures this for New York State public school students.

The Dignity for All Students Act was signed into law on September 13, 2010. The legislation amended State Education Law by creating a new Article 2, *Dignity for All Students*, and revising Section 801-a regarding instruction in civility, citizenship, character education, tolerance, respect for others, and dignity. It combats bias-based bullying, harassment, and discrimination in public schools, and includes awareness and sensitivity in the relations of people including individuals of different races, weights, national origins, ethnicity, religions or religious practices, mental or physical abilities, sexes, sexual orientations, gender identities or expressions.

Highlights of the new law, effective July 1, 2012 include:

- All public elementary and secondary school students are protected.
- DASA prohibits the harassment and discrimination of students and by school personnel.
- Districts must appoint at least one staff member in each school to handle all bullying incidents on school property (including athletic fields, playgrounds, and parking lots), in school buildings, on a school bus/vehicle, as well as at school sponsored events or activities.
- Administrators must report incidents of bullying or bias-based harassment to the NYS Department of Education

## **Cyber Bullying**

Cyberbullying is bullying behaviors using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites, and other. Cyberbullying can happen at any time. It can be public or in private, and sometimes only known to the target and the person bullying. Cyberbullying includes but is not limited to:

- Abusive or hurtful texts, emails, posts, images, or videos
- Deliberately excluding others online.
- Nasty gossip or rumors.
- Imitating others online or using their login.
- Embarrassing pictures, videos, websites, or fake profiles.

## **Physical Bullying**

Physical bullying is using one's body and physical bodily acts to exert power over peers. This includes hitting, kicking, tripping, pinching, pushing or other physical attacks.

## **Verbal Bullying**

Verbal bullying includes name-calling, insults, teasing, intimidation, or verbal abuse.

## **Covert or Hidden Bullying**

This sort of bullying is often harder to recognize and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation.

Covert bullying includes:

- Lying and spreading rumors.
- Negative facial or physical gestures, menacing or contemptuous looks.
- Playing nasty jokes to embarrass and humiliate.
- Mimicking unkindly.
- Encouraging others to socially exclude someone.
- Damaging someone's social reputation or social acceptance.

## **Zero Tolerance**

For students in grades 3-5, Tapestry follows a “zero tolerance” policy. Essentially, this means that students should never inappropriately have their hands on one another. The intention is to promote a positive community in which all students feel welcome, safe, and comfortable throughout each school day. Students in violation of our “zero tolerance” policy will be referred to the office and given a Level Two consequence. Repeat offenders are subject to behavior contracts and possible expulsion.

## **Discipline of Students with Disabilities**

Students for whom the Individualized Education Plan (IEP) includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective, or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the Committee on Special Education (CSE) for consideration of a change in the guidelines.

Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction.

When a suspended student is either classified, or in consideration of classification, by the Committee on Special Education, the requirements of federal regulation as stated in the Individuals with Disabilities Education Act (IDEA) afford such a student additional due process protection beyond the general education population. As stated in Section 3214 of NYSED regulations, all students facing suspension in excess of five school days are entitled to written parental notice, phone call home if possible, informal conference upon request, Section 3214 hearing notice provided to parent, an impartial hearing, and a notice of hearing results to parent. In addition to those expectations, if a CSE student is suspended for a cumulative total of ten days within an academic year, Tapestry Charter School will notify the home district of the need for CSE review to consider the impact of the disability upon the behavior and the possibility of a need for a change in program services. After ten days of suspension, special education services as stated in the IEP will be provided to the student along with alternative instruction.

## **Technology**

Tapestry Charter School is proud to offer each student an opportunity to use our Internet networked computers. Students will be expected to abide by the Acceptable Use Policy in order to maintain privilege.

## **Acceptable Use Policy**

Tapestry employs Internet filtering software to restrict students’ exposure to any inappropriate images and/or materials. Students are only allowed to use the Internet under the direction and supervision of a Tapestry staff member or other school official, and only for valid and approved educational purposes. Students who violate this policy will have their Internet privileges suspended for a specific period of time.

Students will:

- Only use provided usernames and passwords.
- Get permission to print.
- Get permission to view any website.
- Get permission before sending or receiving any digital information.
- Get permission before saving a file, picture, URL, etc.

