

Code of Conduct



Grades K - 5

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

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CODE OF CONDUCT

Tapestry Charter School

I. 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.

II. Introduction

The Tapestry Charter School (TCS) 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 needs 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.

III. Discipline Philosophies

Restorative Practices

Restorative Practice 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.
- Following protocols for reflection, repair, and restoration to the school community.

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:

6 GUIDING PRINCIPLES TO A TRAUMA-INFORMED APPROACH

The CDC's Office of Public Health Preparedness and Response (OPHPR), in collaboration with SAMHSA's National Center for Trauma-Informed Care (NCTIC), developed and led a new training for OPHPR employees about the role of trauma-informed care during public health emergencies. The training aimed to increase responder awareness of the impact that trauma can have in the communities where they work. Participants learned SAMHSA'S six principles that guide a trauma-informed approach, including:



Adopting a trauma-informed approach is not accomplished through any single particular technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. On-going internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to imbed this approach which can be augmented with organizational development and practice improvement. The training provided by OPHPR and NCTIC was the first step for CDC to view emergency preparedness and response through a trauma-informed lens.

IV. Attendance

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 7:15am.

- Students may have breakfast in the cafeteria or wait in the designated areas.
- Students will be sent to classrooms at 7:50am.
- Class begins promptly at 8:00am. Students arriving to class after 8:00am 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 3:00pm for students in grades 1-5 and 2:50pm for K students.
- 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 2:15pm 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.
- An additional 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 contract will be drafted and signed by all involved parties to commit to improved attendance.
- 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:

- 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.
- The administrative team may pursue formal sanctions up to and including a referral to Child Protective Services for educational neglect.
- 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. Any student departure during the school day will result in parent contact and the possible imposition of further consequences.

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

Student Rights	Student Responsibilities
A free public education.	Attend school on a regular basis and 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.
A healthy breakfast and lunch.	Use appropriate language.
Open and honest feedback/communication.	Obey school and classroom rules/policies.

Student Privileges	<ul style="list-style-type: none">● Recess activities● Classroom celebrations● Class/grade level trips
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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.

VI. K-5 Code of Conduct 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 one 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 student's learning and how the behavior was resolved.

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. The following pages provide examples of **Level I**, **Level II** and **Level III** infractions.

VII. Level One Infractions

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Refers to minor infractions that disrupt orderly classroom procedures and/or school operations. These infractions are handled by classroom teachers and do not require administrative intervention. Level One behaviors may include, but are not limited to, examples in the chart below.

Example of Student Behaviors	Recommended Intervention/Response
<ul style="list-style-type: none"> Classroom interruptions or disruption Not following directions Talking back/disrespectful Unkind words/actions Inappropriate language/gestures Leaving seat/area without permission Refusal to complete work/sleeping/head down Consuming food or drink without permission Failure to follow Common Area expectations Unprepared for class Inappropriate use of classroom materials/objects. 	<ul style="list-style-type: none"> Infraction entered in JumpRope Reteach expected behavior Coaching Conversation Reflection Mediation Community Circle/conference Community Service Parent Contact <p>*All Level One infractions should be logged and parents notified.</p>

Level Two Infractions

Refers to infractions 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. Administrative intervention may be necessary. Level Two behaviors may include, but are not limited to, examples in the chart below.

Example of Student Behaviors	Recommended Intervention/Response
<ul style="list-style-type: none"> Chronic level 1 infractions Possession and/or use of any prohibited or offensive materials/objects/devices Moderate classroom interruptions or disruption Moderate Insubordination Moderate verbal harassment/bullying of others, including but not limited to name calling, insults, or being unkind Leaving, attempting to leave, or entering a classroom without permission/elopeing Inappropriate use of school technology Vandalism/destruction of school property Inappropriate physical contact/zero tolerance Acts of physical aggression Plagiarism/cheating 	<ul style="list-style-type: none"> Infraction entered in JumpRope Reteach expected behavior Coaching Conversation Reflection Mediation Community Circle/conference Community Service Removal from class Lunch Detention Privileges Revoked Short Term Suspension <p>*All Level Two infractions should be logged, parents notified, and may result in office intervention.</p>

Level Three Infractions

Refers to acts whose frequency or seriousness disrupt the learning climate of the school and/or acts directed against persons and/or property that pose a threat to the health, safety and/or welfare of others. Administration is notified immediately and action may result in immediate removal of student from school. Level Three behaviors may include, but are not limited to, the chart below.