\*Any student who does not follow the Acceptable Use Policy will lose his/her computer/technology privilege.

## **SECTION 7: STUDENT HEALTH AND MEDICAL RECORDS**

### **Illnesses or Injuries**

Students who become ill during the school day should report to the nurse. If the problem cannot be resolved, a parent or guardian will be contacted if a pick-up is necessary. If a student leaves school without permission, the student will be given an “unexcused absence”, and disciplinary action will be taken.

Accident reports are completed for injuries that occur on school grounds once staff is notified of the occurrence. Parents/guardians will be notified by telephone or note describing the accident, the extent of the injury, and the treatment provided. If an accident or illness is deemed serious in nature, appropriate medical care and 911 intervention will be taken immediately, with contact made to parent.

### **Immunizations and Physicals**

New York State law requires all students to be up to date with necessary immunizations before entrance to school. Non-immunized students are not permitted to attend school unless the parent/guardian provides a written statement that immunization is contrary to their religious, moral, or philosophical beliefs. The Tapestry Director and/or public health officials may exclude non-immunized students from school if there is a health threat to the student or others. Questions concerning requirements may be addressed to the principal or school nurse.

New York State Law requires students in grades K, 2, and 4 to have physicals on file in the office by September 1<sup>st</sup> or they can be excluded from our enrollment.

### **Food Services**

The Tapestry Food Service team makes every effort to provide our students with homemade, healthy, nutritious, and delicious school lunches. A majority of what we prepare is made from scratch using fresh, seasonal and local ingredients. Our food might look different, but that’s because it is different! It’s better! It’s better because it’s homemade using fresh cut peppers and onions or fresh broccoli spears or fresh (not frozen!) pizza. We even make homemade chicken fingers that are baked (never fried!) and served with a homemade honey mustard dip. Our salsa is homemade. So are our Italian meatball subs, our deli sandwiches, our pasta bakes and our chicken souvlaki.

### **A Note from our Food Service Staff**

Our wonderful Food Service Program consists of 5 dedicated individuals from 5 different backgrounds and countries who come together every day to create, prepare and serve our fabulous Tapestry students!

Everyday our students gather in the cafeteria to meet with friends, relax and most importantly- EAT LUNCH! As with our staff, our student population is just as diverse. But no matter where you're from, we welcome you to come in, sit down and enjoy one of our delicious and nutritious homemade lunches.

*Yes, homemade.* Most of the lunch selections at Tapestry are made from scratch. That's no easy task when feeding a crew of 600! But we do it with pleasure! While still adhering to the strict NYS and federal regulations and guidelines, we manage to whip up some pretty healthy and even yummy dishes.

Here are some of our homemade dishes just to name a few...

One of my favorite meals is our chicken souvlaki salad because we use fresh chicken breast that we marinate and then slow roast. The protein-packed chick pea salad that accompanies this dish is also made with a homemade lemon-oregano vinaigrette.

When it's Taco Tuesday we make our *own homemade salsa* using fresh tomatoes, onions, garlic and cilantro. And we use our own seasoning mix in the ground beef to help eliminate excess sodium and unnecessary preservatives.

When we offer a fresh garden salad, we use fresh and sometimes even *local veggies* to create a *most colorful, crunchy & healthy salad* for all to enjoy.

Even when it's beloved pizza day, we don't pull it from the freezer. *We make our pizza from scratch*-using a whole grain crust, seasoned pizza sauce & mozzarella cheese.

When we whip up our homemade chili or soup, we of course chop up tons of fresh onions, peppers, celery and carrots and add them to warm pot of broth.

No matter what you or your child chooses to eat for lunch, I hope it's yummy and nutritious and fills their bellies and minds with all of the energy they need to grow and stay healthy!

## **SECTION 8: FAMILY COMMUNICATION AND INVOLVEMENT**

### **Essential Partners**

#### **Parents and guardians are expected to:**

- Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
- Provide school officials with current working telephone numbers so that we may reach parents to discuss student progress and other matters of mutual concern.
- Send their children to school on time, ready to participate and learn.
- Insist and help their children to be dressed and groomed in a manner consistent with the student dress guidelines.
- Know school rules and help their children understand them.
- Build good relationships with teachers, other parents, and their children's friends.
- Inform school officials of changes in the home situation that may affect student conduct or performance.

#### **Teachers and administration are expected to:**

- Maintain a climate of mutual respect and dignity for all students regardless of (included but limited to) actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, which will strengthen students' self-concept and promote confidence to learn in the classroom and on school property.
- Work to strengthen each student's self-concept and promote confidence to learn.
- Know their students as learners and demonstrate a commitment to student achievement.
- Communicate to students and parents: a) course objectives and requirements b) marking/grading procedures c) assignment deadlines d) expectations for students e) classroom discipline plan.
- Communicate regularly with students, parents and other teachers concerning student growth and achievement.

### **Communication**

#### **K-5 Newsletter**

Individual classrooms will send a weekly newsletter updating families on what is happening in the classroom as well as information about upcoming school events.

#### **News Update**

Once per month, a News Update for families in grades K-5 will be mailed home. This news update will provide important information regarding new initiatives, important events and parental involvement opportunities for parents. Additional copies can be found in the office.



### **School Messenger**

Periodically an important update or announcement will be sent through school messenger via email and phone call. Please be sure to read these messages as they will contain important information.

### **School Cancellation or Delay**

In the event of emergency or weather-related school delay, cancellation, or early closing, announcements are made on all major local media stations. Please note that Tapestry will be announced separate from the Buffalo Public School District and from other charter schools in the area. Please refrain from calling the school office for closing information, as telephone lines are very busy during these times. School delays or cancellations are announced by 6:15 am. Early school closings may require announcements during the school day.

## **Visitor and Guest Expectations**

We encourage parents and guardians to be active participants in their child's education, however, certain limits must be put in place regarding visitors (anyone who is not a regular staff member or student of the school) of the school to ensure a safe, and productive learning environment. Tapestry expects all visitors to model our school's core values of Perseverance, Integrity, Responsibility, and Respect (PIRR) in all interactions. The principal is responsible for all persons in the building and on school grounds. For these reasons, the following expectations apply:

- All visitors must report to the office to sign in and receive a visitor pass.
- Parents or visitors who wish to observe a classroom while school is in session are required to arrange such visits in 24 hours advance with the classroom teacher.
- All visitors on school property or attending a school function shall conduct themselves in a respectful and orderly manner.
- Shall not disrupt the orderly conduct of class, school programs or other school activities, conferences or meetings.
- Shall not violate traffic directions, parking regulations, or restrictions on other vehicles.
- The principal may limit the access of any visitor, and/or parent, if the visitor conduct disrupts educational process or environment of the school.

Although we welcome both young people and adults to view all dimensions of our school, no student may invite a visitor without the written permission of the school administrators at least one day prior to the visit. Visitors who do not have permission will be asked to leave the premises and may be removed from campus or arrested for trespassing, depending on the circumstances. A student assisting an intruder in entering the building will be subject to disciplinary action. Visits including babies and young children are not permitted, except with special permission of the administration.

## **Parental Involvement**

### **Principal's Advisory Group (PAG)**

The Principal's Advisory Group (PAG) serves as a consultative body to assist the principal and administration in making decisions that reflect the interests of parents, faculty, and students, leveraging family involvement. Subcommittees of the PAG have been established to address topics that are considered important by TCS parents/guardians. Community voice is encouraged in such areas as the setting and maintaining of school policies, the hiring of staff, the raising of funds, setting of priorities for use of funds, and helping with community engagement.

### **Tapestry Community Association (TCA)**

The Tapestry Community Association (TCA) is a voluntary parent/family organization of Tapestry Charter School that was created to enhance and enrich the educational and social development of the students, faculty and families. It raises funds for the school and provides social events for the Tapestry community. All Tapestry parents/guardians, teachers, administrators and staff are members of the TCA.