Example of Student Behaviors	Recommended Intervention/Response
<ul style="list-style-type: none"> Chronic Level 2 infractions Severe Insubordination Severe verbal harassment/bullying of others, including but not limited to name calling, insults, or being unkind Severe classroom interruptions or disruption Physical abuse, bullying, threatening behavior Inappropriate language/behavior toward faculty Severe use of inappropriate language/gestures Possession, use, furnishing, or selling of any drugs/alcohol/tobacco or weapons. Physical Altercation/fighting Vandalism/graffiti Stealing/attempt to steal any personal or school property Severe inappropriate physical contact/zero tolerance 	<ul style="list-style-type: none"> Infraction entered in JumpRope Reteach expected behavior Immediate administration contact Removal from class Parent contact (from admin) Coaching Conversation Reflection Mediation Community Circle/conference Community Service Privileges Revoked Short Term Suspension Behavior Contract Long Term suspension/Expulsion hearing

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

VIII. 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. Office/administrative support is not required 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 notified. If the problem persists, it has now escalated to a Level Two under “continuous” or “chronic” infractions. In this scenario, a student may be referred to or sent to the office. When sending a student to the office, please contact the office, an administrator, or other staff if necessary, and provide a description of the infraction. 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 will be notified of the incident by staff that same day.

Examples of Inappropriate Student Behavior	Behavior/Redirecting Strategies	Suggested Corrective Action/Consequence
<ul style="list-style-type: none"> ● Classroom interruptions/disruption ● Not following directions ● Talking back/disrespect ● Using inappropriate language/gestures ● Leaving seat/area without permission ● Refusal to complete work, sleeping/head down ● Consuming food or drink without permission ● Failure to follow common area expectations ● Consuming food or drink without permission ● Unprepared for class ● Inappropriate use of classroom materials/objects 	<ul style="list-style-type: none"> ● Greet students at the door ● Do Now or opening routine ● Intentional seating chart ● Clear expectations ● Activities designed for student engagement ● Whole class reminder of expectations ● Positive language to narrate the appropriate behaviors ● Private conversation ● Redirection of behavior ● Replacement behavior ● Encouragement/praise ● Space for student to self-correct ● Take a Break area ● Buddy Room ● Warn student of possible consequences 	<ul style="list-style-type: none"> ● Parent contact ● Reteach expected behavior ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Revoked Privileges ● Administrative support ● Level II ● Document in JumpRope <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: *may be handled in class with administrative support when necessary and placed in JumpRope. Student may need to be removed from class which could result in a suspension on a Short Term basis (less than 10 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 intervention. If a student needs to be removed, an administrator will be contacted to escort the student to the main office.

The infraction should be logged into JumpRope under Level Two. Teacher should provide a narrative of the incident, and administration will complete the follow up and determine the resolution/intervention. Parents will be notified by phone or email by staff and/or administration that same day. If a child is suspended, a letter will be sent home and a re-admission conference will be scheduled. Staff involved in the incident are invited but not required to attend the re-admission conference. Below is a response matrix for Level 2 behaviors that may include but are not limited to the following:

Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Interventions
<p>Chronic Level 1 Infractions</p> <p>If a student needs to be removed from class, please follow the protocol for referring students to the office.</p>	<ul style="list-style-type: none"> ● Parent contact ● Redirect/ reminder of expectations ● Detention (grades 3-5) 	<ul style="list-style-type: none"> ● Parent contact ● Reteach expected behavior ● Detention (grades 3-5) ● Meeting to address concerns ● Possible short-term suspension 	<ul style="list-style-type: none"> ● Parent contact ● Reteach expected behavior ● Administrative Detention(s) ● Meeting to address concerns ● Short term suspension 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Removal from class ● Privileges Revoked ● Short Term Suspension

Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Interventions
<p>Possession and/or use of any prohibited device or offensive materials.</p> <p><i>Depending on the nature of the materials, may result in a level three consequence.</i></p>	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Detention (grades 3-5) ● Office holds item until the end of the day 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Office holds item for 24 hours ● Meeting to address concerns 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Possible short term suspension 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Removal from class ● Privileges Revoked ● Short Term Suspension
Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Interventions
<p>Leaving, attempting to leave, or entering a classroom without permission.</p> <p>Eloping.</p>	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Possible detention (grades 3-5) ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Detention (grades 3-5) ● Meeting to address concerns ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Meeting to address concerns ● Short term suspension 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Removal from class ● Privileges Revoked ● Short Term Suspension

Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Interventions
Moderate Verbal harassment/bullying.	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Possible detention (grades 3-5) ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Detention (grades 3-5) ● Meeting to address concerns ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Meeting to address concerns ● Short term suspension 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Removal from class ● Privileges Revoked ● Short Term Suspension
Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Interventions
Moderate Insubordination and/or classroom disruptions	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Possible detention (grades 3-5) 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Detention (grades 3-5) ● Meeting to address concerns ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Detention (grades 3-5) ● Meeting to address concerns ● Short term suspension 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Removal from class ● Privileges Revoked ● Short Term Suspension

Level Two Offenses	First Offense Suggested corrective action/ consequence	Second Offense Suggested corrective action/ consequence	Third Offense Suggested corrective action/ consequence	Suggested Intervention
<p>Inappropriate use of school technology</p> <p><i>Depending on the nature of the incident, may result in a level three consequence.</i></p>	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Loss of technology privileges (1-2 days) ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Loss of technology privileges (3-5 days) ● Meeting to address concerns ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Meeting to address concerns ● Short term suspension 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Removal from class ● Privileges Revoked ● Short Term Suspension

Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Intervention
<p>Vandalism/destruction of school property</p> <p><i>Depending on the severity of the incident, may result in a level three consequence.</i></p>	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Possible Detention (3-5) ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Detention (grades 3-5) ● Meeting to address concerns ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Meeting to address concerns ● Short term suspension 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Removal from class ● Privileges Revoked ● Short Term Suspension

Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Intervention
Inappropriate hands/touching/rough housing “zero tolerance”	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Possible Detention (3-5) 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Detention (3-5) ● Meeting to address concerns ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Detention (3-5) ● Meeting to address concerns ● Short term suspension 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Removal from class ● Privileges Revoked ● Short Term Suspension

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

Process for Level Three Infraction:

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

The infraction will be logged by administration into JumpRope under Level Three. Parents will be notified by administration that same day. If a child is suspended, a letter will be sent home and a re-admission conference will be scheduled. Staff involved in the incident are invited but not required to attend the re-admission conference. Below is a response matrix for Level 3 behaviors that may include but are not limited to the following:

Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Intervention
Severe insubordination or classroom disruptions. This includes chronic Level 2 infractions	<ul style="list-style-type: none"> • Parent Contact • Reteach expected behavior • Possible short term suspension 	<ul style="list-style-type: none"> • Parent Contact • Short term suspension (1-2 days) • Re-entry/restorative meeting 	<ul style="list-style-type: none"> • Parent Contact • Short term suspension (2-3 days) • Re-entry/restorative meeting 	<ul style="list-style-type: none"> • Reteach expected behavior • Immediate administration contact • Removal from class • Parent contact (from admin) • Coaching Conversation • Reflection • Mediation • Community Circle/conference • Community Service • Privileges Revoked • Short Term Suspension • Behavior Contract

Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Intervention

Caused, Attempted, Or Threatened to Cause Physical Injury To Another Student	<ul style="list-style-type: none"> ● Parent Contact ● 2-4 day Suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 3-5-day Suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● 10-day suspension ● Recommendation for expulsion 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing
Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Intervention
Engaged in a physical altercation/ fighting	<ul style="list-style-type: none"> ● Parent Contact ● 2-4 day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 3-5 day Suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing

<p>Students Identified Inciting Conflicts or Fights:</p>	<ul style="list-style-type: none"> ● Parent Contact ● 1-day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 2-4 day Suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing
<p>Willfully Used Force Or Violence Upon The Person of Another Requiring Medical Attention</p>	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion 			<ul style="list-style-type: none"> ● Long Term suspension/Expulsion hearing
<p>Possessed, Sold Or Furnished Any Firearm, Explosive, Furnished Any Knife Or Dangerous Object</p>	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion 			<ul style="list-style-type: none"> ● Long Term suspension/Expulsion hearing

Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Intervention
Possessed, Used, Furnished, Or Been Under The Influence Of Any Controlled Substance, Tobacco or alcohol	<ul style="list-style-type: none"> ● Parent Contact ● 2-5 day suspension ● Counseling Referral ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion 		<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing
Sold, Offered, Arranged or Negotiated to Sell Any Controlled Substance	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion ● Police notification 			<ul style="list-style-type: none"> ● Long Term suspension/Expulsion hearing

Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Intervention
<p>Caused Or Attempted To Cause Damage To School Property Or Private Property</p>	<ul style="list-style-type: none"> ● Parent Contact ● Restitution ● 1-3 day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● Restitution ● 2-4 day suspension ● Counseling Referral ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing
<p>Stolen Or Attempted To Steal School Property Or Private Property</p>	<ul style="list-style-type: none"> ● Parent Contact ● 2-4 day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion ● Possible Police Notification 		<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing

Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Intervention
Committed an Obscene Act or Verbal Assault Toward School Authority	<ul style="list-style-type: none"> ● Parent Contact ● 1-3 day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 2-4 day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing
Engaged In Habitual Profanity or Vulgarity	<ul style="list-style-type: none"> ● Parent Contact ● 1-3 day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 2-4 day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 5 day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract

Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Intervention
Committed Or Attempted to Commit a Sexual Assault	<ul style="list-style-type: none"> ● Parent Contact ● Possible Police Notification ● 10 day suspension & recommendation for expulsion 			<ul style="list-style-type: none"> ● Long Term suspension/Expulsion hearing
<p>Engaged In, or Attempted To Engage In, Hazing Or Engaged In An Act Of Bullying Including Cyber Bullying)</p> <p>Hate Motivated Behavior: <i>DASA</i></p> <p><i>Depending on severity, may result in 10 day suspension with recommendation for expulsion.</i></p>	<ul style="list-style-type: none"> ● Parent Contact ● 1-3 day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 2-4 day suspension ● Counseling Referral ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing

<p>Committed Sexual Harassment</p> <p><i>Depending on severity, may result in 10 day suspension with recommendation for expulsion.</i></p>	<ul style="list-style-type: none"> ● Parent Contact ● 1-3 day suspension ● Counseling Referral ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 2-4 day suspension ● Counseling Referral ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing
<p>Level Three Infractions</p>	<p>First Offense Suggested corrective action/consequence</p>	<p>Second Offense Suggested corrective action/consequence</p>	<p>Third Offense Suggested corrective action/consequence</p>	<p>Suggested Intervention</p>
<p>Created An Intimidating /Hostile Environment By Engaging In Harassment, Threats, Or Intimidation. Including False Accusations and False Fire Alarms</p>	<ul style="list-style-type: none"> ● Parent Contact ● 1-3 day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 2-4 day suspension ● Counseling Referral ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing

Violent Threats, Including Bomb Threats, Against School Personnel or Property	<ul style="list-style-type: none">• Parent Contact• Police Notification• 10 day suspension & recommendation for expulsion			<ul style="list-style-type: none">• Long Term suspension/Expulsion hearing
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IX. Tapestry Charter School K-5: Student Expectations for Common Areas

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

X. 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.

XI. Student cell phones and personal electronics

Electronic devices, for students in grades K-5, 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 placed in the cell phone cart at the beginning of each day, where it will be locked and kept safe, 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:** parent conference; may result in short term suspension and/or contract
- **More than three offenses:** short term suspension and contract

Morning Cell Phone Collection

Students in all grades will submit electronics to the cart in the foyer upon entering the building. If the student provides a cell phone, ensure that it is turned off. Then place it in the bin. Note that there is a ***no electronics policy for K-5*** and students should only bring in for emergency purposes.

Afternoon Cell Phone Return

The cell phone cart is a daily duty where all cell phones are returned to students that turned one in that day. Any remaining phones stay locked to be retrieved AFTER clubs.

XII. 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 ensure that site consequences are delivered in a timely manner.

After School Detention

Students in grades 3-5 may be assigned detention for any Level 2 infraction at administration's discretion. Detention will be held after school and can only be assigned as an administrative intervention. Staff involved in infractions leading to detention will be part of the restoration process.

Chronic Problems

If disruptive behavior continues, a teacher and/or administrator will contact parent/guardian after initial interventions have taken place. A short term suspension may be required if 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 where the student will receive instruction in an alternative location. Administration will assign in-school suspension.

Short Term Suspension

A student who is determined to have committed a Level 3 infraction, and in some instances for a Level 2 infraction, shall be subject to a short term suspension. Administration may determine an exception should be made based on individual circumstances of the incident and the student's disciplinary record. 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 is an out of school suspension for ten school days or less. Parent/guardian will be notified in writing that the student has been suspended from school and reason(s) why.

All students are expected 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 Level 3 infraction may be subject 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 for more than ten school days.

When the principal determines that a suspension for more than ten days is 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 or principal may accept all or any part thereof.

Upon receipt of the hearing report, the executive director or principal may impose a long-term suspension and shall issue a written decision. This decision will also inform 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.

Alternative Instruction

Alternative instruction shall be provided when a student is subject to a suspension. Alternate instruction should be initiated no later than the day after the suspension begins. As outlined in a suspension letter, contact the main office to schedule up to one hour of instruction for K-6, and two hours of instruction for grades 7-12. Time and location will be determined by the school.

Expulsion

Violation of a behavior contract, or any Level 3 infraction, may result in the need for a hearing. Upon receipt of the hearing report, the executive director or principal may impose a long-term suspension and shall issue a written decision. This decision will also inform 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.

XIII. Bullying and Harassment

Harassment/bullying means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying and is a violation of New York State Education Law. Examples are, but are not limited to, the following:

- 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 involves 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, actual or perceived, of different races, weights, national origins, ethnicity, religions or religious practices, mental or physical abilities, sexes, sexual orientations, gender identities or expressions.

Highlights of this law include:

- All public elementary and secondary school students are protected.
- DASA prohibits the harassment and discrimination of students by other students and 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.

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. Cyberbullying off-campus may also form the basis for discipline in school. 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

Tapestry follows a “zero tolerance” policy. Essentially, this means that students should never inappropriately have their hands on one another, or act intentionally unkind to any person. 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 contract, short term suspension, long term suspension, or expulsion.

XIV. 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 review.

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 if the student is suspended for more than 10 school days in the year. If this occurs, 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, the student will receive those special education services that will allow him/her to continue making progress toward goal in the IEP.

XV. 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 on 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.