### Family involvement in supporting student success

Family involvement in TCS is essential for the achievement of an effective school community in which all students succeed. We look forward to partnering with families and would appreciate family support in the following areas:

Creating an effective learning environment at home.	<ul style="list-style-type: none"><li>• Set a schedule and structure to make sure your child completes school work. Limit TV “electronic” time. Keep books and other reading materials available and set aside a time to read each day.</li></ul>
Learning about and supporting Tapestry Charter School’s values and programs.	<ul style="list-style-type: none"><li>• Encourage your child to participate fully in fieldwork and teambuilding events.</li><li>• Be familiar with and discuss with your child the Code of Conduct and the content of this handbook.</li><li>• Attend school-wide activities during the year.</li></ul>
Staying informed about your child’s progress.	<ul style="list-style-type: none"><li>• Attend all of your child’s Student Led Conferences and exhibition nights.</li><li>• Read teacher communications and promptly return permission slips and other communications asking for family response.</li></ul>
Volunteering	<ul style="list-style-type: none"><li>• In a school that encourages community engagement and a culture of warmth and acceptance, there are times when family members are needed to participate in panels reviewing student work, provide refreshments or supplies for events, or host or supervise events.</li></ul>

### Family Information

#### Emergency Information Forms

Emergency Information Forms are kept on file so that school staff are aware of students’ medical information and have the ability to reach a parent or guardian at any time. Please let us know as soon as possible whenever there is a change in address, telephone number, place of employment or emergency contact person, or when there is a change in a student’s medical information.

#### F.O.I.L. Policy

In accordance with the Freedom of Information Law (FOIL), the public, including parents or guardians, has the right to request to obtain copies of or to view charter school records pertaining to school functioning or to the parent/guardian’s student. This request needs to be made in writing to the principal, and requested records will be provided in a timely manner, with a fee to cover copying costs.

#### Grievance and Complaint Procedure

Any individual who has a complaint or grievance of any kind regarding TCS is encouraged to speak directly to the TCS principal in an effort to resolve difficulties informally. The person making the complaint should identify the written or telephone communication as a complaint. The principal or designee will hear the complaint within one week or less of notification. Reasonable efforts will be made to resolve difficulties amicably with an interest in adult problem solving for the students’ benefit.

Any individual or group may bring a formal complaint alleging a violation of law to the Tapestry Board of Trustees at any time by submitting such a complaint in writing to the Board President. The complaint will be reviewed by the Board no later than the time of the next scheduled meeting, and at least within a month of filing the complaint. A response to the complaint will be made within one week of the Board’s meeting day.

**Open Meetings Law Policy**

Per the Charter Schools Act, the Tapestry Charter Board of Trustees will follow the Open Meetings Law that allows members of the public to attend any Tapestry board meetings at which business of the school is conducted. Public notice is made in a variety of public venues. Questions regarding notifications or scheduling of such meetings should be directed to the Executive Director.

**S.A.V.E. Plan**

In response to the Safe Schools Against Violence in Education Act (SAVE), TCS has established a SAVE Plan that identifies the school's Code of Conduct and Discipline Policy and a Building-Level Emergency Response Plan, in coordination with the District-wide School Safety Plan for TCS. A community meeting may be held yearly with the purpose of reviewing the SAVE Plan and obtaining input from families. A Summary of the Building-level Emergency Response Plan will be available to the public. The purpose of the SAVE Plan is to clarify the means by which TCS works to prevent violence and to create a safe and secure setting for learning to take place.

Child Abuse Reporting is a required component of the SAVE legislation. School staff members are considered to be mandated reporters. Reasonable suspicion of child abuse occurring in the home setting or in an educational setting must be reported to child protective services for investigation. The principal will be notified immediately and will facilitate and ensure report to law enforcement and notification of parents, if appropriate. A written report of allegations must be prepared, and filed by school administration. No employee of the district will be allowed to resign rather than disclose an allegation of child abuse. Any individual who in good faith complies with the child abuse reporting requirements will be entitled to immunity from any civil or criminal liability that might otherwise result from such actions.

**Student Records- FERPA Policy**

Students' rights of confidentiality and protection from improper disclosure of their records are respected by Tapestry Charter School in accord with the Federal Family Educational Rights and Privacy Act of 1974 and with New York State law. Contact the Tapestry Charter School principal if you would like more information about the specific rights of students and families under these provisions.

Tapestry Families,

Please review this handbook with your child. After reviewing, complete the lower portion of this page indicating your agreement and understanding of the policies and procedures. By receiving this handbook, you acknowledge the policies and procedures outlined. This page needs to be returned to your child's teacher.

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*I have read and reviewed the Tapestry Family handbook with child.*

Student Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_